

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**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

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/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 letter e (for example, e1, e2, e3, etc.).

(b)(4)

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="10/15/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="57-1087576"/>	* c. Organizational DUNS: <input type="text" value="1124225000000"/>
--	---

**d. Address:**

* Street1:	<input type="text" value="1300 Sumter Street"/>
Street2:	<input type="text" value="Suite 100"/>
* City:	<input type="text" value="Columbia"/>
County/Parish:	<input type="text" value="Richland"/>
* State:	<input type="text" value="SC: South Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="29201-3340"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Daniel"/>
Middle Name: <input type="text" value="F"/>	
* Last Name: <input type="text" value="Wuori"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Deputy Director"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="803-734-0100"/>	Fax Number: <input type="text" value="803-734-1431"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

M: Nonprofit with 501C3 IRS 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:**

S4.419

CFDA Title:

Preschool Development Grants

**\* 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

\* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants. CFDA Number: S4.419B

**13. Competition Identification Number:**

S4 419B2015 1

Title:

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

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

**\* 15. Descriptive Title of Applicant's Project:**

Expanding High-Quality Preschool Programs in South Carolina

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

[Delete Attachments](#)

[View Attachments](#)

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

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

Add Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="17,500,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="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  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

Add Attachment

**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 218, 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:  \* First Name: Middle Name: \* Last Name: Suffix: \* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## 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 merit systems 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 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (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. §§290 dd-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. §3601 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. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
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 11738; (c) protection of wetlands pursuant to EO 11990; (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).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
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 and 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-recipient 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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Betty Gardiner</p>	<p>TITLE</p> <p>Director</p>
<p>APPLICANT ORGANIZATION</p> <p>South Carolina First Steps to School Readiness</p>	<p>DATE SUBMITTED</p> <p>10/15/2014</p>

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee  
\* Name: N/A  
\* Street 1: N/A Street 2: \_\_\_\_\_  
\* City: N/A State: SC: South Carolina Zip: \_\_\_\_\_  
Congressional District, if known: \_\_\_\_\_

<b>6. * Federal Department/Agency:</b> N/A	<b>7. * Federal Program Name/Description:</b> Economic Development Grants CFDA Number, if applicable: 84.419
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<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**  
Prefix: \_\_\_\_\_ \* First Name: N/A Middle Name: \_\_\_\_\_  
\* Last Name: N/A Suffix: \_\_\_\_\_  
\* Street 1: \_\_\_\_\_ Street 2: \_\_\_\_\_  
\* City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)  
Prefix: \_\_\_\_\_ \* First Name: N/A Middle Name: \_\_\_\_\_  
\* Last Name: N/A Suffix: \_\_\_\_\_  
\* Street 1: \_\_\_\_\_ Street 2: \_\_\_\_\_  
\* City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This 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: Betty Gardner  
\* Name: Prefix: Ms. \* First Name: Susan Middle Name: \_\_\_\_\_  
\* Last Name: Jeffrey Suffix: \_\_\_\_\_  
Title: Librarian Telephone No.: 803-734-0391 Date: 07/15/2014

<b>Federal Use Only:</b>	Authorized for Local Reproduction, Standard Form - LLL (Rev. 7-97)
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PR/Award # S419B150027

## 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 this 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 ensure 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 those 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 to 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 equity of 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 this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

SCPpreKGEPA.pdf

Delete Attachment

View Attachment

## **SOUTH CAROLINA PRESCHOOL DEVELOPMENT GRANT – EXPANSION**

### **GEPA 427 STATEMENT**

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: DeVenny Suffix:

\* Title: Director

\* SIGNATURE: Betty Gardner

\* DATE: 10/15/2014

## 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.]

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## 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:

## Expanding High-Quality Preschool Programs in South Carolina

South Carolina First Steps to School Readiness (website: [scfirststeps.org](http://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](mailto: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)

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\* Mandatory Project Narrative File Filename:

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**SOUTH CAROLINA PRESCHOOL DEVELOPMENT GRANT – EXPANSION**

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## **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**.

### **BI. 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-cccd.net/pdfs-docs/SCInfantToddlerGuidelines.pdf>

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

<https://cd.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 \$ (b)(4) in recurring funds appropriated during FY15. This figure represents a (b) % increase over the \$ (b)(4) 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 \$ (b)(4) (b)(4) % ) **above and beyond the state’s combined 2010-11 investment of \$ (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 \$ (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)**

School Year	EIA 4K Appropriations	CDEPP 4K Appropriations	Total Recurring State Investment
2014-2015	(b)(4)		
2013-2014			
2012-2013			
2011-2012			

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**

<b>2013-2014 CDEPP Service Penetration by District</b>								
<b>School District</b>	<b>Estimated 4-Year-Olds</b>	<b>2013-14 District Poverty Index</b>	<b>Estimated 4-Year-Olds in Poverty</b>	<b>4-Year-Olds Served in Head Start</b>	<b>4-Year-Olds in Private CDEPP</b>	<b>Public Schools CDEPP</b>	<b>Total Served</b>	<b>% of At-Risk 4-Year-Olds Served</b>
Abbeville	277	78.82	218	62	0	72	134	61.4%
Allendale	126	98.42	124	33	0	52	85	68.5%
Anderson 3	189	80.73	153	27	19	0	46	30.0%
Bamberg 1	101	77.64	78	30	18*	46	94	120.5%
Bamberg 2	65	98.13	64	24	18*	42	84	131.2%
Barnwell 19	63	93.73	59	14	18*	40	72	122.0%
Barnwell 29	71	85.12	60	15	18*	18	51	85.0%
Barnwell 45	165	81.86	135	33	19*	0	52	38.5%
Berkeley	2,712	72.28	1,96	289	32	933	1,254	63.9%
Calhoun	180	91.49	165	8	17	100	125	75.7%
Cherokee	725	79.80	579	57	27	160	244	42.1%
Chester	420	81.86	344	110	0	200	310	90.1%
Chesterfield	544	82.08	447	138	0	89	227	50.7%
Clarendon 1	86	97.07	83	24	8	48	80	96.3%
Clarendon 2	232	91.48	212	61	0	111	172	81.1%
Clarendon 3	71	71.47	51	14	0	26	40	78.4%
Colleton	534	88.33	472	182	0	260	442	93.6%
Darlington	867	82.66	717	227	42	140	409	57.0%
Dillon 3	109	79.55	87	22	12*	58	92	105.7%
Dillon 4	375	93.44	350	91	12*	185	288	82.2%
Dorchester 4	166	87.83	146	8	0	120	128	87.6%
Fairfield	303	94.53	286	22	0	180	202	70.6%
Florence 1	1,314	73.02	959	164	132*	349	645	67.2%
Florence 2	86	79.08	68	12	22*	48	82	120.5%
Florence 3	309	93.35	288	49	22*	160	231	80.2%
Florence 4	77	95.06	73	13	22*	40	75	102.7%
Florence 5	73	75.16	55	9	22*	44	75	136.3%
Georgetown	613	75.09	460	119	90	200	409	88.9%
Greenwood 51	79	83.04	66	19	27	40	86	130.3%
Hampton 1	151	85.09	128	52	9	100	161	125.7%
Hampton 2	66	97.24	64	26	8	38	72	112.5%
Jasper	372	93.27	347	42	0	163	205	59.0%
Laurens 55	508	81.38	413	51	28*	234	313	75.7%
Laurens 56	260	82.79	215	26	27*	135	188	87.4%
Lee	207	97.46	202	42	20	65	127	62.8%

<b>Lexington 2</b>	833	78.03	650	43	26*	0	69	10.6%
<b>Lexington 3</b>	177	78.88	140	9	17*	100	126	90.0%
<b>Lexington 4</b>	226	86.87	196	13	0	193	203	103.5%
<b>Marion</b>	456	94.56	431	99	67	21	187	43.3%
<b>Marlboro</b>	318	93.24	297	115	0	247	362	121.8%
<b>McCormick</b>	82	90.01	74	38	0	59	97	131.0%
<b>Newberry</b>	485	76.05	369	106	42	80	228	61.7%
<b>Orangeburg 3</b>	253	96.42	244	25	12*	137	174	71.3%
<b>Orangeburg 4</b>	277	84.04	233	24	12*	138	174	74.6%
<b>Orangeburg 5</b>	712	92.50	659	68	13*	445	526	79.8%
<b>Richland 1</b>	2,557	81.37	2,08	240	147	300	687	33.0%
<b>Saluda</b>	197	82.12	162	42	18	66	126	77.7%
<b>Spartanburg 7</b>	793	78.09	619	58	73	280	411	66.3%
<b>Sumter</b>	1,6	81.76	1,329	250	75	220	545	41.0%
<b>Union</b>	347	80.95	281	71	26	0	97	34.5%
<b>Williamsburg</b>	404	97.57	394	122	111	199	432	109.6%
<b>TOTAL:</b>	<b>22,238</b>		<b>18,287</b>	<b>3,438</b>	<b>1,402</b>	<b>6,981</b>	<b>11,744</b>	<b>64.2%</b>

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**

2014-2015	61	Not Yet Available
2013-2014	51	8,383
2012-2013	34	5,316
2011-2012	34	5,299

**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 \$** (b)(4) **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**

(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	Operated exclusively within the state’s public school districts, the EIA 4K program is staffed by <b>state certified early childhood teachers, holding at least a bachelor’s degree.</b>	CERDEP 4K operates in both public and private settings.  Within public school districts, <b>CERDEP 4K teachers must meet state certification requirements,</b>

<p>knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;</p>		<p>as described at left.</p> <p>In private settings, each lead teacher must have <b>at least a two-year degree in early childhood education</b> or a related field and be <b>enrolled and demonstrating progress toward the completion of a teacher education program</b> within four years.</p> <p><b>Within private settings this minimum requirement is often exceeded</b>, with roughly a third of current teachers holding a bachelor's degree or higher.</p> <p>As described in Section D, <b>South Carolina is proposing the use of grant funds to support private providers</b> in their efforts to <b>recruit and competitively compensate</b> teachers holding bachelors' degrees, consistent with the federal definition of High-Quality</p>
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		Preschool.
(b) High-quality professional development for all staff;	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 <b>120 professional development renewal credits, during this five year validity period.</b> This can be accomplished through the completion of higher education coursework, continuing education or a combination of the two.	<b>In addition to the certification requirements at left</b> (as applicable), CERDEP 4K staff in both public and private settings are <b>required to participate in a minimum of fifteen hours of professional development annually</b> , to including content related to <b>teaching children of poverty and emergent literacy.</b>
(c) A child-to-instructional staff ratio of no more than 10 to 1;	<b>Both EIA and CERDEP-</b> funded 4K classrooms are required to maintain <b>child-to-instructional staff ratios of no more than 10 to 1.</b>	
(d) 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;	<b>Both EIA and CERDEP-</b> funded 4K classrooms are limited to <b>maximum group sizes of 20</b> , with an instructional assistant required for any classroom of 11 or more.	
(e) A Full-Day program;	EIA 4K funds, originally appropriated as part of the state’s “Half-Day Child Development Program,” <b>can be used for both half- and full-day</b>	CERDEP 4K classrooms are required by law to <b>operate on a full-day schedule</b> consisting of at least 6.5 hours daily.

	<p><b>programming</b> at the discretion of local districts.</p> <p>As described in Section D, South Carolina recognizes that <b>grant funds may be used exclusively for the purpose of delivering full-day programming.</b></p>	
(f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;	<p>Operated by local LEAs (also responsible for the administration of IDEA’s Section 619 Preschool Grants), EIA 4K classrooms are designed to be <b>inclusive of children with special needs</b> – to include full participation in all opportunities (as defined by individual IEP goals).</p>	<p>Like EIA 4K classrooms, public CERDEP 4K classrooms are operated by LEAs and <b>designed to be fully inclusive.</b></p> <p><b>Private CERDEP classrooms are likewise required to be inclusive.</b> 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.</p>
(g) Developmentally appropriate,	<b>Both EIA and CERDEP</b> -funded 4K classrooms are	

<p>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;</p>	<p>required to select an <b>approved, research based curriculum</b> designed to meet the developmental, cultural and linguistic needs of each eligible child. The approved curricula, <b>aligned with the state’s Good Start, Grow Smart Early Learning Standards</b>, are:</p> <ul style="list-style-type: none"> <li>• Creative Curriculum</li> <li>• High/Scope</li> <li>• Montessori</li> <li>• Opening the World of Learning (OWLS)</li> </ul>	
<p>(h). Individualized accommodations and supports so that all children can access and participate fully in learning activities;</p>	<p>Per item (f) above, both EIA and CERDEP 4K are designed to support the <b>full inclusion of children with special needs, providing individualized accommodations and supports as necessary</b> so that all children can participate fully. This approach is <b>equally applicable for all children</b> in the form of high-quality instruction, differentiated to meet the needs of individual learners.</p>	
<p>(i). Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;</p>	<p>EIA 4K classrooms are operated exclusively within local school districts. Staff are compensated accordingly.</p>	<p>Public CERDEP 4K classrooms are also administered and compensated via local school districts.</p> <p>Private CERDEP classrooms operate <b>outside of any school district structure and without the benefit of additional taxpayer funded resources</b> commonly drawn upon by local schools to offset the</p>

		<p>significant costs associated with the employment of certified staff. (A November 2012 analysis by SC First Steps documents school districts' investment of nearly <b>\$1,600 per child</b> above and beyond the student tuition rate appropriated to both public and private CERDEP providers by the SC General Assembly.)</p> <p>As described in Section D, <b>South Carolina is proposing the use of grant funds to support private providers</b> in their efforts to <b>recruit and competitively compensate</b> staff meeting the federal definition of High-Quality.</p>
<p>(j) . Program evaluation to ensure continuous improvement;</p>	<p>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,</p>	<p>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 <b>annual program review and</b></p>

	<p>it is likely that these funds will be redistributed into the state’s mixed-delivery model – effectively ending the Half-Day Child Development Program.</p>	<p><b>outcome evaluation</b> conducted by the <b>SC Education Oversight Committee</b>.</p> <p>Past reviews of the program’s implementation can be accessed at: <a href="http://www.eoc.sc.gov">http://www.eoc.sc.gov</a></p>
<p>(k). 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;</p>	<p><b>Both EIA and CERDEP</b>-funded 4K classrooms have access to an array of comprehensive community services through the state’s <b>First Steps to School Readiness Initiative</b>. 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 <b>evidence-based home visitation</b> programs (such as Parents as Teachers), <b>child care scholarships</b> and the state’s nationally recognized school transition strategy, <b>Countdown to Kindergarten</b>.</p>	
<p>(l). Evidence-based health and safety standards</p>	<p><b>Both EIA and CERDEP</b>-funded 4K classrooms make required use of the state’s Good Start, Grow Smart Early Learning Standards – which include Physical Education and Health.</p> <p>Both public and private CERDEP classrooms require <b>child care licensure (including evidence-based health and safety requirements)</b> via the SC Department of Social Services.</p>	

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 1 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:

<http://scfirststeps.org/wp-content/uploads/2014/08/4K-Guidelines.pdf>

SC Department of Education's (Public CERDEP) Guidelines at:

<http://ed.sc.gov/agency/sc/Read-to-Succeed/documents/2014-2015CDEPPGuidelinesFinal.pdf>

## 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.

### *CI. 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 \$<sup>(b)(4)</sup> 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 \$<sup>(b)(4)</sup> 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**.

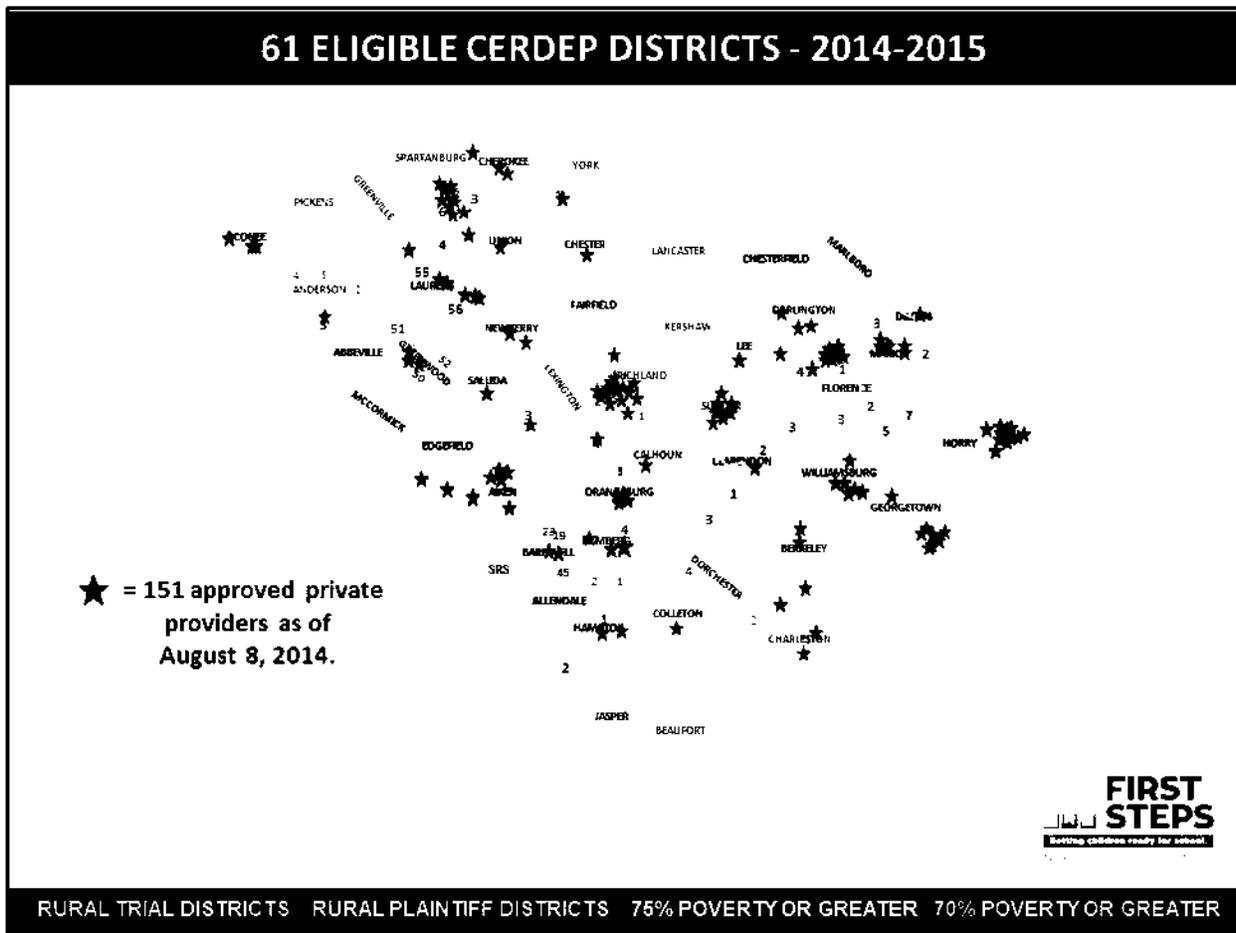
Because public programs already meet this definition within communities funded to provide High-Quality Preschool, the provision of grant resources to **upgrade these existing private slots** (along with any **expansion enabled** by a more desirable private preschool marketplace) is the grant's **sole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



Proposed subgrantees in the existing districts include **any or all of the state’s 151 current private CERDEP providers** – contingent upon their ability to meet federal requirements - **plus any new providers** who may be attracted to the program by virtue of a more equitable funding model. Consistent with state law, providers will not be required to employ/compensate degreed staff, but grant resources will be provided to only those who do. **Note that in Existing Districts,**

grant funds would be used solely to fund this \$<sup>(b)(4)</sup> [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)**

Bright Beginnings Child Care Director: Krystin Garrett 446 Lawanna Drive, Gloverville, SC 29828 Email: <a href="mailto:bbeginnings3@yahoo.com">bbeginnings3@yahoo.com</a>	Aiken	(803) 226-4780 (803) 226-4780 fax	18
Family Affair Childcare Director: Deborah Chafin 163 Fabian Drive, Aiken, SC 29803 Email: <a href="mailto:chafindeborah42@gmail.com">chafindeborah42@gmail.com</a>	Aiken	(803) 648-0024	8
Kids Count Learning Center Director: Tina Camp-Capps 644 Edgefield Road, Belvedere, SC 29841 Email: <a href="mailto:kclicisthebest@gmail.com">kclicisthebest@gmail.com</a>	Aiken	(803) 202-0233 (803) 202-0233 fax	16
Sunshine House 05 Director: Sandra Drumblings 175 Fabian Drive, Aiken, SC 29803 Email: <a href="mailto:center05@sshhouse.com">center05@sshhouse.com</a>	Aiken	(803) 649-7393 (803) 649-3028	13
Sunshine House 57 Director: Jessica Daddario 1950 South Centennial Avenue, Aiken SC 29803 Email: <a href="mailto:center57@sshhouse.com">center57@sshhouse.com</a>	Aiken	(803) 642-6804 (803) 641-0745	14
The Sunshine House 59 Director: Mary Stone 109 Summerwood Way, Aiken, SC 29803 Email: <a href="mailto:center59@sshhouse.com">center59@sshhouse.com</a>	Aiken	(803) 649-0536 (803) 649-0537	12
Tiny Treasures Childcare Director: Beth A. Rautio 400 Main Street South, New Ellenton, SC 29809 Email: <a href="mailto:bar_1234@yahoo.com">bar_1234@yahoo.com</a>	Aiken	(803) 652-3060 (803) 652-3060 fax	10
Denmark Head Start Director: Necole Stroman 80 Cedar Street, Denmark, SC 29042 Email: <a href="mailto:nstroman@ocabcaa.org">nstroman@ocabcaa.org</a>	Bamberg	(803) 793-4689	20
Bamberg Head Start Director: Necole Stroman 211 Zeigler Street, Bamberg, SC 29003 Email: <a href="mailto:nstroman@ocabcaa.org">nstroman@ocabcaa.org</a>	Bamberg	(803) 245-5521	19
Little Precious Angels CDC Director: Janet Rice 1395 Caperinum Road, Bamberg, SC 29003 Email: <a href="mailto:jazzb20@hotmail.com">jazzb20@hotmail.com</a>	Bamberg	(803) 245-7600	6

<p>Bedford's Stay and Play  Director: Jessyca Roberts  Mailing: P.O. Box 1103, Barnwell, SC 29812  Physical: 140 Carolina Ave., Barnwell, SC 29812  Email: <a href="mailto:bedfordstayandplay@yahoo.com">bedfordstayandplay@yahoo.com</a></p>	Barnwell	(803) 541-7704 (803) 541-6507 fax	9
<p>New Jerusalem AAA Daycare Center  Director: Rev. Dr. Steven L. Butterfield, Sr.  Mailing: P.O. Box 1580, Barnwell, SC 29812  Physical: 9303 Marlboro Ave., Barnwell, SC 29812  Email: <a href="mailto:aaadaycare@bellsouth.net">aaadaycare@bellsouth.net</a></p>	Barnwell	(803) 541-6007 (803) 541-6007 fax	28
<p>Betty's Child Care &amp; Preschool  Director: Francine Wright  122 Elm St., St. Stephen, SC 29479  Email: <a href="mailto:francia.wright@gmail.com">francia.wright@gmail.com</a></p>	Berkeley	(843) 567-2624 (843) 567-6444 fax	3
<p>Daniel Island Academy  Director: Kerry Nowosielski  300 Seven Farms Dr., Daniel Island, SC 29492  Email: <a href="mailto:kerry@danielislandacademy.com">kerry@danielislandacademy.com</a></p>	Berkeley	(843) 971-5961 (843) 379-0211 fax	1
<p>Miracle Academy  Director: Teresa Middleton  Mailing: PO Box 47 Russellville, SC 29476  Physical: 1019 Bethel Rd., Russellville, SC 29476  Email: <a href="mailto:miracleacademy@tds.net">miracleacademy@tds.net</a></p>	Berkeley	(843) 567-4644 (843) 567-2495 fax	14
<p>The House of Smiles  Director: Jerlean P. Holmes  Address: 210 Carolina Ave., Moncks Corner, SC 29461  Email: <a href="mailto:childthos@yahoo.com">childthos@yahoo.com</a></p>	Berkeley	(843) 860-1173 (843) 899-2085 fax	8
<p>Foster's Child Care Center, Inc.  Director: Emily Foster  Mailing : PO Box 61446, Charleston, SC 29419  Physical : 2260 Otranto Road, Charleston, SC 29418  Email: <a href="mailto:lauriedfoster@aol.com">lauriedfoster@aol.com</a></p>	Charleston (Berkeley County Students)	(843) 569-3914 (843) 569-6092 fax	10
<p>LaPetite Academy 7514  Director: Christiana Harper  Mailing: 32209 Collections Center Dr. Chicago, IL 60693  Physical: 1665 N. Main Street Summerville, SC 29483  Email: <a href="mailto:7514@lapetite.com">7514@lapetite.com</a></p>	Berkeley	(843) 875-1190 (843) 871-5874 fax	16
<p>St Matthews Head Start  Director: Necole Stroman  Mailing: PO Drawer 710, Orangeburg, SC 29116  Physical: 110 Smoak St, St. Matthews, SC 29135  Email: <a href="mailto:nstroman@ocabcaa.org">nstroman@ocabcaa.org</a></p>	Calhoun	(803) 874-2255 (803) 536-4657 fax	15
<p>Busy Town Child Care Center  Director: Tina Blackwell  813 North Logan Street, Gaffney, SC 29341  Email: <a href="mailto:tblackwell60@yahoo.com">tblackwell60@yahoo.com</a></p>	Cherokee	(864) 489-6231 (864) 480-9648	10
<p>Crayons 2 Computers  Director: Verlene Eaker  428-G Hyatt Street, Gaffney, SC 29341  Email: <a href="mailto:veaker0830@gmail.com">veaker0830@gmail.com</a></p>	Cherokee	(864) 488-2223 (864) 488-2443 fax	4

The Student Development Center Director: Kayron Wall 321 Hampton Street, Chesnee, SC 29323 Email: <a href="mailto:kayronwall@yahoo.com">kayronwall@yahoo.com</a>	Cherokee	(864) 461-5000 (864) 461-8499 fax	12
Horizons Christian Academy Director: Gina Jordan 729 Village Drive, Chester, SC 29706 Email: <a href="mailto:gjordan@horizonschristianacademy.com">gjordan@horizonschristianacademy.com</a>	Chester	(803) 377-7000 (803) 581-5140 fax	5
Wee Academy Learning Center Director: Joni James Jackson Mailing: PO Drawer 759, Manning, SC 29102 Physical: 2139 Alex Harvin Hwy., Manning, SC 29102 Email: <a href="mailto:jjoniwee@gmail.com">jjoniwee@gmail.com</a>	Clarendon	(803) 435-8340	6
Prosperity Childcare, Inc. Director: Linda Faircloth Mailing: PO Box 1230, Lamar, SC 29069 Physical: 528 Cartersville Hwy., Lamar, SC 29069 Email: <a href="mailto:lprosperce@aol.com">lprosperce@aol.com</a>	Darlington	(843) 326-8842 (843) 326-1612 fax	16
True Investment Director: Pamela Doctor 3540 Middle Branch Rd., Darlington, SC 29532 Email: <a href="mailto:pam_doctor@yahoo.com">pam_doctor@yahoo.com</a>	Darlington	(843) 393-2808 (843) 393-2806 fax	2
True Saints Christian Day Care and Learning Center Director: Dianne Rogers 428 Poole Street, Hartsville, SC 29550 Email: <a href="mailto:diannerogers8866@gmail.com">diannerogers8866@gmail.com</a>	Darlington	(843) 857-9944	15
Little Treasures Christian Learning Center Director(s): Kristi Bourgion & Tesha Hyatt 1612 Commerce Drive, Dillon, SC 29536 E-mail: <a href="mailto:LittleTreasuresd@bellsouth.net">LittleTreasuresd@bellsouth.net</a>	Dillon	(843) 774-8102 (843) 774-5165 fax	9
Little Folk's Day Care Director: Dorothy Cook 202 Sandy Hill Court, North Augusta, SC 29860 Email: <a href="mailto:wcook01@comcast.net">wcook01@comcast.net</a>	Edgefield	(803) 663-6883 (803) 663-3771	9
Angel's Inn Child Care Director: Whitney Echols 2030 N. Cashua Dr., Florence, SC 29501 Email: <a href="mailto:angelsinn@bellsouth.net">angelsinn@bellsouth.net</a>	Florence	(843) 665-4540 (843) 665-1187 fax	8
Antioch 3& 4K Development Center Director: Regina Dancy Mailing: P.O. Box 13678, 29505 Physical: 1207 Howe Springs Road, Florence, SC 29505 Email: <a href="mailto:antioch34k@bellsouth.net">antioch34k@bellsouth.net</a>	Florence	(843) 661-6599 (843) 629-0408 fax	20
Excellent Learning Preschool, Inc. Director: Vanessa Harrell Mailing: P.O. Box 15308, Quinby, SC 29506 Physical: 807 N. Irby St., Florence, SC 29506 Email: <a href="mailto:excellentlearningpreschoolinc@live.com">excellentlearningpreschoolinc@live.com</a>	Florence	(843) 679-5386 (843) 679-3770 fax	50
The Gail & Terry Richardson Center for the Child Director: Melissa Ward Mailing: P.O. Box 1000547, Florence, SC 29501 Physical: 4822 E. Palmetto Street, Florence, SC 29501 Email: <a href="mailto:mward@fmarion.edu">mward@fmarion.edu</a>	Florence	(843) 661-1630 (843) 661-1628 fax	9

Jack J. Hanna Day Care Director: DeLoris Richardson 803 Oakland Ave., Florence, SC 29506 Email: <a href="mailto:jjhannadaycare@sc.rr.com">jjhannadaycare@sc.rr.com</a>	Florence	(843) 669-8402 (843) 669-3777 fax	19
Kids' Corner Childcare Academy Director: Connie M. Williams 1811 S. Irby St. #106, Florence, SC 29505 E-mail <a href="mailto:conniemwilliams@aol.com">conniemwilliams@aol.com</a>	Florence	(843) 679-1977	19
LaPetite Academy 7504 ... Director: Polsha Williams Mailing: 32209 Collections Center Dr. Chicago, IL 60693 Physical: 3501 Pine Needles Road Florence, SC 29501 Email: <a href="mailto:7504@lapetite.com">7504@lapetite.com</a>	Florence	(843) 662-9808 (843) 662-4699 fax	12
Little Creations Learning Center Director: LaTosha Spann 3128 South Cashua Drive, Florence, SC 29501 Email: <a href="mailto:latspann@yahoo.com">latspann@yahoo.com</a>	Florence	(843) 662-0922	10
Mon Dae Morning Child Care Center Director: Jodeen McAllister 4028 S. Irby St., Florence, SC 29505 Email: <a href="mailto:mondae4028@bellsouth.net">mondae4028@bellsouth.net</a>	Florence	(843) 317-0021 (843) 317-0023 fax	13
Pee Dee CAP Head Start (Thelma Brown) Director: Kathy Woods Manager: Evette Bradley Mailing: P.O. Drawer 3970, Florence, SC 29501-3970 Physical: 304 N. Alexander St., Florence, SC 29501 Email: <a href="mailto:pwashington@peedeecap.org">pwashington@peedeecap.org</a>	Florence	(843) 678-3417 (843) 317-1100 fax	18
Stepping Stones Child Care Center Director: Glennis McElveen 1100 E. Palmetto St., Florence, SC 29506 Email: <a href="mailto:steppingstonesccc@gmail.com">steppingstonesccc@gmail.com</a>	Florence	(843) 669-5612	5
The Sunshine House 30 Director: Elonda Blyther 2009 Second Loop Road, Florence, SC 29501 Email: <a href="mailto:center30@sshhouse.com">center30@sshhouse.com</a>	Florence	(843) 669-1997 (843) 664-4557 fax	16
Zion Canaan Child Development Center Director: Linda Hearon Mailing: P.O. Box 173, Timmons ville, SC 29161 Physical: 612 S. Hill St., Timmons ville, SC 29162 Email: <a href="mailto:hlindafaye@gmail.com">hlindafaye@gmail.com</a>	Florence	(843) 346-0499	11
Choppee Head Start - Waccamaw HOC, Inc. Director: Sonya Guiles 8055 Choppee Road, Georgetown, SC 29440 Email: <a href="mailto:sonya.guiles@weoc.org">sonya.guiles@weoc.org</a>	Georgetown	(843) 485-4231 (843) 485-4234 fax	20
Little Smurf's Child Development Co-Directors: Bequethia W. Pressley & Rosa Wilson 903 Martin Luther King, Andrews, SC 29510 Email: <a href="mailto:smurf1984@frontier.com">smurf1984@frontier.com</a>	Georgetown	(843) 264-3262 (843) 264-3262 fax	19
Pawleys Island Civic Club Child Development Center Director: Lillian Reid Mailing: PO Box 202, Pawley's Island, SC 29585 Physical: 323 Parkersville Rd, Pawley's Island, SC 29585 Email: <a href="mailto:piccc@frontier.com">piccc@frontier.com</a>	Georgetown	(843) 237-4765 (843) 237-3053 fax	7

Playhouse CDC Director: Leomia Green 42 Hope Lane, Georgetown, SC 29940 Email: <a href="mailto:lgreenplayhouse@yahoo.com">lgreenplayhouse@yahoo.com</a>	Georgetown	843-545-7256  (843) 545-7256 fax	5
Sampit Community Center Director: Geraldine Holmes Address: 92 Singleton Ave., Georgetown, SC 29585 Email: <a href="mailto:sampitcoccc@aol.com">sampitcoccc@aol.com</a>	Georgetown	(843) 546-0207 (843) 546-2691 fax	4
Small Minds of Tomorrow Director: Larene Holmes Address: 1601 Hawkins St., Georgetown, SC 29440 Email: <a href="mailto:larene_h@yahoo.com">larene_h@yahoo.com</a>	Georgetown	(843) 546-3233 (843) 546-3291 fax	10
Small Minds of Tomorrow II Director: Lunda Green 52 Hinds Street, Georgetown, SC 29440 Email: <a href="mailto:ricklunda@netscape.com">ricklunda@netscape.com</a>	Georgetown	(843) 318-1852 (843) 546-3291 fax	14
The Sunshine House 02 Director: Allison Green 1104 Grace St., Greenwood, SC 29649 Email: <a href="mailto:center02@sshhouse.com">center02@sshhouse.com</a>	Greenwood	(864) 223-0476 (864) 223-0368 fax	15
The Sunshine House 134 Director: Valeria Grant-Wright 1694 Calhoun Rd, Greenwood, SC 29649 Email: <a href="mailto:center134@sshhouse.com">center134@sshhouse.com</a>	Greenwood	(864) 229-6923 (864) 223-6924 fax	16
The Sunshine House 135 Director: Shanon Gorman 256 Wells Ave, Greenwood, SC 29646 Email: <a href="mailto:center135@sshhouse.com">center135@sshhouse.com</a>	Greenwood	(864) 227-6700 (864) 227-6719 fax	10
Children's Keeper Learning Center Director: Debra Scott 103 N. Hoover St, Hampton, SC 29924 Email: <a href="mailto:regdc@yahoo.com">regdc@yahoo.com</a>	Hampton	(803) 914-0008 (803) 914-0008 fax	7
The Mellon Patch Director: Kandi Hewlett 103 First St, Hampton, SC 29924 Email: <a href="mailto:Kandihewlett@yahoo.com">Kandihewlett@yahoo.com</a>	Hampton	(803) 943-5055 (803) 943-0145 fax	7
A Step Ahead CDC Director: Sally Moore 120 Carolina Road, Conway, SC 29526 Email: <a href="mailto:stepcdc@scoast.net">stepcdc@scoast.net</a>	Horry	(843) 347-6811 (843) 347-6868 fax	4
ATM Daycare Director: Monica Moss 9340 Hwy 90, Longs, SC 29568 Email: <a href="mailto:atmdaycare@yahoo.com">atmdaycare@yahoo.com</a>	Horry	(843) 734-0270 (843) fax	9
Beginner's Paradise Director: Tasheema Kelly 8899 Hwy 701 South, Conway, SC 29527 Email: <a href="mailto:beginpds@scoast.net">beginpds@scoast.net</a>	Horry	(843) 397-1830 (843) 349-0110 fax	6
Carolina Forest Child Development & Learning Center Director: Dale M. Helms 214 Ronnie Court, Myrtle Beach, SC 29579 Email: <a href="mailto:DaleMHelms@gmail.com">DaleMHelms@gmail.com</a>	Horry	(843) 236-1234 (843) 236-1238 fax	14

Chabad Academy Director: Eva Braun 2803 Oak St., Myrtle Beach, SC 29577 Email: <a href="mailto:ebee3124@aol.com">ebee3124@aol.com</a>	Horry	(843) 397-1830 (843) 349-0110 fax	7
Creative Beginnings Director: Elissa Woodle 4047 Holmestown Road, Myrtle Beach, SC 29588 Email: <a href="mailto:elissawoodle@yahoo.com">elissawoodle@yahoo.com</a>	Horry	(843) 215-1234 (843) 215-1235 fax.	17
Cutie Pies Inc., Surfside Director: Anna Dixon 712 South Poplar Drive, Surfside Beach, SC 29575 Email: <a href="mailto:annacutiepies@gmail.com">annacutiepies@gmail.com</a>	Horry	(843) 839-9882	10
FUM Child Development Ministry Director: Jeanne Voltz-Loomis 904 65 <sup>th</sup> Avenue North, Myrtle Beach, SC 29572 Email: <a href="mailto:CDMatTheBeach@aol.com">CDMatTheBeach@aol.com</a>	Horry	(843) 692-9272 (843) 497-0473 fax	12
Grissett's CDC Director: Kenisha Moore 1100 Creel Street Conway, SC 29527 Email: <a href="mailto:grissetts@frontier.com">grissetts@frontier.com</a>	Horry	(843) 248-3584 (843) 248-4337 fax	12
Hunter's Ridge Child Care Director: Heidi Arnold 4301 Panthers Pkwy, Myrtle Beach, SC 29588 Email: <a href="mailto:childcarehga@aol.com">childcarehga@aol.com</a>	Horry	(843) 236-4722	14
Kiddie Junction Director: Crystal Bradley & Angela Davis 2103 Cromley Circle, Myrtle Beach, SC 29577 Email: <a href="mailto:zada728@yahoo.com">zada728@yahoo.com</a>	Horry	(843) 444-2900 (843) 445-9256 fax	15
Kids Paradise Director: Angela Brown 4716 Hwy 17 Byp. South Myrtle Beach, SC 29588 Email: <a href="mailto:angiebrown68@gmail.com">angiebrown68@gmail.com</a>	Horry	(843) 293-7529 (843) 293-7530 fax	12
Little Blessings CDC Director: Clarissa Solomon 4750 Little River Neck Rd., N. Myrtle Beach, SC. 29582 Email: <a href="mailto:littlebedc@gmail.com">littlebedc@gmail.com</a>	Horry	(843) 249-2273 (843) fax	8
Little River CDC Director: Amy Grogan 3796 McDowell Lane., Little River, SC. 295 Email: <a href="mailto:grandstrand5@msn.com">grandstrand5@msn.com</a>	Horry	(843) 399-5437 (843) fax	13
Princeton South Academy Director: Mary Baddela 3887 Rence Drive, Myrtle Beach, SC 29579 Email: <a href="mailto:903kidz@gmail.com">903kidz@gmail.com</a>	Horry	(843) 903-5439 (843) 903-5468 fax	7
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Big Blue Marble Academy 4 Director: Kim Shiflet 888 Springdale Drive, Clinton, SC 29325 Email: <a href="mailto:center04@bbmacademy.com">center04@bbmacademy.com</a>	Laurens	(864) 938-1100 (864) 938-1100 fax	23

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Stepping Stones Learning Academy, Inc. Director: Nikki Stewart 2885 Hwy 221, Laurens, SC 29360 Email: <a href="mailto:steppingstoneslearningacademy12@yahoo.com">steppingstoneslearningacademy12@yahoo.com</a>	Laurens	(864) 682-5727 (864) 683-2830 fax	11
Tender Loving Childcare Director: Deborah Warren 1405 W. Main, Laurens, SC 29360 Email: <a href="mailto:tlclaurens@yahoo.com">tlclaurens@yahoo.com</a>	Laurens	(864) 681-1346	10
Thornwell Child Development Center Director: Norman Dover 203 W. Calhoun St, Clinton, SC 29323 Email: <a href="mailto:Norman.dover@thornwell.org">Norman.dover@thornwell.org</a>	Laurens	(864) 938-2794 (864) 938-2198 fax	39
Young World Day Care Center Director: Emily Campbell/Gail Cunningham 101 Mississippi Dr., Clinton, SC 29325 Email: <a href="mailto:youngworldkids@yahoo.com">youngworldkids@yahoo.com</a>	Laurens	(864) 833-2090	7
Bishopville Lee Child Care Director: Lillie Patterson Mailing: P.O. Box 521, Bishopville, SC 29010 Physical: 118 E. College St., Bishopville, SC 29010 Email: <a href="mailto:bleccinc1@yahoo.com">bleccinc1@yahoo.com</a>	Lee	(803) 484-6800 (803) 484-4222 fax	18
A Mother's Prayer Director: Judi Castro 117 S. Main St., Gaston, SC 29053 Email: <a href="mailto:jrcastro34@gmail.com">jrcastro34@gmail.com</a>	Lexington	(803) 796-4030 (803) 796-9416 fax	5
Big Blue Marble Academy 3 Director: Stacey Pierce 119 Smith Street, Leesville, SC 29070 Email: <a href="mailto:center03@bbmacademy.com">center03@bbmacademy.com</a>	Lexington	(803) 532-4671 (803) 532-0955 fax	9
Brookland Baptist CDC Director: Jennifer McConnell 1054 Sunset Blvd., West Columbia, SC 29169 Email: <a href="mailto:jmccconnell@brookland.cc">jmccconnell@brookland.cc</a>	Lexington	(803) 744-7918 (803) 744-7921 fax	21
Hartman Hall Child Development Center Director: Leigh Chavis 1247 Glenn Street, Cayce SC 29033 Email: <a href="mailto:leighchavis1@gmail.com">leighchavis1@gmail.com</a>	Lexington	(803) 791-5090 (803) 926-0334 fax	10
Kids' Stuff Learning Center Director: Michelle M. Perr 813 Springdale Rd., West Columbia, SC 29170 Email: <a href="mailto:Bean12343@yahoo.com">Bean12343@yahoo.com</a>	Lexington	(803) 794-8028 (803) 794-8010 fax	7
La Petite Academy 7503 Director: Gloria Watson 4027 Platt Springs Rd, West Columbia, SC 29169 Email: <a href="mailto:7503@lapetite.com">7503@lapetite.com</a>	Lexington	(803) 755-9449 (803) 755-0975 fax	17
Midlands Elite Gymnastics Academy (MEGA) CDC Director: Janice Ironside 3630 Augusta Highway, Gilbert, SC 29054 Email: <a href="mailto:megacdce@yahoo.com">megacdce@yahoo.com</a>	Lexington	(803) 892-4496 (803) 892-6067 fax	3

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Kids Konnection Christian Director: Talesha Applewhite Mailing: PO Box 1376 Marion, SC 29571 Physical: 500 McEachern Heights Marion, SC 29571 Email: <a href="mailto:kidkconnect@aol.com">kidkconnect@aol.com</a>	Marion	(843) 423-6174 (843) 423-0930 fax	4
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Troy-Johnson Learning Corner Director: Jackie Troy-Johnson 106 Gapway St., Mullins, SC 29574 Email: <a href="mailto:jtroyjohns@aol.com">jtroyjohns@aol.com</a>	Marion	(843) 464-8565 (843) 464-2199 fax	26
Pleasant Grove Academy Director: Jean Pearson 1333 Penderboro Road, Marion, SC 29571 Email: <a href="mailto:jpearson28@bellsouth.net">jpearson28@bellsouth.net</a>	Marion	(843) 423-2096 (843) 423-7267 fax	8
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Kids Unlimited of Prosperity Director: Dawn Graham Mailing: PO Box 157, Prosperity, SC 29129 Physical: 11299 CR Koon Highway, Prosperity, SC 29129 Email: <a href="mailto:kidsunlimitedofprosperity@comcast.net">kidsunlimitedofprosperity@comcast.net</a>	Newberry	(803) 364-0660 (803) 364-0054 fax	16
Cambridge Child Development Center Director: Suzanne Evans 200 Lee Lane, Seneca, SC 29678 Email: <a href="mailto:cambridgechilddev.center@yahoo.com">cambridgechilddev.center@yahoo.com</a>	Oconee	(864) 882-9512	10
Kreative Kids Child Care Director: Regina Gambrell 1328 S. Walnut Street, Seneca, SC 29678 Email: <a href="mailto:regina_gambrell@yahoo.com">regina_gambrell@yahoo.com</a>	Oconee	(864) 324-9048	5
Upstate Children's Center of Walhalla, Inc. Director: Lindsay Singleton 905 East Main Street, Walhalla, SC 29691 Email: <a href="mailto:uccwalhalla@gmail.com">uccwalhalla@gmail.com</a>	Oconee	(864) 638-6800 (864) 638-6883 fax	19
Brighter Children's Learning Center Director: Gwen Simmons & Betty Fludd 1830 Old Whitaker Pkwy, Orangeburg, SC, 29115 Email: <a href="mailto:purple@sc.rr.com">purple@sc.rr.com</a>	Orangeburg	(803) 937-5701	4
Kidz Will Be Kidz Director: Margaret Davis 1292 Sawyer Street, Orangeburg, SC, 29115 Email: <a href="mailto:Mdavis9709@aol.com">Mdavis9709@aol.com</a>	Orangeburg	(803) 531-3085 803-531-3411 fax	10

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Wright Way Child Development Center Director: Lashondia Wright 629 Torrington Road, Eutawville, SC 29048 Email: <a href="mailto:lmw5234@yahoo.com">lmw5234@yahoo.com</a>	Orangeburg	(803) 492-7295 (803) 492-7295 fax	12
Ayes's Kinderoo Care CDC Director: Verdell Aye Mailing: PO Box 39 Eastover, SC 29044 Physical: 213 Van Boklen Street, Eastover, SC 29044 Email: <a href="mailto:kinderoo@att.net">kinderoo@att.net</a>	Richland	(803) 353-5299 (803) 353-3884 fax	8
Belvedere Early Learning Center Director: Flemon Williams 3700 Thurmond St., Columbia, SC 29204 Email: <a href="mailto:belc@bellsouth.net">belc@bellsouth.net</a>	Richland	(803) 754-4027 (803) 754-9787 fax	10
Benedict College Child Development Center Director: Omari L. Dyson 1608 Westminster Drive, Columbia, SC 29204 Email: <a href="mailto:dyson@benedict.edu">dyson@benedict.edu</a>	Richland	(803) 705-4844 (803) 705-6586 fax	8
Bethel Learning Center Director: Sandra Kelly 921 Woodrow Street, Columbia, SC 29205 Email: <a href="mailto:sandrakelly74@aol.com">sandrakelly74@aol.com</a>	Richland	(803) 779-1816 (803) 451-7283 fax	32
Candle Lakes Child Care Director: Christina Lawson 422 Blythewood Rd., Blythewood, SC 29016 Email: <a href="mailto:candlelakes@att.net">candlelakes@att.net</a>	Richland	(803) 754-3807 (803) 754-3868 fax	7
Children's Garden Director: Althea Benson 4801 Colonial Dr., Columbia, SC 29203 Email: <a href="mailto:childrensgarden@vcmechs.org">childrensgarden@vcmechs.org</a>	Richland	(803) 333-0608	19
Children's World 5 Director: Tamara Canzater 7611 Garner's Ferry Rd, Columbia SC 29209 Email: <a href="mailto:childrensworld5@live.com">childrensworld5@live.com</a>	Richland	(803) 776-5873 (803) 776-5874 fax	23
Children's World 7 Director: Jennifer Tackett 1225 Piney Grove, Columbia, SC 29210 Email: <a href="mailto:childrensworld7@live.com">childrensworld7@live.com</a>	Richland	(803) 772-9017	20
Dream Catcher's Child Learning Center Director: Kimberly Sowell 2430 Atlas Road, Columbia, SC 29209 Email: <a href="mailto:Kimberly.Sowell@midlandscdc.org">Kimberly.Sowell@midlandscdc.org</a>	Richland	(803) 647-9111 (803) 647-9182 fax	14
Education Express Center for Learning Director: Jerome Jones 102 Columbia Northeast Drive, Columbia, SC 29223 Email: <a href="mailto:jjones_edexpress@bellsouth.net">jjones_edexpress@bellsouth.net</a>	Richland	(803) 419-3004 (803) 419-3748	9
La Petite Academy 7501 Director: Dianne Joel 7460 Garner's Ferry Road, Columbia, SC 29209 Email: <a href="mailto:7501@lapetite.com">7501@lapetite.com</a>	Richland	(803) 776-7097 (803) 776-7412 fax	9

Lotz of Love Learning Center Director: Schantella Foster Adress: 1510 Canal Street, Columbia, SC 29210 Email: <a href="mailto:Schantellaf@gmail.com">Schantellaf@gmail.com</a>	Richland	(803) 834-6117 (803) 834-6657	9
Myers Nursery & Daycare Director: Barbara Scott Mailing: 24 Saddlemount Ln., Hopkins, SC 29061 Physical: 6157 Cabin Creek Rd., Hopkins SC, 29061 Email: <a href="mailto:b-scott-1@att.net">b-scott-1@att.net</a>	Richland	(803) 776-2091 (803) 693-9924	10
Spring Valley Early Learning Academy Director: Tiffany Johnson 9161 Two Notch Road, Columbia, SC 29223 Email: <a href="mailto:childrensworld4@live.com">childrensworld4@live.com</a>	Richland	(803) 736-1501 (803) 736-1502 fax	7
Sunshine House 21 Director: Brittany Broxton 3011 Broad River Rd., Columbia, SC 29210 Email: <a href="mailto:center21@sshhouse.com">center21@sshhouse.com</a>	Richland	(803) 772-0517 (803) 450-1509 fax	20
Sunshine House 22 Director: Peggy McDonald 104 Greystone Blvd, Columbia, SC 29210 Email: <a href="mailto:center22@sshhouse.com">center22@sshhouse.com</a>	Richland	(803) 772-5516 (803) 750-1434 fax	20
Sunshine House 23 Director: William Wood, III 748 Greenlawn Dr., Columbia, SC 29209 Email: <a href="mailto:center23@sshhouse.com">center23@sshhouse.com</a>	Richland	(803) 783-3929 (803) 783-0432 fax	12
Trinity Learning Center Director: Jean Knowlton 1100 Sumter Street, Columbia, SC 29201 Email: <a href="mailto:childcare@trinitysc.org">childcare@trinitysc.org</a>	Richland	(803)254-5819	2
ABC Academy Director: Kim Chariker 405 N. Wise Road, Saluda SC 29138 Email: <a href="mailto:abcacademy@embarqmail.com">abcacademy@embarqmail.com</a>	Saluda	(864) 445-7999	17
Bright Angels CDC Director: Goldie Banner 129 A Peake Road, Roebuck, SC 29376 Email: <a href="mailto:ghannergramma@yahoo.com">ghannergramma@yahoo.com</a>	Spartanburg	(864) 576-0886 (864) 814-9031	8
Learning Years CDC Director: Sandy Ridings 410 East Hayne Street, Woodruff, SC 29388 Email: <a href="mailto:sandyr113sr@gmail.com">sandyr113sr@gmail.com</a>	Spartanburg	(864) 476-2958	2
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Miss Eddie's Child Development Center Director: Edna Smith 140 Southport Rd, Spartanburg, SC 29306 Email: <a href="mailto:misseddiescdc@yahoo.com">misseddiescdc@yahoo.com</a>	Spartanburg	(864) 587-8900 (864) 587-8900 fax	15
Mother Goose Day Care Director: Barbara Houston 2220 Country Club Rd, Spartanburg SC 29302 Email: <a href="mailto:mothergoose13482@bellsouth.net">mothergoose13482@bellsouth.net</a>	Spartanburg	(864) 583-9222 (864) 583-9222 fax	9

PCA Child Development Center of ZL Madden Director: Joyce Davis 459 West Centennial St, Spartanburg, SC 29303 Email: <a href="mailto:jdavis@pcasp.org">jdavis@pcasp.org</a>	Spartanburg	(864) 342-4722 (864) 515-9357 fax	20
Precious Little Angels Day Care Director: Joye Guyton 567 Glenn Springs Rd, Pacolet, SC 29372 Email: <a href="mailto:plangelsdaycare@bellsouth.net">plangelsdaycare@bellsouth.net</a>	Spartanburg	(864) 474-1930 (864) 474-1930 fax	20
The Children's Academy Director: Yolanda Staley 104 Tanglewylde Drive Spartanburg, SC 29301 Email: <a href="mailto:YolandaStaley@yahoo.com">YolandaStaley@yahoo.com</a>	Spartanburg	(864) 595-3727	10
The Sunshine House 16 Director: Brenda Berry 1212 John B. White Sr. Blvd., Spartanburg, SC 29306 Email: <a href="mailto:center16@sshhouse.com">center16@sshhouse.com</a>	Spartanburg	(864) 576-5330 (864) 576-0434 fax	10
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Bright Beginnings Director: Linda Harris / Jessica Lee 416 South Wise Drive, Sumter, SC 29150 Email: <a href="mailto:brightbeginningssumter@yahoo.com">brightbeginningssumter@yahoo.com</a>	Sumter	(803)773-4300 (803) 773-6951 fax	10
Care-A-Lot Day Care Center Co-Director(s): Paula Durham & Evien Dennis 4215 Thomas Sumter Hwy, Dalzell, SC 29040 Email: <a href="mailto:carealotdaycare@hotmail.com">carealotdaycare@hotmail.com</a>	Sumter	(803) 499-3851 (803) 499-5851 fax	9
Clarian Place Child Care and Learning Center Director: Mary Cooper 178 South Pike East Rd., Sumter, SC 29150 Email: <a href="mailto:clarianplacesumter@gmail.com">clarianplacesumter@gmail.com</a>	Sumter	(803) 773-4370 (803) 773-9556 fax	5
Grace Cathedral Child Development Center Director: Julia Triplett 50 Oswego Road, Sumter, SC 29150 Email: <a href="mailto:Julia48_triplett@yahoo.com">Julia48_triplett@yahoo.com</a>	Sumter	(803) 774-7200 (803) 774-7201 fax	10
Jehovah Missionary Baptist Christian & Academic School Director: Vernetia Duncan 415 S. Manning Ave., Sumter, SC 29150 Email: <a href="mailto:vernetiad@yahoo.com">vernetiad@yahoo.com</a>	Sumter	(803) 934-1287 (803) 934-0937 fax	16
Luv N Care Child Care Director: Sherrie Welch 48 Inglewood Drive Sumter, SC 29150 Email: <a href="mailto:babettemeadows@yahoo.com">babettemeadows@yahoo.com</a>	Sumter	(803) 778-2102 (803) 778-2102 fax	12
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Mon Aetna CEC Director: Susan Adams 1431B Lockhart Hwy., Union, SC 29379 Email: <a href="mailto:monaetnacec@gmail.com">monaetnacec@gmail.com</a>	Union	(864) 427-2017 (864) 427-5930 fax	31
Building Blocks Academy Director: Gwen McFadden Mailing: PO Box 71, Kingstree, SC 29556 Physical: 84 Marble Road, Kingstree, SC 29556 Email: <a href="mailto:buildingblocksacademy@yahoo.com">buildingblocksacademy@yahoo.com</a>	Williamsburg	(843) 382-3417 (843) 382-3417 fax	7
Doodle Buzz Academy Director: Jennifer Parrott 4400 N. Williamsburg County Hwy, Lake City, SC 29560 Email: <a href="mailto:doodlebugacademy1@yahoo.com">doodlebugacademy1@yahoo.com</a>	Williamsburg	(843) 210-7529 (843) 210-7530 fax	23
Lane Head Start/Waccamaw EOC, Inc. Director: Stephanie Brown 175 Edwin Road, Lane, SC 29564 Email: <a href="mailto:stephanie.brown@weoc.org">stephanie.brown@weoc.org</a>	Williamsburg	(843) 387-9330 (843) (387-9332 fax	33
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Wilson's Daycare & Learning Center Director: Daisy Wilson 501 Lawrence St., Kingstree, SC 2955 Email: <a href="mailto:wilsonsdacare@yahoo.com">wilsonsdacare@yahoo.com</a>	Williamsburg	(843) 354-6270 (843) 354-3802 fax	1
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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.

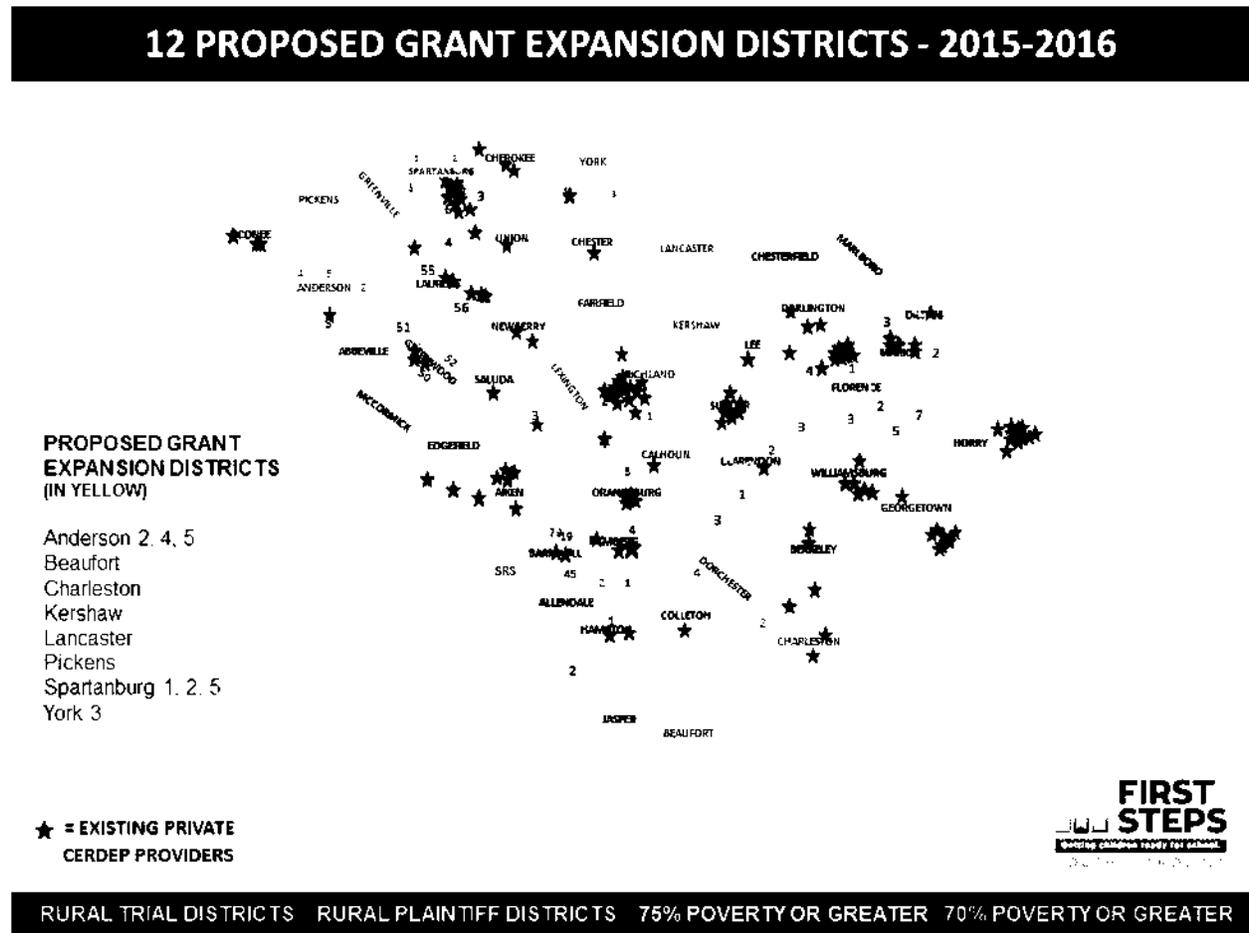
**Table D1(b): Proposed Grant Expansion Districts, Demographics and Service Gaps**

<b>Anderson 5</b>	1,082	69.58	753	133	290	423	56.2%	330
<b>Kershaw</b>	830	69.48	577	72	160	232	40.2%	345
<b>Anderson 2</b>	261	69.26	181	32	60	92	50.8%	89
<b>Anderson 4</b>	261	68.40	179	31	88	119	66.4%	60
<b>Beaufort</b>	2,146	67.92	1,458	107	900	1,007	69.0%	451
<b>Lancaster</b>	1,028	67.23	691	33	140	173	25.0%	518
<b>Spartanburg</b>	323	66.91	216	20	188	208	96.2%	8
<b>York 3</b>	1,563	66.11	1,033	182	512	694	67.1%	339
<b>Spartanburg</b>	729	65.21	475	44	339	383	80.6%	92
<b>Pickens</b>	1,241	65.03	807	96	533	629	77.9%	139
<b>Spartanburg</b>	604	64.35	389	36	270	306	78.6%	83
<b>Charleston</b>	4,664	63.21	2,948	544	1,903	2,447	83.0%	501
<b>Totals</b>	14,732		9,707	1,330	5,379	6,713	Total 4K Gap:	2,955

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.

Figure D1(b): Proposed Expansion District Geography



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 straight forward 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 \$  of its potential \$  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 – AND -*

*D4b. Incorporate Ambitious 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**

Anderson 5	0	290	290	120
Kershaw	140	20	160	26
Anderson 2	40	20	60	120
Anderson 4	28	60	88	120
Beaufort	40	860	900	94
Lancaster	0	140	140	27
Spartanburg 1	140	44	188	129
York 3	406	106	512	130
Spartanburg 2	339	0	339	129
Pickens	533	0	533	50
Spartanburg 5	270	0	270	129
Charleston	116	1787	1,903	231
<b>Totals</b>	<b>2,052</b>	<b>3,327</b>	<b>5,379</b>	<b>807</b>

**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:**

- $\frac{(b)(4)}{(4)}$  % of total grant funds will be provided in the form of **subgrants to providers** of High-Quality Preschool.
- **At least**  $\frac{(b)(4)}{(4)}$  % 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** ( $\frac{(b)(4)}{(4)}$  %) of the state's proposed 1,700 expansion slots to be filled **during 2015-2016 (Year One)**.
- **No more than**  $\frac{(b)(4)}{(4)}$  % 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 exist 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 <sup>(b)</sup> % of the state's ambitious and achievable target, South Carolina proposes the use of up to \$ <sup>(4)</sup> 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- 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.

**FI. 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 learning 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)

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\* Mandatory Other Attachment Filename:

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



**INDIRECT COST INFORMATION**

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

<b>South Carolina</b>	
Does the State have an Indirect Cost Rate Agreement approved by the Federal government?	
YES	<input checked="" type="checkbox"/>
NO	<input type="checkbox"/>
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: <input checked="" type="checkbox"/> ED <input type="checkbox"/> HHS <input type="checkbox"/> Other	
<i>(Please specify agency):</i> _____	

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**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	07/01/2011	06/30/2014	3.0%	MTDC	All Programs
Provisional	07/01/2014	12/31/2014	3.0%	MTDC	All Programs

**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.

## **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

(b)(6)

Signature

Mellanie B. Jinnette

Name

Chief Financial Officer

Title

Oct 6, 2014

Date

**For the Federal Government:**

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

(b)(6)

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

OCT 6 8 2014

Date

Negotiator: Nelda Barnes  
Telephone Number: (202) 245-8005



# South Carolina Preschool Development Grant

## APPENDICIES

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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 20202-6200

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 to 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,

(b)(6)

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](http://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,

(b)(6)



Linda O'Bryon  
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 21<sup>st</sup> 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 our 2012-13 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 RDLA051: "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/](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 22,185 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 RDLA051: "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.*

(McCarthy, B., Li, L., Schneider, S., Sexton, U., & Tiu, M. (2013). PBS KIDS Mathematics Transmedia Suites in Preschool Home and Communities. A Report to the CPB-PBS Ready to Learn Initiative. Redwood City, CA: WestEd. AND McCarthy, B., Li, L., Tiu, M. (2012). PBS KIDS Mathematics Transmedia Suites in Preschool Homes. Redwood City, CA: WestEd)

- **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.*

(Pasnik, S., & Llorente, C. (2013). Preschool Teachers Can Use a PBS KIDS Transmedia Curriculum Supplement to Support Young Children's Mathematics Learning: Results of a Randomized Controlled Trial. A Report to the CPB-PBS Ready To Learn Initiative. Waltham, MA, and Menlo Park, CA.)

- **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.*

(McCarthy, B., Li, L., Schneider, S., Sexton, U., & Tiu, M. (2013). PBS KIDS Mathematics Transmedia Suites in Preschool Homes and Communities. A Report to the CPB PBS Ready To Learn Initiative. Redwood City, CA: WestEd.)

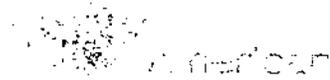
- **Improves Summer Learning:**

*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%).*

(McCarthy, B., Michel, L. Atienza, S., Rice, J., Nakamoto, J., & Tafoya, A. (2011). Evaluation of The Electric Company Summer Learning Program. A Report to the CPB PBS Ready To Learn Initiative. Redwood City, CA: WestEd.)

## 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 \$(b)(4) 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](http://bgca.org)), Roadtrip Nation ([roadtripnation.com](http://roadtripnation.com)), Autism Speaks ([autismspeaks.org](http://autismspeaks.org)), and The Raise Up Project ([raiseupproject.org](http://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 1000 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, Bill & 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 \$<sup>(b)(4)</sup> 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 reallocation 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.

# South Carolina Commission on Higher Education

Brig Gen John L. Finnan, USAF (Ret.), Chair  
Dr. Bettie Rose Horne, Vice Chair  
Ms. Natasha M. Hanna  
Ms. Elizabeth Jackson  
Ms. Dianne C. Kuhl  
Ms. Leah B. Moody  
Vice Admiral Charles Munns, USN (ret.)  
Mr. Kim F. Phillips  
Ms. Terrye C. Seckinger  
Dr. Jennifer B. Settlemyer  
Mr. Hood Temple

Dr. Richard C. Sutton  
Executive Director

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,

(b)(6)

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,

(b)(6)

Lana L. Major

Coordinator for Instructional Support Services

# Anderson School District

*Personalized learning. Global Opportunities.*

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.

In support of the expansion of South Carolina's application,

(b)(6)

Charlotte McDavie, PhD  
Assistant Superintendent for Curriculum and Instruction



## Anderson School District Five

P.O. Box 439 / 400 Pearman Dairy Road • Anderson, SC 29622  
Phone: (864) 260-5000 • Fax: (864) 260-4463 • www.anderson5.net

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,

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 R. "Tripp" Dukes III

(b)(6)

Assistant Superintendent  
Office of Instruction  
Anderson School District Five



400 Pearman Dairy Road  
Post Office Drawer 439  
Anderson, South Carolina 29622  
(864) 260-5000

*An Equal Opportunity Employer*

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.

Dr. Libby Doggett

Page 2

October 10, 2014

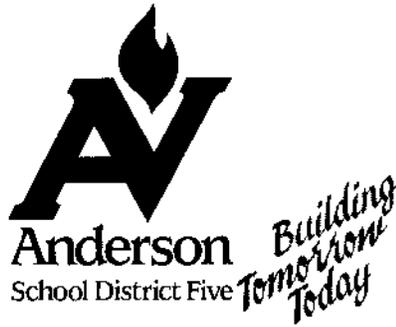
In submitting this letter of support, I affirm our district's commitment to high quality early education. If South Carolina's application is selected for federal funding, I pledge that Anderson Five will work in close collaboration with First Steps to ensure the fulfillment of grant requirements.

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

Sincerely,

(b)(6)

Brenda Kelley  
Director of Elementary & Early Childhood Programs



400 Pearman Dairy Road  
Post Office Drawer 439  
Anderson, South Carolina 29622  
(864) 260-5000

*An Equal Opportunity Employer*

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,



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 3E344  
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,

A handwritten signature in black ink, appearing to read "Jeffrey C. Moss". The signature is written over a large, light-colored circular mark.

Jeffrey C. Moss, Ed.D  
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 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, 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:

- o Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching assistants with appropriate credentials;
- o High-quality professional development for all staff;
- o A child-to-instructional staff ratio of no more than 10 to 1;
- o A class size of no more than 20;
- o A full-day program;
- o Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- o 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
- o 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:

(b)(6)

Kimberly Foxworth  
Child Development Director

Dr. Nancy A. Farrelly  
Superintendent of Schools

Dr. Lisa M. Herrino  
Chief Academic Officer

Keith W. Taylor  
Assistant Associate Superintendent  
Interim Executive Director IPS/IFPS

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 3E344  
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,

A handwritten signature in black ink, appearing to read 'F. E. Morgan', written over a horizontal line.

Frank E. Morgan, Ed.D  
Superintendent  
Kershaw County School District

cmc



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,

A handwritten signature in black ink that reads "Richard E. Moore". The signature is written in a cursive style with a long, sweeping tail that extends to the right.

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,

(b)(6)

**Barbara Nesbitt, Ph.D.**

**Early Childhood, Elementary, and Instructional Technology Coordinator**



# DISTRICT ONE SCHOOLS

SPARTANBURG COUNTY

P.O. Box 218 Campobello, SC 29322  
Tel. 864-472-2846  
[www.spart1.org](http://www.spart1.org)

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, 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





# **DISTRICT ONE SCHOOLS**

SPARTANBURG COUNTY

P.O. Box 218 Campobello, SC 29322

Tel. 864-472-2846

[www.spart1.org](http://www.spart1.org)

## **2014-2015 4K Enrollment**

Half Day Programs – 140 students

Full Day Programs – 44 students



## Spartanburg County School District Two

Administrative Offices

3231 Old Furnace Road • Chesnee, South Carolina 29323

Telephone: (864) 578-0128 • Fax: (864) 578-8924

www.spartanburg2.k12.sc.us

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, **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. Wuori 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,

A handwritten signature in cursive script, appearing to read 'Scott Mercer'.

Scott Mercer

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.

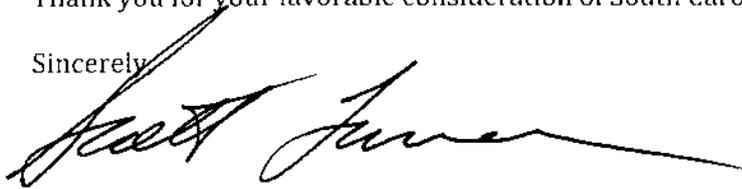
As a proposed provider subgrantee, Spartanburg District Five Schools recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality." Consistent with the requirements of our existing programs,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



660 N. Anderson Road T: (803) 981-1000  
P.O. Drawer 10072 F: (803) 981-1094  
Rock Hill, SC 29731 www.rock-hill.k12.sc.us

Kelly U. Pew, Ph.D., 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,

(b)(6)

**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,

(b)(6)

**Susan Adams, Director**

**Mon-Aetna CEC**

## Nesmith Community Day Care Center

2774 Turkey Creek Road

Nesmith, SC 29580-3178

Telephone: (843) 382-3241 ~ Fax (843) 382-3741

Email: [ncdcc@nc-l.net](mailto:ncdcc@nc-l.net)

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,

(b)(6)

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, 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, 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 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,

(b)(6)

**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 3E344  
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,

(b)(6)

 Jerlean 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.

(b)(6)

Gwendolyn McFadden

Director of Building Blocks Academy

Hartman Hall Child Development Center  
1247 Glenn St.  
Cayce, S.C. 29033  
803-791-5090

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.

(b)(6)

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 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, **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 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.

**Joyce B. Ruth**

(b)(6)

**Director of Legacy Christian Day School**

613 Dunlop Street  
P.O. Box 1806  
Marion, South Carolina 29577  
(843) 275-1444  
(843) 423-2077  
(843) 423-4425 fax or  
(843) 423-0756 fax  
agape88@roadrunner.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, 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.

Janet L. Simmons

(b)(6)

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 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,

**Connie M. Williams**

**Owner, Director Kids Corner Childcare Academy LLC**

## Bright Angels Child Development Center

129-A Peaks Road  
Rockuck, SC 29376  
864-814-9032 or 864-327-8500

Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U. S. Department of Education  
400 Maryland Avenue, SW  
Room 3B311  
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, Bright Angels 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.

In consideration of South Carolina's application,

(b)(6)

Goldie F. Banner, BA / 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.upstatechildrenscenter.com](http://www.upstatechildrenscenter.com)  
[uccwalhalla@gmail.com](mailto: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,

(b)(6)

**Lindsay C. Singleton**

**Director**

PR/Award # S419B150027

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Dr. Libby Doggett,  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
100 Maryland Avenue, SW  
Room 1E344  
Washington, DC 20202-6206

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 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 prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, (b)(6) 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.

Heidi Arnold

Director/Owner— (b)(6)

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, (b)(6) 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/** (b)(6)

Dr. J. Bob Boggert  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, NW  
Room 3E311  
Washington, DC 20520-5710

October 10, 2014

Dear Dr. Boggert:

Thank you for your support of South Carolina's federal Head Start Development Grant expansion application. South Carolina's public pre-K-4K program is a model for the nation and we look forward to working with South Carolina First Steps to expand Head Start to the remaining public pre-K children in our state. Below are the minimum selection criteria:

All proposed grant services provided by (b)(6) are eligible for funding. Funds will be made available by First Steps for the proposed expanding public pre-K kindergarten programs meeting the federal definition of high quality. Fund to support private providers is limited to the agencies that include:

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and certification with an appropriate credential;
- High quality professional development for all staff;
- A child-to-teacher staff ratio of no more than 10:1;
- A class size of no more than 19;
- A fully licensed 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 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 program's commitment to high quality early education. If South Carolina's application is selected for federal funding, we pledge to meet all federal standards for First Steps to ensure that grant requirements are met.

Thank you for your continued support of South Carolina's application.

Kim Shiflet  
Center Director

(b)(6)

# TROY-JOHNSON LEARNING KORNER, INC.



108 Gregory Street  
Aulling, South Carolina 29571  
Phone: 803-431-0000 Fax: 803-431-0100 Email: (b)(6)



Dr. Hilary Duggan  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 20314  
Washington, DC 20302-0700

October 10, 2014

Dear Dr. Duggan:

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion 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 prekindergarten services to low-income children in non-school district settings.

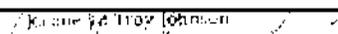
As a proposed grant service provider, **Troy-Johnson Learning Korner**, recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality" and to support private providers in meeting this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

- Employment of a lead teacher with at least a bachelor's degree in early child hood education and teaching assistants with appropriate credentials;
- High quality professional development for all staff;
- A child-to-teacher-student ratio of no more than 10 to 1;
- A class size of no more than 20;
- A half-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.

(b)(6)

  
Kristine K. Troy Johnson

Director, Troy-Johnson Learning Korner



Dr. Robby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E244  
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 at-risk young children in non-school district settings.

As a proposed grant service provider, **Brighter Children 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 to meet all children's needs 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.

(b)(6)

Signature

Director of Brighter Children Learning Center

Wright Way Child Development Center  
624 Loringford Road  
Catawba SC 29648

Phone: (803) 492-7295  
Fax: (803) 492-7292

Dr. Libby Duggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
100 Mary and Avenue SW  
Room 11104  
Washington, DC 20202-6100

October 10, 2014

Dear Dr. Duggett,

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 DE 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, **Wright Way Child Development 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 assistance 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, standards-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.

(b)(6)

Lashondia Wright

Center 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 prekindergarten 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 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,

**Bequethia Pressley**

**Site Coordinator/Little Smurfs I CDC/SA**



Horizo  
ns  
Christia  
n 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 bachelor's degree in early childhood education and teaching assistants with appropriate credentials;

October 9, 2010

Mother Goose CDC, Inc.  
2020 Country Club Road  
Sparksburg, SC 29169

Dr. Libby Duggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, NW  
Room 2F514  
Washington, DC 20520-2500

Dear Dr. Duggett:

I am pleased to write in support of South Carolina's federal for-fee-for-service 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 help Reading First contribute grant products and services to low-income children in non-school district settings.

As a proposed grant service provider, **Mother Goose CDC, 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:

- To employ one 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 high teacher-student 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;
- The developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum, safe learning environment for the caregiver and 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 evaluating 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 with the state and federal First Steps to ensure that grant requirements are met.

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

(b)(6)

BARBARA HIGSTON

Owner/Director/Mother Goose CDC, Inc.



**First United Methodist Church**  
**Child Development Ministry**  
901 US<sup>th</sup> Avenue North  
Myrtle Beach, SC 29572  
Telephone: 843.692.9272  
Fax: 843.697.0470

Dr. Libby Dawood  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue SW  
Room 3044  
Washington, DC 20202-8200

October 10, 2027

Dear Dr. Dawood:

I am pleased to write in support of South Carolina's Federal Pre-K Child 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's first steps to School Readiness to further expand pre-kindergarten services to low-income children and infants.

As a proposed grant service provider, the Child Development Ministry 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 assistance 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.

(b)(6)

Deborah Child Development Ministry of First United Methodist Church

ABC Academy  
405 North Wise Road  
Saluda, South Carolina 29138  
(864)445-7999  
[abcacademy@embarqmail.com](mailto: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,

(b)(6)

**Kim Chariker**

**Director of ABC Academy**

**ZION CANAAN CHILD DEVELOPMENT CENTER**  
612 SOUTH HILL STREET  
POST OFFICE BOX 173  
TIMMONSVILLE, SOUTH CAROLINA 29161  
843-346-0499  
hlindafaye@gmail.com

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,

(b)(6)

Linda Fulwood-Hearon PhD  
Director  
Zion Canaan Child Development Center



Dr. Tibby Duggett,  
Deputy Assistant Secretary for Policy and Early Learning,  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 2234B  
Washington, DC 20202-0200

October 10, 2014

Dear Dr. Duggett,

I am pleased to write in support of South Carolina's recent Fresh Start Development Grant expansion application. South Carolina's public pre-k program is a model for the nation and we look forward to working with you and Carolina First Steps to School Readiness to further expand pre-kindergarten services to low-income children in our state's district settings.

An approved grant service provider (see RFP #14-000000) Center for the Child 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 the definition.

- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching credentials with appropriate credentials
- High-quality professional development for all staff
- Adult-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 participation in all opportunities
- Teachers' talks 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 in 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 and collaboration with first steps to ensure that grant requirements are met.

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

(b)(6)

Welles B. Ward, Executive Director  
Center for the Child

949.551.1030

# The Sunshine House

A Tradition of Excellence in Early Education

Dr. Lacey Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, NW  
Room 3E505  
Washington, DC 20202-6700

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 400 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 Center 02** 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.

(b)(6)

Allison Cobb

Director at The Sunshine House Center 02

www.sunshinehouse.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, **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**

Dr. LeRoy 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 pre-kindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, Children's World #5 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.

(b)(6)

Tamara Canzoner

Director, Children's World

Dr. Abby Duggitt  
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. Duggitt,

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, Children's World #5 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.

(b)(6)

\_\_\_\_\_  
Name: \_\_\_\_\_

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 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, 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,

(b)(6)

**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. 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, **Piedmont Community Action/ZL Madden 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.

(b)(6)

Alyce M. Davis

Center Director, ZL Madden Learning Center

Dr. Tiaja Duggan  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, NW  
Room 3F530  
Washington, DC 20202-6200

October 11, 2014

Dear Dr. Duggan:

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 in School Readiness to further expand preschool services to low-income children in non-school district settings.

As a proposed grant service provider, Middle Junction Childcare 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 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-non-teacher 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 experiences 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.

(b)(6)

Crystal Brasley

Owner, Director / Middle Junction Childcare

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, **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,

(b)(6)

**Eric M. Favor**

**Owner/Operator**

**Kid's Konnection Learning Center**

Dr. Libby Duggett

Deputy Assistant Secretary for Policy and Early Learning

US Department of Education

400 Maryland Ave, SW, Room 3L311

Washington, DC 20202-8200

October 10, 2014

Dear Dr. Duggett:

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, Crayons 2 Computers 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, 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.

(b)(6)

Verlene Baker

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**



Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
100 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-4300

October 10, 2014

Dear Dr. Doggett:

I am pleased to write in support of South Carolina's federal Preschool Development Grant application. South Carolina's public-private HC program is a model for the nation and we look forward to working with South Carolina First Steps to expand preschool opportunities to low-income children in preschool district settings.

As a promised grant service provider, Children's World 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" used 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, 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 in learning activities.

In submitting this letter of support, we affirm our program's commitment to high-quality early education. South Carolina's application is a strong candidate 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.

(b)(6)

Jennifer Tackett  
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 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,

(b)(6)

Dale M. Helms

**THORNWELL**  
*Offering Home and Wholeness to Children and Families*

Dr. Lilyy Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E314  
Washington, DC 20202-6098

October 13, 2014

Dear Dr. Doggett,

I am pleased to write in support of South Carolina's Federal Pre-school Development Grant expansion 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 Ready as we further expand pre-kindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, **Thornwell** 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.

(b)(6)

Norman Dover, Jr.

Vice President of Educational Services

Thornwell Home for Children

*Offering home and wholeness to children and families*

512 South Broad Street • Clinton, SC 29317 • 864.938.2100 • www.thornwell.org

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,

(b)(6)

[Redacted signature area]

**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.**



Dr. Libby Deggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, NW  
Room 3E344  
Washington, DC 20202-0200

October 10, 2014

Dear Dr. Deggett:

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private PK 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 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 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 all grant requirements are met.

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

(b)(6)

**Sandra Drawings**  
Center Director  
**The Sunshine House Early Learning Academy**

[sunshinehouse.com](http://sunshinehouse.com)

Miss Eddie's Child Development Center  
1000 West 10th Street, Suite 100  
Anchorage, Alaska 99501  
Phone: 907-562-1234  
Website: www.misseddies.com

**Project Description**

**Project Objectives**

The purpose of this project is to provide a safe and secure environment for children and their families. The project will focus on providing a safe and secure environment for children and their families. The project will focus on providing a safe and secure environment for children and their families. The project will focus on providing a safe and secure environment for children and their families.

The project will be implemented by **Miss Eddie's Child Development Center**. The project will be implemented by **Miss Eddie's Child Development Center**. The project will be implemented by **Miss Eddie's Child Development Center**. The project will be implemented by **Miss Eddie's Child Development Center**.

- Provide a safe and secure environment for children and their families.
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- Provide a safe and secure environment for children and their families.

The project will be implemented by **Miss Eddie's Child Development Center**. The project will be implemented by **Miss Eddie's Child Development Center**. The project will be implemented by **Miss Eddie's Child Development Center**. The project will be implemented by **Miss Eddie's Child Development Center**.

The project will be implemented by **Miss Eddie's Child Development Center**. The project will be implemented by **Miss Eddie's Child Development Center**. The project will be implemented by **Miss Eddie's Child Development Center**. The project will be implemented by **Miss Eddie's Child Development Center**.

(b)(6)

**Felicia Spurgeon Norris**

**Assistant Director at Miss Eddie's CDC**

## TRUE SAINTS CHRISTIAN DAYCARE AND LEARNING CENTER

428 Poole St.  
Hartsville, SC 29550  
(843)857-9944



Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E 544  
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 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 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-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.

(b)(6)

**DiAnne Rogers, C.**  
**Director, True Saints Christian Daycare and Learning Center**

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

October 10, 2016

Dear Dr. Duggert:

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** 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 service 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.

(b)(6)

Jessica Oddario

Center Director

The Sunshine House Center 57



Sunshine House<sup>™</sup>  
EARLY LEARNING ACADEMY

Dr. Libby Duggett  
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. Duggett:

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 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 to 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-teacher/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.

(b)(6)

Bonda Blycher  
Center Director

The Sunshine House Early Learning Academy  
2609 Second Loop Road Florence SC 29501

Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 5E5-4  
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, **Sunshine House Center #41** 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 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,

(b)(6)

**Brittany Broxton**

**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,

(b)(6)

Director, Little Smurf Too





## **SAMPIT COMMUNITY ORGANIZATION, INC.**

**92 SINGLETON AVENUE  
GEORGETOWN, SC 29440  
(843)546-0207**

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, 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,

(b)(6)

**Geraldine Holmes**

PR/Award # S419B150027

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**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.

(b)(6)

Deborah Chafin

Director, Family Affair

PR/Award # S419B150027

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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 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 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,

(b)(6)

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.

(b)(6)

Kandice S. Hewlett  
Director

The Mellon Patch

PR/Award # S419B150027

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Dr. Libby Dockett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 1C144  
Washington, DC 20202-6100

October 10, 2014

Dear Dr. Dockett,

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 Learning Station** 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-stimulus 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.

Brandi Duncan

Director The Learning Station

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, Spring Valley Early Learning Academy recognizes that grant funds will be made available by First Steps for the purpose of expanding four-year-old (prekindergarten) 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,

(b)(6)

Tiffany Johnson

Center Director/Spring Valley Early Learning Academy



**Vital Connections of the Midlands**  
Quality child care... for the right start in life

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, 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 degreed 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.

(b)(6)

Robin McCants  
Executive Director, Vital Connections of the Midlands, Inc.



803.661.8685



4801 Colonial Dr. Columbia SC 29209  
<http://www.vitalconnectionsofthemidlands.org>

Dr. Libby Tonger  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 30144  
Washington, DC 20202-6200

October 16, 2014

Dear Dr. Tonger,

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

Our proposed grant scenario, entitled, **Precious Little Angels** recognizes that grant funds will be made available by First Steps for the purpose of financing four years of kindergarten programs meeting the redemptive mission 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 credential;
- High-quality professional development for all staff;
- A child-to-teacher ratio of no less than 10:1;
- A class size of no more than 26;
- 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 on an evidence-based curriculum and learning environments that are aligned with the State Early Learning and Development Standards; and
- Individualized accommodations and supports that address individual and family-specific learning activities.

In attaching this letter of support, we affirm our program's contribution 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

(b)(6)

NAME

Joye L. Guyton

TITLE AND CENTER NAME

Director/ Owner

Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E344  
Washington, DC 20202-6260

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 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 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.

(b)(6)

Mary Sime

Center Director

The Sunshine House Early Learning Academy

Timothy Duggitt  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E214  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Duggitt,

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 Folks DayCare, 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 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 with 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.

The undersigned is a representative of South Carolina's application,  
(b)(6)

Timothy Cook, CEO, Director

Little Folks Daycare, Inc.

Mr. Logan  
P.O. Box 61444  
N. Charleston, SC 29506  
(843) 556-3974 (office)

Mr. G. Williams  
2200 Orange Rd  
N. Charleston, SC 29505  
(843) 556-2727 (office)

Dr. Eddy Loggett  
Deputy Assistant Secretary for Policy and State Learning  
U.S. Department of Education  
400 Michigan Avenue, SW  
Room 4144  
Washington, DC 20001-5600

October 13, 2011

Dear Dr. Loggett:

I am pleased to write in support of South Carolina's federal Title III Development Center expansion application. South Carolina's public pre-K program is a model for the nation and we look forward to working with South Carolina's first state public school leaders as they expand public pre-K to all eligible children in each of our 15 school districts setting.

As a proposed grant service provider, Foster's Child Care & Development Center, Inc. hereby files that grant funds will be made available by Foster's for the purpose of expanding our year-round kindergarten program meeting the federal definition of "high-quality" and to support public pre-K services in meeting the eligibility criteria of:

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

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

Thank you for considering the needs of our South Carolina's application.

(b)(6)

Froby Foster

Director, Foster's Child Care & Development Center, Inc.

Dr. Libby Duggan  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, NW  
Room 17344  
Washington, DC 20540-1700

October 10, 2014

Dear Dr. Duggan:

I am pleased to receive your support of South Carolina's application for Preschool Development Grant reapplication application. South Carolina's high-quality 4K program is a model for the nation and we look forward to working with South Carolina First Steps to School by 2015 as to further expand preschool services to low-income children in non-school district settings.

As proposed in our review, providing Newberry 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-staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- A full-day program;
- The range of children with disabilities to ensure access and full participation in all program activities;
- Developmentally appropriate curricula and linguistically responsive instruction that evidence-based curriculum and teaching practices that are aligned with the State Early Learning and Development Standards; and
- Infrastructure, accommodations and supports so that all children access and participate fully in learning activities.

In submitting this letter of support, we affirm our strong 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 leadership in championing South Carolina's application.

(b)(6)

Mary Garrison

Director, Newberry Child Development Center

Dr. Libby Duggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 35344  
Washington, DC 20202-6700

October 10, 2014

Dear Dr. Duggett,

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, **Vanessa's Playland LLC** 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.

(b)(6)

**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 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,

**Amy Engle**

**4K Lead Teacher**

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

October 10, 2013

Dear Dr. Duggitt:

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 for School Readiness to further expand public/private partner services to low-income children in non-school district settings.

As a proposed grant service provider, **Tender Loving Child Care** 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 high ratio 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 organization'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.

(b)(6)

Deborah Warren

Center Director

Tender Loving Child Care

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.

(b)(6)

**Omari L. Dyson, Ph.D.**  
**Executive Director of the Benedict**  
**College Child Development Center**



Little Promises Learning Center

Phone Number 843-464-4002  
Fax Number 813-464-7008

Email:

FAX TRANSMITTAL FORM

To:

From:   
Date Sent: 7/13/14

CC:  
Phone:  
Fax: 877-264-8826

Number of Pages: 2

Message:

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. Luby Duggell  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
100 Maryland Avenue, SW  
Room 5134  
Washington, DC 20202-4200

October 10, 2014

Dear Dr. Duggell:

I am pleased to witness in support of South Carolina's initial Pre-K to 3rd Grade 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's 4K to Steps to School Readiness to further expand prekindergarten services to low-income children in our state's child care settings.

As a proposed grant service provider, Jack J. Hanna Childcare recognizes that grant funds will be made available by 4K to Steps for the purpose of expanding quality early childhood kindergarten 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-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 and an evidence-based curriculum and learning environment that is 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 of South Carolina's children. We are pleased to be selected for this grant funding and pledge to work in close collaboration with your State to ensure that grant requirements are met.

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

(b)(6)

Dr. Loris Richardson

Director, Jack J. Hanna Childcare

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 29, 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 our school district settings.

As a proposed grant service provider, Eagle 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 staff 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.

(b)(6)

Joyce Stacey

Owner/Teacher - Eagle Academy



Dr. Elisha Duggett  
 Deputy Assistant Secretary for Policy and Early Learning  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Room 3133-H  
 Washington, DC 20202-0200

Cerchar 0, 2014

Dear Dr. Duggett,

I am pleased to write in support of South Carolina's federal Preschool Development Grant (PDG) 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 our unranked/strict settings.

As a preschool direct service provider, Daniel Island Academy requires 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" used 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-instructor 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, aligned with 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

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.

(b)(6)

**Kerry Nowosielski, Director**  
 DANIEL ISLAND ACADEMY  
 300 Seven Farms Drive  
 Daniel Island, SC 29490  
 Tel: 843-971-5901  
 Fax: 843-375-2111  
[Kerry@DanielIslandAcademy.com](mailto:Kerry@DanielIslandAcademy.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, (b)(6) 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, (b)(6)

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, (b)(6) 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.

(b)(6)

**Mecca L. Emery**

Director, (b)(6)

Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3B344  
Washington, DC 20403-6200

October 20, 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 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 prekindergarten services to low-income children in non-school district settings.

As a proposed grant service provider, (b)(6) 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 to 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.

(b)(6)

Nicole Means

Interim Director



PEE DEE COMMUNITY ACTION PARTNERSHIP
HEAD START/EARLY HEAD START
P.O. Drawer 12817 - Florence, SC 29504-2817
430 S. McCall Boulevard - Florence, SC 29506
Telephone: (843) 678-3414
Fax: (843) 667-4158

"Dedicated to the Development of Children and Families"

REV. ROBERT B. COOPER
CHAIRMAN, BOARD OF DIRECTORS
WALTER FLEMING
C. A. P. EXECUTIVE DIRECTOR
KATHRYN S. WOODS
HEAD START DIRECTOR

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 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,

(b)(6)

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

Dr. Libby Duggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 34344  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Duggett,

I am pleased to with in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private 4X 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, (b)(6) 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 19 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.

(b)(6)

Wendy S. Cox

Owner

(b)(6)



Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3E244  
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 PK 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 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 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.

(b)(6)

**Brenda Berry**

**Director AND The Sunshine House Early Learning Academy**

[www.sunshinehouse.com](http://www.sunshinehouse.com)

Dr. Libby Deggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
100 Maryland Avenue, SW  
Room 21244  
Washington, DC 20202-2000

October 10, 2014

Dear Dr. Deggett,

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public 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 non-school district settings.

As a proposed grant service provider (b)(6) recognizes that grant funds will be made available for First Steps for the purpose of expanding four-year-old kindergarten programs meeting the federal definition of "high-quality" and is a provider of private providers in meeting this definition which includes:

- Employment of lead teacher with at least a bachelor's degree in early childhood education and teaching assistant with appropriate credentials
- High-quality professional development for all staff
- A child-to-instructor ratio that is 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 meaningful participation in all opportunities
- Developmentally appropriate, culturally and linguistically responsive instruction via an evidence-based curriculum and learning environment that is aligned with the State Early Learning and Development Standards
- Individualized accommodations and supports 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 will 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.

(b)(6)

Kristi Stanton

Director of (b)(6)

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, (b)(6) 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:

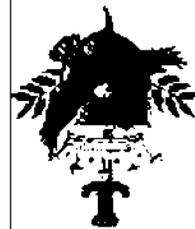
- Employment of a lead teacher with at least a bachelor's degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20;
- 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,

**Lillian G Reid**

(b)(6)



On: luby.docx  
 Deputy Assistant Secretary for Policy and Early Learning  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Room 2E24  
 Washington, DC 20202-5200  
 October 10, 2018  
 Dear Mr. Duggert,

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private PK program is a model for the nation and we look forward to working with South Carolina on its 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, Grace Cathedral 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 meeting this definition, which includes:

- Employment of a lead teacher who has 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-instructor 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.

*Prov. 22:16 ~ Train up a child in the way he should go: and when he is old, he will not depart from it.*

Dr. Linn Duggert  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 2E744  
Washington, DC 20202-6200

October 10, 2014

Dear Dr. Duggert,

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, (b)(6) recognizes that special 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 that 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-teacher-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.

(b)(6)

Stacey Pierce  
Center Director

(b)(6)



Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U. S. Department of Education  
100 Maryland Avenue, SW  
Room 30344  
Washington, DC 20202-6200

October 10, 2013

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, **Dream Catcher's** 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 methods 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.

(b)(6)

Kimberly Sowell

Dream Catcher's, Education Director

Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 30344  
Washington, DC 20502-6200

October 10, 2013

Dear Dr. Doggett,

We 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, (b)(6) recognizes that grant funds will be made available by First Steps for the purpose of expanding non-year-old kindergarten programs meeting the federal definition of "high quality" and to support private providers 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.

(b)(6)

Jessyca Roberts

Director

(b)(6)

Dr. Lily Duggan  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 4754  
Washington, DC 20202-4200

October 10, 2014

Dear Dr. Duggan:

I am pleased to write in support of South Carolina's federal preschool development grant application. South Carolina's public-private 4H 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 grant service provider, (b)(6) recognizes that grant funds will be made available by First Steps for the purpose of (b)(6) kindergarten programs meeting the federal definition of "high quality" and to (b)(6) private providers, including the definition, which includes:

- Employment of a lead teacher with a least a Bachelor's degree in early childhood education and related fields with an appropriate credential;
- High-quality professional development for all staff;
- A child-to-teacher ratio not exceeding 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 curriculum or 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 engage and participate fully in learning activities.

In submitting this letter of support we affirm our program's commitment to high quality early childhood. 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.

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

(b)(6)

Beth A. Rautio

Director of (b)(6)

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, (b)(6) 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- (b)(6)

Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
100 Maryland Avenue, SW  
Room 3B344  
Washington, DC 20202-4300

October 10, 2011

Dear Dr. Doggett,

Our program is excited to support South Carolina's Early Childhood 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's 4K Statewide School Boards to provide high-quality public and private services to low-income children in non-school district settings.

As a nonposted grant service provider, (b)(6) Inc. recognizes that grant funds will be made available by first steps for the purpose of expanding high-quality kindergarten programs meeting the federal definition of "high-quality" used to support *state providers operating their districts*, which includes:

- Employment of a lead teacher with a degree or bachelor's degree in early childhood education and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-staff ratio of no more than 10:1;
- Access to 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 curriculum based on evidence-based curriculum, and meeting state but aligned with the State Early Learning and Development Standards; and
- Developmental 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 Step to ensure that our program meets and

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

(b)(6)

Owner / Director

A Step Ahead CXC

Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 3L344  
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, (b)(6) 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.

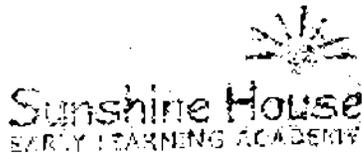
In submitting this letter of support, we affirm our program's commitment to high quality early education. If South Carolina's application is selected for federal funding we pledge to work in close collaboration with First Steps to ensure that grant requirements are met.

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

(b)(6)

**Lottie McCaw**

Director of (b)(6)



Dr. Libby Doggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 30144  
Washington, DC 20202-6200

October 10, 2016

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 1K 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, (b)(6) 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.

Perry McDaniel  
(b)(6)  
Director, (b)(6)

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 TK 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 (b)(6) 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.

Respectfully,

(b)(6)

Judeen McAllister

Director



# BISHOPVILLE-LEE CHILD CARE

119 College Street • PO Box 1001 • Bishopville, SC 29510  
(803) 441-2222 or FAX (803) 441-2322

LILL E. PATTERSON

Executive Director

VICTORIA McCRAY

Director

#### Child Care Request

Request for child care services for 11 boys and four girls ages 3-5  
11501 E. Washington Rd. - Columbia  
1900 North State Avenue - NW  
Columbia, SC 29203  
Washington County, SC 29203

#### Request for Proposal

#### Request for Proposal

Enclosed is a letter of request for South Carolina's Early Childhood Development Grant expansion application. South Carolina is the first state to apply for a grant to fund the national and well-touted work with South Carolina's first steps to school readiness. Further expand pre-kindergarten services to low-income children and children at risk within.

Our current pre-kindergarten program, **Bishopville-Lee Child Care Center, Inc.** recognizes that grant funds will be made available by first steps for the purpose of expanding four-year-old kindergarten programs including the federal and local high-quality work to support private providers in meeting the following which includes:

- Enrichment of the curriculum with a focus on the four core areas: language, math, science and social studies, as well as fine arts and physical education.
- High-quality pre-kindergarten curriculum.
- A full-time program for children ages 3-5.
- A full-time program.
- Inclusion of child with disabilities and children at risk and a pool of support staff.
- Developmentally appropriate, child- and family-centered services for all children who are 3-5 years old and living in low-income families who are eligible for state Early Learning and Development Scholarship.
- State does not have a state-wide program of child care services for children ages 3-5.

In submitting this letter of request we affirm our organization's commitment to high-quality early childhood care for all children. We are excited for federal funding and eager to work with you to learn how to first steps to ensure that all requirements are met.

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

(b)(6)

Lill E. Patterson, Executive Director



| a new state of mind

Child Development Learning Center

October 10, 2014

Dr. Libby Duggett  
Deputy Assistant Secretary for Policy and Early Learning  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 30344  
Washington, DC 20202-6200

Dear Dr. Duggett,

I am pleased to write in support of South Carolina's federal Preschool Development Grant expansion application. South Carolina's public-private 45 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 our school district settings.

As a proposed grant service provider, **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 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, assistant's with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructor 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 open activities;
- 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.

(b)(6)

Stephanie B. Rejes  
SCSU Child Development Learning Center

400 College Hill, N. P.O. Box 7188, Orangeburg, SC 29117 | t (803) 533-7150 | f (803) 533-3068  
www.scsu.edu



## 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 \$(b)(4) 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 59,686<sup>1</sup> four-year-old children, just under half of whom (29,216 or 48.95%) qualify for free- and reduced-price school lunches on the basis of family income.<sup>2</sup>

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."<sup>3</sup> Districts have far surpassed this minimum, enrolling 19,004<sup>4</sup> 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

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<sup>1</sup> US Census Bureau 2010 population estimate provided by SC Budget and Control Board's Office of Research and Statistics.

<sup>2</sup> 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.

<sup>3</sup> State Board of Education Regulation R 43-264.1: Half-Day Child Development Programs, effective June 27, 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.

<sup>4</sup> 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.<sup>5</sup>

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 \$<sup>(b)(4)</sup> [redacted]. 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 \$<sup>(b)(4)</sup> [redacted] on <sup>(b)(4)</sup> [redacted] during 2010-11 - reflecting the districts' discretionary investment of \$48,690,154 above and beyond their dedicated EIA appropriations.<sup>7</sup>

### 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.

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<sup>5</sup> 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.

<sup>6</sup> FY11 EIA 4K appropriation of \$<sup>(b)(4)</sup> [redacted] remained unchanged for both FY12 and FY13.

<sup>7</sup> 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 6.5hour day), the derivation of a per-student cost is possible in this case. School districts expended a total of \$(b)(4) 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.<sup>8</sup>

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,

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<sup>8</sup> Note that this figure includes First Steps' monitoring and accountability costs.

<sup>9</sup> 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 \$<sup>(b)(4)</sup> 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.<sup>10</sup> 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%

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<sup>10</sup> SC Department of Education, Office of Exceptional Children. December 2011 Count. Part B of the IDEA requires the South Carolina Department of Education (SCDE) to submit to the United States Department of Education, Office of Special Education Programs (OSEP), a certified count, taken between October 1 and December 1 annually, of the number of children with disabilities receiving special education and related services through Individualized Education Programs. Children ages three through five are included in this Child Count Report each year, based upon a child’s age as of the data collection date. Preschool children can begin receiving services on their third birthday, regardless of when it occurs. Therefore, the December 1 Child Count information does not reflect the total number of students who received services during any entire school year. Current data does not allow the state’s specific investment in four-year-old services to be isolated.

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 \$(b)(4).

### Summary

Just over half (50.70%)<sup>11</sup> 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.

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<sup>11</sup> 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<sup>1</sup>  
 Estimated Four-Year-Olds Eligible for Free- or Reduced-Lunch: 29,216 (48.95%)<sup>2</sup>

<b>Public 4K in South Carolina (2010-2011/FY11)</b>	
Total children served in public 4K:	24,266 <sup>3</sup>
Percentage of overall children served in public 4K:	40.66%
<b>SC Child Development Education Pilot Program (CDEPP)</b>	
Total CDEPP children served (Public/Private):	5,262
Public CDEPP enrollment:	4,714 <sup>4</sup> (260 classrooms)
Private CDEPP enrollment:	548 <sup>4</sup> (41 classrooms)
<b>EIA and School District Funded 4K Programming</b>	
Non-CDEPP Public 4K enrollment:	19,004 <sup>5</sup>
Estimated 4K classrooms/sessions:	950 <sup>6</sup>
<b>Estimated Public Spending on 4K in SC:</b>	
Total CDEPP Expenditures (Public/Private):	\$(b)(4)
Public CDEPP Expenditures	\$
Public CDEPP Appropriation	\$
Estimated CDEPP local (difference):	\$
Estimated public expenditure per child:	\$
Private CDEPP Expenditures:	\$
Private CDEPP Appropriation:	\$
Estimated private expenditure per child:	\$
Total Non-CDEPP 4K Expenditures:	\$
EIA 4K appropriation FY11:	\$
Estimated local/other funds devoted to 4K:	\$

<b>Head Start in South Carolina (May 2011)<sup>10</sup></b>	
Total enrollment (ages zero-five):	13,638
Four-year-old enrollment (44%):	5,994
Percentage of SC four-year-olds served by Head Start:	10.04%
<b>SC Head Start Preschool Funding in 2010-11:</b>	
Total Head Start appropriations to SC:	\$(b)(4)
Estimated HS spending on four-year-olds (44%):	\$(b)(4)

<b>Preschool Special Education in South Carolina (December 2011)<sup>11</sup></b>	
Number of SC four-year-olds receiving special education services:	3,625
Percentage of SC four-year-olds receiving special education services:	6%

<b>ABC Child Care Program (October 2010-September 2011)<sup>12</sup></b>	
Estimated number of SC four-year-olds receiving vouchers through the ABC Child Care Program:	2,165
Percentage of SC four-year-olds receiving ABC vouchers:	3.63%
Estimated spending on ABC vouchers targeted at four-year-olds:	\$(b)(4)

<b>ACCESS to Publicly Funded Pre-Kindergarten Programs for Four-Year-Olds in South Carolina</b>		
Type of Pre-K Programming	Number of SC Four-Year-Olds Served	Percentage of SC Four-Year-Olds Served
Public 4K (EIA, First Steps, Title One, Local, etc.)	24,266	40.66%
Head Start (4-yr-old participation only)	5,994	10.04%
<b>Totals:</b>	<b>30,260</b>	<b>50.70%<sup>13</sup></b>

<b>Estimated Public SPENDING devoted to Pre-Kindergarten Programs for Four-Year-Olds in South Carolina</b>		
Program	Estimated Public Spending Devoted to Four-Year Old Programming	
Public 4K	\$(b)(4)	(includes all public spending: CDEPP, EIA, Title One, First Steps, other)
Head Start	\$(b)(4)	estimate, 44% of overall Head Start appropriation)
<b>Estimated Annual Public Spending:</b>	<b>\$(b)(4)</b>	

**Footnotes:**

1. SC Budget and Control Board (Office of Research and Statistics). US Census Bureau Population Estimate 2010
2. SC Budget and Control Board (Office of Research and Statistics). US Census Bureau's American Community Survey 5-Year Estimates (2006-2010) suggest that 48.95% of SC children under six are at 185% of poverty or below (eligible for free- and reduced-price school lunches).
3. Combined total enrollment - includes all public school enrollment + private CDEPP.
4. All public school enrollment, special education and finance data provided by the SC Department of Education. Private CDEPP enrollment and finance data provided by SC First Steps to School Readiness.
5. This figure is a combined total reflecting both half-day and full-day enrollment.
6. Exact classroom counts are not available outside of CDEPP. Estimated number of sessions is based upon student enrollment and a maximum group size of 20. Recognize that half day classrooms may serve two sessions daily.
7. This figure includes all reported expenditures from all sources. Note that during FY11, the SC General Assembly directly appropriated \$(b)(4) for 4K programming. The remaining \$(b)(4) is a combination of local funds, Title I, First Steps, and other funds.
8. Note that Private CDEPP expenditures above and beyond FY11 appropriation derive from FY10 carry forward funds.
9. Given the current data it is not possible to derive a per student cost for non-CDEPP 4K as this figure reflects a combination of full- and half-day programming.
10. SC Head Start Collaboration Office, student counts derived from SC Head Start Census, May 2011.
11. SC Department of Education, Office of Exceptional Children (December 1, 2011 count). Figure depicts the total number of four-year-olds receiving any special education service.
12. SC Department of Social Services, FY12. 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 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. Aggregate spending data has also been limited in this manner.

1 .  
2 AMENDED--NOT PRINTED IN THE HOUSE  
3 Amt. No. 2 (Doc. Path 516c006.agm.ab14)  
4 June 5, 2014  
5

6 **S. 516 – SC READ TO SUCCEED ACT**

7 .  
8 Introduced by Senators Peeler, Fair, Hayes, Courson, Young,  
9 Setzler, Malloy, Leatherman, Lourie, L. Martin, Johnson, Jackson,  
10 Allen, Rankin, Scott and Pinckney.

11 .  
12 S. Printed 6/4/14--H.  
13 Read the first time April 10, 2014.

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**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.

Amcnd 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

1 and high school to improve their reading comprehension. These  
2 are the students least likely to graduate; and

3  
4 Whereas, the South Carolina General Assembly finds that one  
5 recent longitudinal study found that students reading below grade  
6 level at the end of third grade were six times more likely to leave  
7 school without a high school diploma; and

8  
9 Whereas, the South Carolina General Assembly finds that reading  
10 proficiency is a fundamental life skill vital for the educational and  
11 economic success of our citizens and State. In accordance with the  
12 ruling of the South Carolina Supreme Court that all students must  
13 be given "an opportunity to acquire the ability to read, write, and  
14 speak the English language", the South Carolina General  
15 Assembly finds that all students must be given high quality  
16 instruction and engage in ample time actually reading and writing  
17 in order to learn to read, comprehend, write, speak, listen, and use  
18 language effectively across all content areas; and

19  
20 Whereas, to guarantee that all students exhibit these abilities and  
21 behaviors, the State of South Carolina must implement a  
22 comprehensive and strategic approach to reading proficiency for  
23 students in prekindergarten through twelfth grade that begins when  
24 each student enters the public school system and continues until he  
25 or she graduates. Now, therefore,

26  
27 Be it enacted by the General Assembly of the State of South  
28 Carolina:

29  
30 SECTION 1. Title 59 of the 1976 Code is amended by adding:

31  
32 "CHAPTER 155

33  
34 South Carolina Read to Succeed Act

35  
36 Section 59-155-110. There is established within the South  
37 Carolina Department of Education the South Carolina Read to  
38 Succeed Office to implement a comprehensive, systemic approach  
39 to reading which will ensure that:

40 (1) classroom teachers use evidence-based reading instruction  
41 in prekindergarten through grade twelve, to include oral language,  
42 phonological awareness, phonics, fluency, vocabulary, and  
43 comprehension; administer and interpret valid and reliable

1 assessments; analyze data to inform reading instruction; and  
2 provide evidence-based interventions as needed so that all students  
3 develop proficiency with literacy skills and comprehension;  
4 (2) classroom teachers periodically reassess their curriculum  
5 and instruction to determine if they are helping each student  
6 progress as a proficient reader and make modifications as  
7 appropriate;  
8 (3) each student who cannot yet comprehend grade-level text is  
9 identified and served as early as possible and at all stages of his or  
10 her educational process;  
11 (4) each student receives targeted, effective comprehension  
12 support from the classroom teacher and, if needed, supplemental  
13 support from a reading interventionist so that ultimately all  
14 students can comprehend grade-level texts;  
15 (5) each student and his parent or guardian is continuously  
16 informed in writing of:  
17 (a) the student's reading proficiency needs, progress, and  
18 ability to comprehend and write grade-level texts;  
19 (b) specific actions the classroom teacher and other reading  
20 professionals have taken and will take to help the student  
21 comprehend and write grade-level texts; and  
22 (c) specific actions that the parent or guardian can take to  
23 help the student comprehend grade-level texts by providing access  
24 to books, assuring time for the student to read independently,  
25 reading to students, and talking with the student about books;  
26 (6) classroom teachers receive preservice and in-service  
27 coursework which prepares them to help all students comprehend  
28 grade-level texts;  
29 (7) all students develop reading and writing proficiency to  
30 prepare them to graduate and to succeed in their career and  
31 postsecondary education; and  
32 (8) each school district publishes annually a comprehensive  
33 research-based reading plan that includes intervention options  
34 available to students and funding for these services.

35  
36 Section 59-155-120. As used in this chapter:  
37 (1) 'Board' means the State Board of Education.  
38 (2) 'Department' means the State Department of Education.  
39 (3) 'Discipline specific literacy' means the ability to read,  
40 write, listen, and speak across various disciplines and content areas  
41 including, but not limited to, English-language arts, science,  
42 mathematics, social studies, physical education, health, the arts,  
43 and career and technology education.

1 (4) 'Readiness assessment' means assessments used to analyze  
2 students' literacy, mathematical, physical, social, and  
3 emotional-behavioral competencies in prekindergarten or  
4 kindergarten.

5 (5) 'Reading interventions' means individual or group  
6 assistance in the classroom and supplemental support based on  
7 curricular and instructional decisions made by classroom teachers  
8 who have proven effectiveness in teaching reading and an add-on  
9 literacy endorsement or reading/literacy coaches who meet the  
10 minimum qualifications established in guidelines published by the  
11 Department of Education.

12 (6) 'Reading portfolio' means an organized collection of  
13 evidence and assessments documenting that the student has  
14 demonstrated mastery of the state standards in reading equal to at  
15 least a level above the lowest achievement level on the state  
16 reading assessment.

17 (7) 'Reading proficiency' means the ability of students to meet  
18 state reading standards in kindergarten through grade twelve,  
19 demonstrated by readiness, formative, or summative assessments.

20 (8) 'Reading proficiency skills' means the ability to understand  
21 how written language works at the word, sentence, paragraph, and  
22 text level and mastery of the skills, strategies, and oral and written  
23 language needed to comprehend grade-level texts.

24 (9) 'Research-based formative assessment' means assessments  
25 used within the school year to analyze strengths and weaknesses in  
26 reading comprehension of students individually to adapt  
27 instruction to meet student needs, make decisions about  
28 appropriate intervention services, and inform placement and  
29 instructional planning for the next grade level.

30 (10) 'Substantially fails to demonstrate third-grade reading  
31 proficiency' means a student who does not demonstrate reading  
32 proficiency at the end of the third grade as indicated by scoring at  
33 the lowest achievement level on the statewide summative reading  
34 assessment that equates to Not Met 1 on the Palmetto Assessment  
35 of State Standards (PASS).

36 (11) 'Summative assessment' means state-approved assessments  
37 administered in grades three through eight and any statewide  
38 assessment used in grades nine through twelve to determine  
39 student mastery of grade-level or content standards.

40 (12) 'Summer reading camp' means an educational program  
41 offered in the summer by each local school district or consortia of  
42 school districts for students who are unable to comprehend  
43 grade-level texts and who qualify for mandatory retention.

1 (13) 'Third-grade reading proficiency' means the ability to read  
2 grade-level texts by the end of a student's third grade year as  
3 demonstrated by the results of state-approved assessments  
4 administered to third grade students, or through other assessments  
5 as noted in this chapter and adopted by the board.

6 (14) 'Writing proficiency skills' means the ability to  
7 communicate information, analysis, and persuasive points of view  
8 effectively in writing.

9

10 Section 59-155-130. The Read to Succeed Office must guide  
11 and support districts and collaborate with university teacher  
12 training programs to increase reading proficiency through the  
13 following functions, including, but not limited to:

14 (1) providing professional development to teachers, school  
15 principals, and other administrative staff on reading and writing  
16 instruction and reading assessment that informs instruction;

17 (2) providing professional development to teachers, school  
18 principals, and other administrative staff on reading and writing in  
19 content areas;

20 (3) working collaboratively with institutions of higher learning  
21 offering courses in reading and writing and those institutions of  
22 higher education offering accredited master's degrees in  
23 reading-literacy to design coursework leading to a literacy teacher  
24 add-on endorsement by the State;

25 (4) providing professional development in reading and  
26 coaching for already certified reading/literacy coaches and literacy  
27 teachers;

28 (5) developing information and resources that school districts  
29 can use to provide workshops for parents about how they can  
30 support their children as readers and writers;

31 (6) assisting school districts in the development and  
32 implementation of their district reading proficiency plans for  
33 researched-based reading instruction programs and assisting each  
34 of their schools to develop its own implementation plan aligned  
35 with the district and state plans;

36 (7) annually designing content and questions for and review  
37 and approve the reading proficiency plan of each district.

38 (8) monitor and report to the State Board of Education the  
39 yearly success rate of summer reading camps. Districts must  
40 provide statistical data to include the:

41 (a) number of students enrolled in camps;

42 (b) number of students by grade level who successfully  
43 complete the camps;

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1 . . . (c) number of third-graders promoted to fourth grade;  
2 . . . (d) number of third-graders retained; and  
3 . . . (e) total expenditure made on operating the camps by source  
4 of funds to include in-kind donations; and  
5 (9) provide an annual report to the General Assembly  
6 regarding the implementation of the South Carolina Read to  
7 Succeed Act and the State and the district's progress toward  
8 ensuring that at least ninety-five percent of all students are reading  
9 at grade level.

10 .  
11 Section 59-155-140. (A)(1) The department, with approval by  
12 the State Board of Education, shall develop, implement, evaluate,  
13 and continuously refine a comprehensive state plan to improve  
14 reading achievement in public schools. The State Reading  
15 Proficiency Plan must be approved by the board by February 1,  
16 2015, and must include, but not be limited to, sections addressing  
17 the following components:

18 . . . (a) reading process;  
19 . . . (b) professional development to increase teacher reading  
20 expertise;  
21 . . . (c) professional development to increase reading expertise  
22 and literacy leadership of principals and assistant principals;  
23 . . . (d) reading instruction;  
24 . . . (e) reading assessment;  
25 . . . (f) discipline specific literacy;  
26 . . . (g) writing;  
27 . . . (h) support for struggling readers;  
28 . . . (i) early childhood interventions;  
29 . . . (j) family support of literacy development;  
30 . . . (k) district guidance and support for reading proficiency;  
31 . . . (l) state guidance and support for reading proficiency;  
32 . . . (m) accountability; and  
33 . . . (n) urgency to improve reading proficiency.

34 (2) The state plan must be based on reading research and  
35 proven-effective practices, applied to the conditions prevailing in  
36 reading-literacy education in this State, with special emphasis on  
37 addressing instructional and institutional deficiencies that can be  
38 remedied through faithful implementation of research-based  
39 practices. The plan must provide standards, format, and guidance  
40 for districts to use to develop and annually update their plans, as  
41 well as to present and explain the research-based rationale for  
42 state-level actions to be taken. The plan must be updated annually  
43 and must incorporate a state reading proficiency progress report.

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1 (3) The state plan must include specific details and  
2 explanations for all substantial uses of state, local, and federal  
3 funds promoting reading-literacy and best judgment estimates of  
4 the cost of research-supported, thoroughly analyzed proposals for  
5 initiation, expansion, or modification of major funding programs  
6 addressing reading and writing. Analyses of funding requirements  
7 must be prepared by the department for incorporation into the plan.

8 (B)(1) Beginning in Fiscal Year 2015-2016, each district must  
9 prepare a comprehensive annual reading proficiency plan for  
10 prekindergarten through twelfth grade consistent with the plan by  
11 responding to questions and presenting specific information and  
12 data in a format specified by the Read to Succeed Office. Each  
13 district's PK-12 reading proficiency plan must present the rationale  
14 and details of its blueprint for action and support at the district,  
15 school, and classroom levels. Each district shall develop a  
16 comprehensive plan for supporting the progress of students as  
17 readers and writers, monitoring the impact of its plan, and using  
18 data to make improvements and to inform its plan for the  
19 subsequent years. The district plan piloted in school districts in  
20 Fiscal Year 2013-2014 and revised based on the input of districts  
21 shall be used as the initial district reading plan framework in Fiscal  
22 Year 2014-2015 to provide interventions for struggling readers and  
23 fully implemented in Fiscal Year 2015-2016 to align with the state  
24 plan.

25 (2) Each district PK-12 reading proficiency plan shall:

26 (a) document the reading and writing assessment and  
27 instruction planned for all PK-12 students and the interventions in  
28 prekindergarten through twelfth grade to be provided to all  
29 struggling readers who are not able to comprehend grade-level  
30 texts. Supplemental instruction shall be provided by teachers who  
31 have a literacy teacher add-on endorsement and offered during the  
32 school day and, as appropriate, before or after school in book  
33 clubs, through a summer reading camp, or both;

34 (b) include a system for helping parents understand how  
35 they can support the student as a reader at home;

36 (c) provide for the monitoring of reading achievement and  
37 growth at the classroom, school, and district levels with decisions  
38 about intervention based on all available data;

39 (d) ensure that students are provided with wide selections  
40 of texts over a wide range of genres and written on a wide range of  
41 reading levels to match the reading levels of students;

42 (e) provide teacher training in reading and writing  
43 instruction; and

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7.

1 (f) include strategically planned and developed  
2 partnerships with county libraries, state and local arts  
3 organizations, volunteers, social service organizations, and school  
4 media specialists to promote reading.

5 (3)(a) The Read to Succeed Office shall develop the format  
6 for the plan and the deadline for districts to submit their plans to  
7 the office for its approval. A school district that does not submit a  
8 plan or whose plan is not approved shall not receive any state  
9 funds for reading until it submits a plan that is approved. All  
10 district reading plans must be reviewed and approved by the Read  
11 to Succeed Office. The office shall provide written comments to  
12 each district on its plan and to all districts on common issues raised  
13 in prior or newly submitted district reading plans.

14 (b) The Read to Succeed Office shall monitor the district  
15 and school plans and use their findings to inform the training and  
16 support the office provides to districts and schools.

17 (c) The department may direct a district that is persistently  
18 unable to prepare an acceptable PK-12 reading proficiency plan or  
19 to help all students comprehend grade-level texts to enter into a  
20 multidistrict or contractual arrangement to develop an effective  
21 intervention plan.

22 (C) Each school must prepare an implementation plan aligned  
23 with the district reading proficiency plan to enable the district to  
24 monitor and support implementation at the school level. The  
25 school plan must be a component of the school's strategic plan  
26 required by Section 59-18-1310. A school implementation plan  
27 shall be sufficiently detailed to provide practical guidance for  
28 classroom teachers. Proposed strategies for assessment, instruction,  
29 and other activities specified in the school plan must be sufficient  
30 to provide to classroom teachers and other instructional staff  
31 helpful guidance that can be related to the critical reading and  
32 writing needs of students in the school. In consultation with the  
33 School Improvement Council, each school must include in its  
34 implementation plan the training and support that will be provided  
35 to parents as needed to maximize their promotion of reading and  
36 writing by students at home and in the community.

37  
38 Section 59-155-150. (A) With the enactment of this chapter,  
39 the State Superintendent of Education shall ensure that every  
40 student entering publically funded prekindergarten and  
41 kindergarten beginning in Fiscal Year 2014-2015 will be  
42 administered a readiness assessment by the forty-fifth day of the  
43 school year. Initially the assessment shall focus on early language

1 and literacy development. Beginning in Fiscal Year 2016-2017,  
2 the assessment must assess each child's early language and literacy  
3 development, mathematical thinking, physical well-being, and  
4 social-emotional development. The assessment may include  
5 multiple assessments, all of which must be approved by the board.  
6 The approved assessments of academic readiness must be aligned  
7 with first and second grade standards for English language arts and  
8 mathematics. The purpose of the assessment is to provide teachers  
9 and parents or guardians with information to address the readiness  
10 needs of each student, especially by identifying language,  
11 cognitive, social, emotional, health problems, and concerning  
12 appropriate instruction for each child. The results of the  
13 assessment and the developmental intervention strategies  
14 recommended to address the child's identified needs must be  
15 provided, in writing, to the parent or guardian. Reading  
16 instructional strategies and developmental activities for children  
17 whose oral language skills are assessed to be below the norm of  
18 their peers in the State must be aligned with the district's reading  
19 proficiency plan for addressing the readiness needs of each  
20 student. The results of each assessment also must be reported to  
21 the Read to Succeed Office.

22 . (B) Any student enrolled in prekindergarten, kindergarten, first  
23 grade, second grade, or third grade who is substantially not  
24 demonstrating proficiency in reading, based upon formal  
25 diagnostic assessments or through teacher observations, must be  
26 provided intensive in-class and supplemental reading intervention  
27 immediately upon determination. The intensive interventions must  
28 be provided as individualized and small group assistance based on  
29 the analysis of assessment data. All sustained interventions must  
30 be aligned with the district's reading proficiency plan. These  
31 interventions must be at least thirty minutes in duration and be in  
32 addition to ninety minutes of daily reading and writing instruction  
33 provided to all students in kindergarten through grade three. The  
34 district must continue to provide intensive in-class intervention and  
35 at least thirty minutes of supplemental intervention until the  
36 student can comprehend and write text at grade-level  
37 independently. In addition, the parent or guardian of the student  
38 must be notified, in writing, of the child's inability to read  
39 grade-level texts, the interventions to be provided, and the child's  
40 reading abilities at the end of the planned interventions. The results  
41 of the initial assessments and progress monitoring also must be  
42 provided to the Read to Succeed Office.

1 (C) Programs that focus on early childhood literacy  
2 development in the State are required to promote:

3 (1) parent training and support for parent involvement in  
4 developing children's literacy; and

5 (2) development of oral language, print awareness, and  
6 emergent writing; and are encouraged to promote community  
7 literacy including, but not limited to, primary health care  
8 providers, faith-based organizations, county libraries, and service  
9 organizations.

10 (D) Districts that fail to provide reports on summer reading  
11 camps pursuant to Section 59-15-130(8) are ineligible to receive  
12 state funding for summer reading camps for the following fiscal  
13 year; however, districts must continue to operate summer reading  
14 camps as defined in this act.

15

16 Section 59-155-160. (A) Beginning with the 2017-2018 school  
17 year, a student must be retained in the third grade if the student  
18 fails to demonstrate reading proficiency at the end of the third  
19 grade as indicated by scoring at the lowest achievement level on  
20 the state summative reading assessment that equates to Not Met 1  
21 on the Palmetto Assessment of State Standards (PASS). A student  
22 may be exempt for good cause from the mandatory retention but  
23 shall continue to receive instructional support and services and  
24 reading intervention appropriate for their age and reading level.  
25 Good cause exemptions include students:

26 (1) with limited English proficiency and less than two years  
27 of instruction in English as a Second Language program;

28 (2) with disabilities whose individual education plan  
29 indicates the use of alternative assessments or alternative reading  
30 interventions and students with disabilities whose Individual  
31 Education Plan or Section 504 plan reflects that the student has  
32 received intensive remediation in reading for more than two years  
33 but still does not substantially demonstrate reading proficiency;

34 (3) who demonstrate third-grade reading proficiency on an  
35 alternative assessment approved by the board and which teachers  
36 may administer following the administration of the state  
37 assessment of reading;

38 (4) who have received two years of reading intervention and  
39 were previously retained;

40 (5) who through a reading portfolio document, the student's  
41 mastery of the state standards in reading equal to at least a level  
42 above the lowest achievement level on the state reading  
43 assessment. Such evidence must be an organized collection of the

1 student's mastery of the state English-language arts standards that  
2 are assessed by the Grade three state reading assessment. The  
3 Read to Succeed Office shall develop the assessment tool for the  
4 student portfolio; however the student portfolio must meet the  
5 following minimum criteria:

6 (a) be selected by the student's English/language arts  
7 teacher or summer reading camp instructor;

8 (b) be an accurate picture of the student's ability and only  
9 include student work that has been independently produced in the  
10 classroom;

11 (c) include evidence that the benchmarks assessed by the  
12 Grade three state reading assessment have been met. Evidence is  
13 to include multiple choice items and passages that are  
14 approximately sixty percent literary text and forty percent  
15 information text, and that are between one hundred and seven  
16 hundred words with an average of five hundred words. Such  
17 evidence could include chapter or unit tests from the district or  
18 school's adopted core reading curriculum that are aligned with the  
19 state English language arts standards or teacher-prepared  
20 assessments;

21 (d) be an organized collection of evidence of the student's  
22 mastery of the English/language arts state standards that are  
23 assessed by the grade three state reading assessment. For each  
24 benchmark there must be at least three examples of mastery as  
25 demonstrated by a grade of seventy percent or above; and

26 (e) be signed by the teacher and the principal as an  
27 accurate assessment of the required reading skills; and

28 (6) who successfully participate in a summer reading camp  
29 at the conclusion of the third grade year and demonstrate through  
30 either a reading portfolio or through a norm-referenced, alternative  
31 assessment, selected from a list of norm-referenced, alternative  
32 assessments approved by the Read to Succeed Office for use in the  
33 summer reading camps, that the student's mastery of the state  
34 standards in reading is equal to at least a level above the lowest  
35 level on the state reading assessment.

36 (B) The superintendent of the local school district must  
37 determine whether a student in the district may be exempt from the  
38 mandatory retention by taking all of the following steps:

39 (1) The teacher of a student eligible for exemption must  
40 submit to the principal documentation on the proposed exemption  
41 and evidence that promotion of the student is appropriate based on  
42 the student's academic record. This evidence must be limited to the  
43 student's individual education program, alternative assessments, or

1 student reading portfolio. The Read to Succeed Office must  
2 provide districts with a standardized form to use in the process.

3 (2) The principal must review the documentation and  
4 determine whether the student should be promoted. If the principal  
5 determines the student should be promoted, the principal must  
6 submit a written recommendation for promotion to the district  
7 superintendent for final determination.

8 (3) The district superintendent's acceptance or rejection of  
9 the recommendation must be in writing and a copy must be  
10 provided to the parent or guardian of the child.

11 (4) A parent or legal guardian may appeal the decision to  
12 retain a student to the district superintendent if there is a  
13 compelling reason why the student should not be retained. A  
14 parent or legal guardian must appeal, in writing, within two weeks  
15 after the notification of retention. The letter must be addressed to  
16 the district superintendent and specify the reasons why the student  
17 should not be retained. The district superintendent shall render a  
18 decision and provide copies to the parent or legal guardian and the  
19 principal.

20 (C)(1) Students eligible for retention under the provisions in  
21 Section 59-155-160(A) may enroll in a summer reading camp  
22 provided by their school district or a summer reading camp  
23 consortium to which their district belongs prior to being retained  
24 the following school year. Summer reading camps must be at least  
25 six weeks in duration with a minimum of four days of instruction  
26 per week and four hours of instruction per day, or the equivalent  
27 minimum hours of instruction in the summer. The camps must be  
28 taught by compensated teachers who have at least an add-on  
29 literacy endorsement or who have documented and demonstrated  
30 substantial success in helping students comprehend grade level  
31 texts. The Read to Succeed Office shall assist districts that cannot  
32 find qualified teachers to work in the summer camps. Districts  
33 may also choose to contract for the services of qualified instructors  
34 or collaborate with one or more districts to provide a summer  
35 reading camp. Schools and school districts are encouraged to  
36 partner with county or school libraries, institutions of higher  
37 learning, community organizations, faith-based institutions,  
38 businesses, pediatric and family practice medical personnel, and  
39 other groups to provide volunteers, mentors, tutors, space, or other  
40 support to assist with the provision of the summer reading camps.  
41 A parent or guardian of a student who does not substantially  
42 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

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 supplementally 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 .  
20 Section 59-155-170. (A) To help students develop and apply  
21 their reading and writing skills across the school day in all the  
22 academic disciplines, including, but not limited to, English-  
23 language arts, mathematics, science, social studies, the arts, career  
24 and technology education, and physical and health education,  
25 teachers of these content areas at all grade levels must focus on  
26 helping students comprehend print and non-print texts authentic to  
27 the content area. The Read to Succeed Program is intended to  
28 institutionalize in the public schools a comprehensive system to  
29 promote high achievement in the content areas described in this  
30 chapter through extensive reading and writing. Research-based  
31 practices must be employed to promote comprehension skills  
32 through, but not limited to:

- 33 . . . (1) vocabulary;
- 34 . . . (2) connotation of words;
- 35 . . . (3) connotations of words in context with adjoining or prior  
36 text;
- 37 . . . (4) concepts from prior text;
- 38 . . . (5) personal background knowledge;
- 39 . . . (6) ability to interpret meaning through sentence structure  
40 features;
- 41 . . . (7) questioning;
- 42 . . . (8) visualization; and
- 43 . . . (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.

1 All teacher preparation programs must be approved for licensure  
2 by the State Department of Education to ensure that all teacher  
3 education candidates possess the knowledge and skills to assist  
4 effectively all children in becoming proficient readers. The  
5 General Assembly is not mandating an increase in the number of  
6 credit hours required for teacher candidates, but is requiring that  
7 pre-service teacher education programs prioritize their missions  
8 and resources so all early and elementary education teachers have  
9 the knowledge and skills to provide effective instruction in reading  
10 and numeracy to all students.

11 (2) Beginning with students entering a teacher education  
12 program in the fall semester of the 2016-2017 school year, all  
13 pre-service teacher education programs, including MAT degree  
14 programs, must require all candidates seeking certification at the  
15 middle or secondary level to complete a six credit hour sequence in  
16 literacy that includes a course in the foundations of literacy and a  
17 course in content-area reading. All middle and secondary teacher  
18 preparation programs must be approved by the department to  
19 ensure that all teacher candidates possess the necessary knowledge  
20 and skills to assist effectively all adolescents in becoming  
21 proficient readers. The General Assembly is not mandating an  
22 increase in the number of semester hours required for teacher  
23 candidates but rather is requiring that pre-service teacher education  
24 programs prioritize their mission and resources so all middle and  
25 secondary education teachers have the knowledge and skills to  
26 provide effective instruction in reading and numeracy to all  
27 students.

28 (C)(1) To ensure that practicing professionals possess the  
29 knowledge and skills necessary to assist all children and  
30 adolescents in becoming proficient readers, multiple pathways are  
31 needed for developing this capacity.

32 (2) A reading/literacy coach shall be employed in each  
33 elementary school. Reading coaches shall serve as job-embedded,  
34 stable resources for professional development throughout schools  
35 in order to generate improvement in reading and literacy  
36 instruction and student achievement. Reading coaches shall  
37 support and provide initial and ongoing professional development  
38 to teachers based on an analysis of student assessment and the  
39 provision of differentiated instruction and intensive intervention.  
40 The reading coach shall:

41 (a) model effective instructional strategies for teachers by  
42 working weekly with students in whole, and small groups, or  
43 individually;

- 1 . . . (b) facilitate study groups;
- 2 . . . (c) train teachers in data analysis and using data to
- 3 differentiate instruction;
- 4 . . . (d) coaching and mentoring colleagues;
- 5 . . . (e) work with teachers to ensure that research-based
- 6 reading programs are implemented with fidelity; and
- 7 . . . (f) work with all teachers (including content area and
- 8 elective areas) at the school they serve, and help prioritize time for
- 9 those teachers, activities, and roles that will have the greatest
- 10 impact on student achievement, namely coaching and mentoring in
- 11 the classrooms;
- 12 . . . (g) help lead and support reading leadership teams.

13 . . . (3) The reading coach must not be assigned a regular  
14 classroom teaching assignment, must not perform administrative  
15 functions that deter from the flow of improving reading instruction  
16 and reading performance of students and must not devote a  
17 significant portion of his or her time to administering or  
18 coordinating assessments. . No later than August 1, 2014, the  
19 department must publish guidelines that define the minimum  
20 qualifications for a reading coach. Beginning in Fiscal Year  
21 2014-2015, reading/literacy coaches are required to earn the  
22 add-on certification within six years, except as exempted in items  
23 (4) and (5), by completing the necessary courses or professional  
24 development as required by the department for the add-on. During  
25 the six-year period, to increase the number of qualified reading  
26 coaches, the Read to Succeed Office shall identify and secure  
27 courses and professional development opportunities to assist  
28 educators in becoming reading coaches and in earning the literacy  
29 add-on endorsement. In addition, the Read to Succeed Office will  
30 establish a process through which a district may be permitted to  
31 use state appropriations for reading coaches to obtain in-school  
32 services from department-approved consultants or vendors, in the  
33 event that the school is not successful in identifying and directly  
34 employing a qualified candidate. Districts must provide to the  
35 Read to Succeed Office information on the name and qualifications  
36 of reading coaches funded by the state appropriations.

37 . . . (4) Beginning in Fiscal Year 2015-2016, early childhood  
38 and elementary education certified classroom teachers, reading  
39 interventionists, and those special education teachers who provide  
40 learning disability and speech services to students who need to  
41 substantially improve their low reading and writing proficiency  
42 skills, are required to earn the literacy teacher add-on endorsement  
43 within ten years of their most recent certification by taking at least

1 two courses or six credit hours every five years, or the equivalent  
2 professional development hours as determined by the South  
3 Carolina Read to Succeed Office, consistent with existing  
4 recertification requirements. Inservice hours earned through  
5 professional development for the literacy teacher endorsement  
6 must be used for renewal of teaching certificates in all subject  
7 areas. The courses and professional development leading to the  
8 endorsement must be approved by the State Board of Education  
9 and must include foundations, assessment, content area reading  
10 and writing, instructional strategies, and an embedded or  
11 stand-alone practicum. Whenever possible these courses shall be  
12 offered at a professional development rate which is lower than the  
13 certified teacher rate. Early childhood and elementary education  
14 certified classroom teachers, reading specialists, and special  
15 education teachers who provide learning disability and speech  
16 services to students who need to improve substantially their  
17 reading and writing proficiency and who already possess their  
18 add-on Reading Teacher certification can take a content area  
19 reading course to obtain their Literacy Teacher add-on  
20 endorsement. Individuals who possess a literacy teacher add-on  
21 endorsement or who have earned a master's or doctorate degree in  
22 reading are exempt from this requirement. Individuals who have  
23 completed an intensive and prolonged professional development  
24 program like Reading Recovery, Project Read, the South Carolina  
25 Reading Initiative, or another similar program should submit their  
26 transcripts to the Office of Educator Licensure to determine if  
27 they have completed the coursework required for the literacy  
28 teacher add-on certificate.

29 (5) Beginning in Fiscal Year 2015-2016, middle and  
30 secondary licensed classroom teachers are required to take at least  
31 one course or three credit hours, or the equivalent professional  
32 development hours as determined by the South Carolina Read to  
33 Succeed Office, to improve reading instruction within five years of  
34 their most recent certification. The courses and professional  
35 development must be approved by the State Board of Education  
36 and include courses and professional development leading to the  
37 literacy teacher add-on endorsement. Coursework and  
38 professional development in reading must include a course in  
39 reading in the content areas. Whenever possible these courses will  
40 be offered at a professional development rate which is lower than  
41 the certified teacher rate. Individuals who possess a literacy  
42 teacher add-on endorsement or who have earned a master's or  
43 doctorate degree in reading are exempt from this requirement.

1 Individuals who have completed an intensive, prolonged  
2 professional development program like Reading Recovery, Project  
3 Read, the South Carolina Reading Initiative, or another similar  
4 program should submit their transcripts to the Office of  
5 Educator Licensure to determine if they have completed the  
6 coursework or professional development required for the literacy  
7 teacher add-on certificate.

8 . (6) Beginning in Fiscal Year 2015-2016, principals and  
9 administrators who are responsible for reading instruction or  
10 intervention and school psychologists in a school district or school  
11 are required to take at least one course or three credit hours within  
12 five years of their most recent certification, or the equivalent  
13 professional development hours as determined by the South  
14 Carolina Read to Succeed Office. The course or professional  
15 development shall include information about reading process,  
16 instruction, assessment, or content area literacy and shall be  
17 approved by the Read to Succeed Office.

18 . (7) The Read to Succeed Office shall publish by August 1,  
19 2014, the guidelines and procedures used in evaluating all courses  
20 and professional development, including virtual courses and  
21 professional development, leading to the literacy teacher add-on  
22 endorsement. Annually by January first the Read to Succeed  
23 Office shall publish the approved courses and approved  
24 professional development leading to the literacy teacher add-on  
25 endorsement.

26  
27 Section 59-155-190. Local school districts are encouraged to  
28 create family-school-community partnerships that focus on  
29 increasing the volume of reading, in school and at home, during  
30 the year and at home and in the community over the summer.  
31 Schools and districts should partner with county libraries,  
32 community organizations, local arts organizations, faith-based  
33 institutions, pediatric and family practice medical personnel,  
34 businesses, and other groups to provide volunteers, mentors, or  
35 tutors to assist with the provision of instructional supports,  
36 services, and books that enhance reading development and  
37 proficiency. A district shall include specific actions taken to  
38 accomplish the requirements of this section in its reading  
39 proficiency plan.

40  
41 Section 59-155-200. The Read to Succeed Office and each  
42 school district must plan for and act decisively to engage the  
43 families of students as full participating partners in promoting the

1 reading and writing habits and skills development of their children.  
2 With support from the Read to Succeed Office, districts and  
3 individual schools shall provide families with information about  
4 how children progress as readers and writers and how they can  
5 support this progress. This family support must include providing  
6 time for their child to read, as well as reading to the child. To  
7 ensure that all families have access to a considerable number and  
8 diverse range of books appealing to their children, schools should  
9 develop plans for enhancing home libraries and for accessing  
10 books from county libraries and school libraries and to inform  
11 families about their child's ability to comprehend grade-level texts  
12 and how to interpret information about reading that is sent home.  
13 The districts and schools shall help families learn about reading  
14 and writing through open houses, South Carolina Educational  
15 Television, video and audio tapes, websites, and school-family  
16 events and collaborations that help link the home and school of the  
17 student. The information should enable family members to  
18 understand the reading and writing skills required for graduation  
19 and essential for success in a career. Each institution of higher  
20 learning may operate a year-round program similar to a summer  
21 reading camp to assist students not reading at grade level.

22  
23 Section 59-155-210. The board and department shall translate  
24 the statutory requirements for reading and writing specified in this  
25 chapter into standards, practices, and procedures for school  
26 districts, boards, and their employees and for other organizations  
27 as appropriate. In this effort, they shall solicit the advice of  
28 education stakeholders who have a deep understanding of reading,  
29 as well as school boards, administrators, and others who play key  
30 roles in facilitating support for and implementation of effective  
31 reading instruction.”

32  
33 SECTION 2. Title 59 of the 1976 Code is amended by adding:

34  
35 “CHAPTER 156

36  
37 Child Early Reading Development and Education Program

38  
39 Section 59-156-110. There is created the South Carolina Child  
40 Early Reading Development and Education Program which is a  
41 full day, four-year old kindergarten program for at-risk children  
42 which must be made available to qualified children in all public  
43 school districts within the State. The program must focus on:

[516]

20

1 . (1) a comprehensive, systemic approach to reading that follows  
2 the State Reading Proficiency Plan and the district's  
3 comprehensive annual reading proficiency plan, both adopted  
4 pursuant to Chapter 155, Title 59;

5 (2) successfully completing the readiness assessment  
6 administered pursuant to Section 59-155-150;

7 (3) the developmental and learning support that children must  
8 have in order to be ready for school;

9 (4) incorporating parenting education, including educating the  
10 parents as to methods that may assist the child pursuant to Section  
11 59-155-110, 59-155-130, and 59-155-140; and

12 (5) identifying community and civic organizations that can  
13 support early literacy efforts.

14

15 Section 59-156-120. (A)(1) The South Carolina Child Early  
16 Reading Development and Education Program first must be made  
17 available to eligible children from the following eight trial districts  
18 in Abbeville County School District et al. vs. South Carolina.  
19 Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7,  
20 and Orangeburg 3.

21 (2) With any funds remaining after funding the eight trial  
22 districts, the program must be expanded to the remaining plaintiff  
23 school districts in Abbeville County School District et al. vs. South  
24 Carolina and then expanded to eligible children residing in school  
25 districts with a poverty index of seventy percent or greater.  
26 Priority must be given to implementing the program first in those  
27 of the plaintiff districts which participated in the pilot program  
28 during the 2006-2007 school year, then in the plaintiff districts  
29 having proportionally the largest population of underserved at-risk  
30 four-year-old children.

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

39

40 Section 59-156-130. (A) Each child residing in the program's  
41 district, who has attained the age of four years on or before  
42 September first of the school year and meets the at-risk criteria, is

1 eligible for enrollment in the South Carolina Child Early Reading  
2 Development and Education Program for one year.

3 . . . (B)(1) The parent of each eligible child may enroll the child in  
4 one of the following programs:

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

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

9 . . . (2) The parent enrolling a child must complete and submit  
10 an application to the approved provider of choice. The application  
11 must be submitted on forms and must be accompanied by a copy  
12 of the child's birth certificate, immunization documentation, and  
13 documentation of the student's eligibility as evidenced by family  
14 income documentation showing an annual family income of one  
15 hundred eighty-five percent or less of the federal poverty  
16 guidelines as promulgated annually by the United States  
17 Department of Health and Human Services or a statement of  
18 Medicaid eligibility.

19 . . . (3) In submitting an application for enrollment, the parent  
20 agrees to comply with provider attendance policies during the  
21 school year. . . The attendance policy must state that the program  
22 consists of six and one-half hours of instructional time daily and  
23 operates for a period of not less than one hundred eighty days a  
24 year. Pursuant to program guidelines, noncompliance with  
25 attendance policies may result in removal from the program.

26 . . . (C)(1) No parent is required to pay tuition or fees solely for the  
27 purpose of enrolling in or attending the program established under  
28 this chapter. Nothing in this chapter prohibits charging fees for  
29 childcare that may be provided outside the times of the  
30 instructional day provided in these programs.

31 . . . (2) If by October first of the school year at least seventy-five  
32 percent of the total number of children eligible for the Child Early  
33 Reading Development and Education Program in a district or  
34 county are projected to be enrolled in that program, Head Start, or  
35 ABC Child Care Program as determined by the Department of  
36 Education and the Office of First Steps, Child Early Reading  
37 Development and Education Program providers may then enroll  
38 pay-lunch children who score at or below the twenty-fifth national  
39 percentile on two of the three DIAL-3 subscales and may receive  
40 reimbursement for these children if funds are available.

41 . . .  
42 Section 59-156-140. (A) Public school providers participating  
43 in the South Carolina Child Early Reading Development and

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.

42.

1 Section 59-156-150. The Department of Education, the Read to  
2 Succeed Office, and the Office of First Steps to School Readiness  
3 shall:

- 4 (1) develop the provider application form;
- 5 (2) develop the child enrollment application form;
- 6 (3) develop a list of approved research-based preschool  
7 curricula for use in the program based upon the South Carolina  
8 Content Standards, and provide training and technical assistance to  
9 support its effective use in approved classrooms serving children;
- 10 (4) develop a list of approved pre-kindergarten readiness  
11 assessments to be used in conjunction with the program, and  
12 provide assessments and technical assistance to support assessment  
13 administration in approved classrooms serving children;
- 14 (5) establish criteria for awarding new classroom equipping  
15 grants;
- 16 (6) establish criteria for the parenting education program  
17 providers must offer;
- 18 (7) establish a list of early childhood related fields that may be  
19 used in meeting the lead teacher qualifications;
- 20 (8) develop a list of data collection needs to be used in  
21 implementation and evaluation of the program;
- 22 (9) identify teacher preparation program options and assist lead  
23 teachers in meeting teacher program requirements;
- 24 (10) establish criteria for granting student retention waivers; and
- 25 (11) establish criteria for granting classroom size requirements  
26 waivers.

27  
28 Section 59-156-160. (A) Providers of the South Carolina Child  
29 Early Reading Development and Education Program shall offer a  
30 complete educational program in accordance with age-appropriate  
31 instructional practice and a research-based preschool curriculum  
32 aligned with school success. The program must focus on:

- 33 (1) a comprehensive, systemic approach to reading that  
34 follows the State Reading Proficiency Plan and the district's  
35 comprehensive annual reading proficiency plan, both adopted  
36 pursuant to Chapter 155, Title 59;
- 37 (2) successfully completing the readiness assessment  
38 administered pursuant to Section 59-155-150;
- 39 (3) the developmental and learning support that children  
40 must have in order to be ready for school;
- 41 (4) incorporating parenting education, including educating  
42 the parents as to methods that may assist the child pursuant to  
43 Section 59-155-110, 59-155-130, and 59-55-140, including

1 strengthening parent involvement in the learning process with an  
2 emphasis on interactive literacy; and

3 (5) identifying community and civic organizations that can  
4 support early literacy efforts.

5 (B) Providers shall offer high-quality, center-based programs,  
6 including, but not limited to, the following:

7 (1) employ a lead teacher with a two-year degree in early  
8 childhood education or related field or be granted a waiver of this  
9 requirement from the Department of Education for public schools  
10 or from the Office of First Steps to School Readiness for private  
11 centers;

12 (2) employ an education assistant with preservice or  
13 in-service training in early childhood education;

14 (3) maintain classrooms with at least ten four-year-old  
15 children, but no more than twenty four-year-old children, with an  
16 adult to child ratio of 1:10. With classrooms having a minimum of  
17 ten children, the 1:10 ratio must be a lead teacher to child ratio.  
18 Waivers of the minimum class size requirement may be granted by  
19 the South Carolina Department of Education for public providers  
20 or by the Office of First Steps to School Readiness for private  
21 providers on a case-by-case basis;

22 (4) offer a full day, center-based program with six and  
23 one-half hours of instruction daily for one hundred eighty school  
24 days;

25 (5) provide an approved research-based preschool  
26 curriculum that focuses on critical child development skills,  
27 especially early literacy, numeracy, and social and emotional  
28 development;

29 (6) engage parents' participation in their child's educational  
30 experience that shall include a minimum of two documented  
31 conferences for each year; and

32 (7) adhere to professional development requirements  
33 outlined in this chapter.

34

35 Section 59-156-170. (A) Every classroom providing services  
36 to four-year-old children established pursuant to this chapter must  
37 have a qualified lead teacher and an education assistant as needed  
38 to maintain an adult to child ratio of 1:10.

39 (B)(1) In classrooms in private centers, the lead teacher must  
40 have at least a two-year degree in early childhood education or a  
41 related field and who is enrolled and is demonstrating progress  
42 toward the completion of a teacher educational program within  
43 four years.

1 (2) In classrooms in public schools, the lead teacher must  
2 meet state requirements pertaining to certification.

3 (C) All education assistants in private centers and public  
4 schools must have the minimum of a high school diploma or the  
5 equivalent, and at least two years of experience working with  
6 children under five years old. The assistant must have completed  
7 the Early Childhood Development Credential (ECD) 101 or enroll  
8 and complete this course within twelve months of hire. Providers  
9 may request waivers to the ECD 101 requirement for those  
10 assistants who have demonstrated sufficient experience in teaching  
11 children five years old and younger. The providers must request  
12 this waiver in writing to First Steps or the Department of  
13 Education, as applicable, and provide appropriate documentation  
14 as to the qualifications of the teaching assistant.

15  
16 Section 59-156-180. The General Assembly recognizes there is  
17 a strong relationship between the skills and preparation of  
18 pre-kindergarten instructors and the educational outcomes of  
19 students. To improve these educational outcomes, participating  
20 providers shall require all personnel providing instruction and  
21 classroom support to students participating in the South Carolina  
22 Child Early Reading Development and Education Program to  
23 participate annually in a minimum of fifteen hours of professional  
24 development, including, teaching children from poverty.  
25 Professional development should provide instruction in strategies  
26 and techniques to address the age-appropriate progress of  
27 pre-kindergarten students in developing emergent literacy skills,  
28 including, but not limited to, oral communication, knowledge of  
29 print and letters, phonemic and phonological awareness, and  
30 vocabulary and comprehension development.

31  
32 Section 59-156-190. Both public and private providers are  
33 eligible for transportation funds for the transportation of children  
34 to and from school. Nothing in this section prohibits providers  
35 from contracting with another entity to provide transportation  
36 services provided the entities adhere to the requirements of Section  
37 56-5-195. Providers must not be responsible for transporting  
38 students attending programs outside the district lines. Parents  
39 choosing program providers located outside of their resident  
40 district shall be responsible for transportation. When transporting  
41 four-year-old child development students, providers shall make  
42 every effort to transport them with students of similar ages  
43 attending the same school. Of the amount appropriated for the

1 program, not more than one hundred eighty-five dollars for each  
2 student may be retained by the Department of Education for the  
3 purposes of transporting four-year-old students. This amount  
4 annually must be increased by the same projected rate of inflation  
5 as determined by the Division of Research and Statistics of the  
6 State Budget and Control Board for the Education Finance Act.

7  
8 Section 59-156-200. For all private providers approved to offer  
9 services pursuant to this chapter, the Office of First Steps to  
10 School Readiness shall:

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

32  
33 Section 59-156-210. For all public school providers approved  
34 to offer services pursuant to this chapter, the Department of  
35 Education shall:

- 36 (1) serve as the fiscal agent;
- 37 (2) verify student enrollment eligibility;
- 38 (3) recruit, review, and approve eligible providers. In  
39 considering approval of providers, consideration must be given to  
40 the provider's availability of permanent space for program service  
41 and whether temporary classroom space is necessary to provide  
42 services to any children;

- 1 (4) coordinate oversight, monitoring, technical assistance,
- 2 coordination, and training for classroom providers;
- 3 (5) serve as a clearing house for information and best practices
- 4 related to four-year-old kindergarten programs;
- 5 (6) receive, review, and approve new classroom grant
- 6 applications and make recommendations for approval based on
- 7 approved criteria;
- 8 (7) coordinate activities and promote collaboration with other
- 9 private and public providers in developing and supporting
- 10 four-year-old kindergarten programs;
- 11 (8) maintain a database of the children enrolled in the program;
- 12 and
- 13 (9) promulgate guidelines as necessary for the implementation
- 14 of the program.

15  
16 Section 59-156-220. (A) Eligible students enrolling with

17 private providers during the school year must be funded on a

18 pro-rata basis determined by the length of their enrollment.

19 (B) Private providers transporting eligible children to and from

20 school must be eligible for a reimbursement of up to five hundred

21 fifty dollars for each eligible child transported, funded on a

22 pro-rata basis determined by the length of the child's enrollment.

23 Providers who are reimbursed are required to retain records as

24 required by their fiscal agent.

25 (C) Providers enrolling between one and six eligible children

26 must be eligible to receive up to one thousand dollars for each

27 child in materials and equipment grant funding, with providers

28 enrolling seven or more such children eligible for grants not to

29 exceed ten thousand dollars.

30 (D) Providers receiving equipment grants are expected to

31 participate in the program and provide high-quality, center-based

32 programs for a minimum of three years. A provider who fails to

33 participate for three years shall return a portion of the equipment

34 allocation at a level determined by the Department of Education

35 and the Office of First Steps to School Readiness. Funding to

36 providers is contingent upon receipt of data as requested by the

37 Department of Education and the Office of First Steps.

38  
39 Section 59-156-230. The Department of Social Services shall:

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

41 and

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

4

5 Section 59-156-240. The Office of First Steps to School  
6 Readiness is responsible for the collection and maintenance of data  
7 on the state-funded programs provided through private providers.”

8

9 SECTION 3. This act takes effect upon approval by the Governor  
10 and is subject to the availability of state funding.

11

----XX----

12

[516]

29

1 ~~Indicates Matter Stricken~~

2 Indicates New Matter

3

4 AS PASSED BY THE SENATE

5 June 4, 2014.

6

7 **H. 3428 – SOUTH CAROLINA**

8 **FIRST STEPS TO**

9 **SCHOOL READINESS**

10 **(REAUTHORIZATION)**

11

12 Introduced by Reps. Allison, Erickson, M.S. McLeod, J.E. Smith,

13 Spires, Hiott, Owens, Whitmire, Douglas, Hamilton, Bannister,

14 Neal, Alexander, Weeks, Powers Norrell, Bales, Anderson,

15 Robinson-Simpson, Williams, Henderson, Sottile, Munnerlyn,

16 Rutherford, Vick, R.L. Brown, Whipper, Branham, Govan,

17 J.R. Smith, Hayes, George, Funderburk, W.J. McLeod, Bernstein,

18 Felder, Wood, Patrick and Jefferson

19

20 S. Printed 6/4/14--S.

21 Read the first time March 5, 2014.

22

[3428-1]

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4  
5  
6  
7  
8  
9  
10

**A BILL**

11 TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA,  
12 1976, BY ADDING SECTION 59-152-25 SO AS TO DEFINE  
13 TERMS CONCERNING THE FIRST STEPS TO SCHOOL  
14 READINESS INITIATIVE; BY ADDING SECTION 59-152-32  
15 SO AS TO PROVIDE THE FIRST STEPS BOARD OF  
16 TRUSTEES SHALL DEVELOP A COMPREHENSIVE  
17 LONG-RANGE INITIATIVE AND STRATEGY FOR SCHOOL  
18 READINESS; BY ADDING SECTION 59-152-33 SO AS TO  
19 PROVIDE A STATEWIDE ASSESSMENT OF STUDENT  
20 SCHOOL READINESS; BY ADDING SECTION 63-11-1725 SO  
21 AS TO PROVIDE FOR THE COMPOSITION, FUNCTION,  
22 AND DUTIES OF THE SOUTH CAROLINA EARLY  
23 CHILDHOOD ADVISORY COUNCIL; BY ADDING SECTION  
24 63-11-1735 SO AS TO PROVIDE FIRST STEPS SHALL  
25 ENSURE THE COMPLIANCE OF BABYNET WITH FEDERAL  
26 MAINTENANCE OF EFFORT REQUIREMENTS, AND TO  
27 DEFINE CERTAIN TERMS; TO AMEND SECTION 59-152-10,  
28 RELATING TO THE ESTABLISHMENT OF FIRST STEPS, SO  
29 AS TO REDESIGNATE COUNTY FIRST STEPS  
30 PARTNERSHIPS AS LOCAL FIRST STEPS PARTNERSHIPS;  
31 TO AMEND SECTION 59-152-20, RELATING TO THE  
32 PURPOSE OF FIRST STEPS, SO AS TO REDESIGNATE  
33 COUNTY PARTNERSHIPS AS LOCAL PARTNERSHIPS; TO  
34 AMEND SECTION 59-152-30, RELATING TO THE GOALS OF  
35 FIRST STEPS, SO AS TO RESTATE CERTAIN GOALS OF  
36 STUDENT READINESS; TO AMEND SECTION 59-152-40,  
37 RELATING TO OVERSIGHT OF THE INITIATIVE BY THE  
38 FIRST STEPS BOARD OF TRUSTEES, SO AS TO REQUIRE  
39 THE BOARD ALSO BE ACCOUNTABLE FOR THE  
40 INITIATIVE; TO AMEND SECTION 59-152-50, RELATING  
41 TO THE ESTABLISHMENT OF THE OFFICE OF FIRST  
42 STEPS TO SCHOOL READINESS, SO AS TO REVISE THE

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1.

1. TIME FOR REQUIRED PERFORMANCE AUDITS AND TO  
2. CORRECT AN OBSOLETE REFERENCE; TO AMEND  
3. SECTION 59-152-60, RELATING TO FIRST STEPS  
4. PARTNERSHIPS, SO AS TO REQUIRE A LOCAL  
5. PARTNERSHIP IN EACH COUNTY, TO PROVIDE THAT  
6. MEETINGS AND ELECTIONS OF A LOCAL PARTNERSHIP  
7. ARE SUBJECT TO THE FREEDOM OF INFORMATION ACT  
8. AND CERTAIN DISCLOSURE REQUIREMENTS, TO  
9. SPECIFY AND REVISE REQUIREMENTS FOR THE  
10. COMPOSITION OF A LOCAL PARTNERSHIP BOARD AND  
11. TO CORRECT AN OBSOLETE REFERENCE; TO AMEND  
12. SECTION 59-152-70, RELATING TO THE POWERS AND  
13. DUTIES OF A LOCAL PARTNERSHIP BOARD, SO AS TO  
14. REVISE THE REQUIREMENTS CONCERNING COUNTY  
15. NEEDS ASSESSMENTS, RECORD KEEPING AND  
16. REPORTING, TO PROVIDE STAFFING PURSUANT TO  
17. LOCAL BYLAWS, AND TO PROVIDE MULTIPLE LOCAL  
18. PARTNERSHIPS MAY COLLABORATE TO MAXIMIZE  
19. EFFICIENT DELIVERY OF SERVICES AND THE  
20. EXECUTION OF THEIR DUTIES AND POWERS; TO AMEND  
21. SECTION 59-152-90, RELATING TO FIRST STEPS GRANTS,  
22. SO AS TO ESTABLISH THE GRANTS AS LOCAL  
23. PARTNERSHIP GRANTS, AND TO REVISE THE PROCESS  
24. FOR OBTAINING A GRANT AND THE METHOD OF  
25. ALLOCATING GRANT FUNDS; TO AMEND SECTION  
26. 59-152-100, RELATING TO USE OF FIRST STEPS GRANT  
27. FUNDS, SO AS TO PROVIDE THE SECTION APPLIES TO  
28. GRANTS EXPENDED BY A FIRST STEPS PARTNERSHIP,  
29. AND TO REVISE THE PERMISSIBLE USES OF GRANT  
30. FUNDS; TO AMEND SECTION 59-152-120, RELATING TO  
31. THE USE OF GRANT FUNDS FOR CAPITAL  
32. EXPENDITURES, SO AS TO REVISE THE PURPOSE FOR  
33. WHICH FUNDS MAY BE USED AND TO REQUIRE PRIOR  
34. APPROVAL OF THE BOARD OF TRUSTEES; TO AMEND  
35. SECTION 59-152-130, RELATING TO A MANDATORY  
36. MATCHING OF FUNDS BY LOCAL PARTNERSHIPS, SO AS  
37. TO REVISE THE MANDATORY AMOUNT, TO ENCOURAGE  
38. PRIVATE CONTRIBUTIONS TO HELP LOCAL  
39. PARTNERSHIPS MEET THEIR MANDATORY MATCHING  
40. REQUIREMENT, AND TO DELETE A PROVISION  
41. ALLOWING CERTAIN EXPENSES TO BE INCLUDED IN  
42. DETERMINING MATCHING FUNDS; TO AMEND SECTION  
43. 59-152-140, RELATING TO THE PERMISSIBILITY OF

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2

1 CARRY FORWARD FUNDS BY A LOCAL PARTNERSHIP,  
2 SECTION 59-152-150, RELATING TO ACCOUNTABILITY  
3 SYSTEMS, AND SECTION 59-152-160, RELATING TO  
4 PROGRESS EVALUATIONS, ALL SO AS TO DELETE  
5 OBSOLETE TERMS; TO AMEND SECTION 63-11-1720,  
6 RELATING TO THE FIRST STEPS BOARD OF TRUSTEES,  
7 SO AS TO REVISE THE COMPOSITION OF THE BOARD;  
8 AND TO REPEAL SECTION 59-152-80 RELATING TO FIRST  
9 STEPS GRANTS AND SECTION 59-152-110 RELATING TO  
10 THE USE OF FIRST STEPS LOCAL PARTNERSHIP GRANT  
11 FUNDS.

12 .  
13 Be it enacted by the General Assembly of the State of South  
14 Carolina:

15  
16 SECTION 1. Chapter 152, Title 59 of the 1976 Code is amended  
17 by adding:

18 .  
19 "Section 59-152-25. For the purposes of this title:

20 (A) 'Evidence-based program' means a program based on a  
21 clear and consistent program model that is designated as such by  
22 the South Carolina First Steps to School Readiness Board of  
23 Trustees because the program:

24 (1)(a) is grounded in published, peer reviewed research that  
25 is linked to determined outcomes;

26 (b) employs well trained and competent staff to whom the  
27 program provides continual professional development that is  
28 relevant to the specific model being delivered;

29 (c) demonstrates strong linkages to other community  
30 based services; and

31 (d) is operated to ensure program fidelity; or

32 (2) is commonly recognized by experts in the field as such a  
33 program.

34 (B) 'Board of trustees' or 'board' means the First Steps School  
35 to Readiness Board of Trustees pursuant to Article 17, Title 63."

36 (C) 'Evidence-informed program' means a program that does  
37 not satisfy the criteria of an evidenced-based program model but  
38 that the South Carolina First Steps to School Readiness Board of  
39 Trustees determines is supported by research indicating its  
40 potential effectiveness.

41 (D) 'Partnership' refers to a local First Steps organization  
42 designated as such by the South Carolina First Steps to School  
43 Readiness Board of Trustees, organized under Section 501(c)(3) of

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3

1 the Internal Revenue Code as a nonprofit corporation, and formed  
2 to further, within the coverage area, the purpose and goals of the  
3 First Steps initiative as stated in Sections 59-152-20 and  
4 59-152-30.

5 (E) 'Preschool child' means a child from the prenatal stage to  
6 entry into five-year-old kindergarten.

7 (F) 'Prevalent program investment' means a program  
8 administered by a partnership and funded with state grant money,  
9 which accounts for at least ten percent of total programmatic  
10 spending in First Steps.

11 (G) 'School readiness' means the level of child development  
12 necessary to ensure early school success as measured in the  
13 following domains: physical health and motor skills; emotional  
14 and social competence; language and literacy development; and  
15 mathematical thinking and cognitive skills. School readiness is  
16 supported by the knowledge and practices of families, caregivers,  
17 healthcare providers, educators, and communities."

18

19 SECTION 2. Chapter 152, Title 59 of the 1976 Code is amended  
20 by adding:

21

22 "Section 59-152-32. (A) In Section 63-11-1720, the South  
23 Carolina First Steps to School Readiness Board of Trustees may  
24 carry out its assigned functions by developing a comprehensive  
25 long-range initiative for improving early childhood development,  
26 increasing school readiness and literacy, establishing results  
27 oriented measures and objectives, and assessing whether services  
28 provided by First Steps Partnerships to children and families are  
29 meeting the goals, and achieving the results established in this  
30 chapter. The board shall do the following to fulfill these duties  
31 before July 1, 2015:

32 (1) in consultation with the State Board of Education, and  
33 with the advice and consent of that board, adopt a description of  
34 school readiness that includes specific:

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

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

41 (c) characteristics of the optimal environment which  
42 would lead to the readiness of students and their continued  
43 success;

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4

1 (2) establish specific benchmarks and objectives for use by  
2 the board of trustees, local partnership boards, and any agency that  
3 administers a program to benefit preschool children;

4 (3) determine whether state and local programs and activities  
5 are effective and contribute to achieving the goals established in  
6 Section 59-152-30; and

7 (4) publish and distribute a list of approved evidence-based  
8 and evidence-informed programs...

9 (B) The board of trustees shall review the school readiness  
10 description, benchmarks, and objectives and adopt any revisions it  
11 considers appropriate before December 31, 2014, again before  
12 December 31, 2019, and every five years afterward.”

13 .

14 SECTION 3. Chapter 152, Title 59 of the 1976 Code is amended  
15 by adding:

16 .

17 “Section 59-152-33. (A) Before July 1, 2015, the South  
18 Carolina Education Oversight Committee shall recommend an  
19 assessment to evaluate and measure the school readiness of  
20 students prior to their entrance into a pre-kindergarten or  
21 kindergarten program per the goals pursuant to Section 59-152-30  
22 to the State Board of Education. Prior to submitting the  
23 recommendation to the State Board, the Education Oversight  
24 Committee shall seek input from the South Carolina First Steps to  
25 School Readiness Board of Trustees and other early childhood  
26 advocates. . . . In making the recommendation, the South Carolina  
27 Education Oversight Committee shall consider assessments that  
28 are research-based, reliable, and appropriate for measuring  
29 readiness. The assessment chosen must evaluate each child’s early  
30 language and literacy development, numeracy skills, physical  
31 well-being, social and emotional development, and approaches to  
32 learning. The assessment of academic readiness must be aligned  
33 with first and second grade standards for English language arts and  
34 mathematics. The purpose of the assessment is to provide  
35 teachers, administrators, and parents or guardians with information  
36 to address the readiness needs of each student, especially by  
37 identifying language, cognitive, social, emotional, and health  
38 needs, and providing appropriate instruction and support for each  
39 child. The results of the screenings and the developmental  
40 intervention strategies recommended to address the child’s  
41 identified needs must be provided, in writing, to the parent or  
42 guardian. Reading instructional strategies and developmental  
43 activities for children whose oral language and emergent literacy

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5

1. skills are assessed to be below the national standards must be  
2. aligned with the district's reading proficiency plan for addressing  
3. the readiness needs of each student. . The school readiness  
4. assessment adopted by the State Board of Education may not be  
5. used to deny a student admission or progress to kindergarten or  
6. first grade. Every student entering the public schools for the first  
7. time in prekindergarten and kindergarten must be administered a  
8. readiness screening by the forty fifth day of the school year.

9. . (B) The results of individual students in a school readiness  
10. assessment may not be publicly reported.

11. (C) Following adoption of a school readiness assessment, the  
12. State Board of Education shall adopt a system for reporting  
13. population-level results that provides baseline data for measuring  
14. overall change and improvement in the skills and knowledge of  
15. students over time. The Department of Education shall house and  
16. monitor the system.

17. . (D) The South Carolina First Steps of School Readiness Board  
18. of Trustees shall support the implementation of the school  
19. readiness assessment and must provide professional development  
20. to support the readiness assessment for teachers and parents of  
21. programs supported with First Steps funds. The board shall utilize  
22. the annual aggregate literacy and other readiness assessment  
23. information in establishing standards and practices to support all  
24. early childhood providers served by First Steps.”

25.  
26. SECTION 4. Article 17, Chapter 11, Title 63 of the 1976 Code is  
27. amended by adding:

28.  
29. . “Section 63-11-1725. (A) For the purposes of this article,  
30. ‘advisory council’ means the South Carolina Advisory Council  
31. established by Executive Order Number 2010-06 in compliance  
32. with the Improving Head Start for School Readiness Act of 2007,  
33. 42 U.S.C. Section 9837b, et seq.

34. . (B) The membership of the advisory council is exclusively  
35. composed of the membership of the Board of Trustees of the South  
36. Carolina First Steps to School Readiness Initiative. Each voting  
37. and nonvoting member shall serve as a voting member of the  
38. South Carolina Advisory Council, concurrent with his service on  
39. the board.

40. (C) The advisory council is an entity distinct from the Board of  
41. Trustees and must act accordingly to fulfill its responsibilities  
42. under 42 U.S.C. Section 9837b(b)(1)(D)(i) of the Improving Head  
43. Start for School Readiness Act of 2007. The advisory council shall

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6

1. keep separate minutes that explicitly distinguish its actions and  
2. votes from those made when acting in the capacity of the board of  
3. trustees. The advisory council must officially adjourn before acting  
4. as the board of trustees, and the board of trustees shall adjourn  
5. before acting as the advisory council.

6. (D) The State Director of First Steps shall coordinate the  
7. activities of the advisory council. Pursuant to 42 U.S.C. Section  
8. 9837b(b)(1)(D)(i), the advisory council shall:

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

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

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

24. (4) develop recommendations regarding the establishment of  
25. a unified data collection system for public early childhood  
26. education and development programs and services throughout the  
27. State;

28. (5) develop recommendations regarding statewide  
29. professional development and career advancement plans for early  
30. childhood educators in the State;

31. (6) assess the capacity and effectiveness of two-year and  
32. four-year public and private institutions of higher education in the  
33. state for supporting the development of early childhood educators,  
34. including the extent to which these institutions have in place  
35. articulation agreements, professional development and career  
36. advancement plans, and practice or internships for students to  
37. spend time in a Head Start or prekindergarten program;

38. (7) make recommendations for improvements in state early  
39. learning standards and undertake efforts to develop high quality  
40. comprehensive early learning standards, as appropriate;

41. (8) develop and publish, using available demographic data,  
42. an indicators-based measure of school readiness at the state and  
43. community level;

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7

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  
24 Education Act, 20 U.S.C. Section 1400, et seq.

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  
38 Disabilities Act.

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 .  
2 SECTION 6. Section 59-152-10 of the 1976 Code is amended to  
3 read:

4 .  
5 “Section 59-152-10. There is established South Carolina First  
6 Steps to School Readiness, a comprehensive, results-oriented  
7 initiative for improving early childhood development by providing,  
8 through ~~county~~ local partnerships, public and private funds and  
9 support for high-quality early childhood development and  
10 education services for children by providing support for their  
11 families’ efforts toward enabling their children to reach school  
12 ready to ~~learn~~ succeed.”

13 .  
14 SECTION 7. Section 59-152-20 of the 1976 Code is amended to  
15 read:

16 .  
17 “Section 59-152-20. The purpose of the First Steps initiative is  
18 to develop, promote, and assist efforts of agencies, private  
19 providers, and public and private organizations and entities, at the  
20 state level and the community level, to collaborate and cooperate  
21 in order to focus and intensify services, assure the most efficient  
22 use of all available resources, and eliminate duplication of efforts  
23 to serve the needs of young children and their families. First Steps  
24 funds must not be used to supplant or replace any other funds  
25 being spent on services but must be used to expand, extend,  
26 improve, or increase access to services or to enable a community  
27 to begin to offer new or previously unavailable services in their  
28 community. The South Carolina First Steps to School Readiness  
29 Board of Trustees, Office of First Steps to School Readiness, and  
30 the County local First Steps Partnerships shall assure ~~that~~  
31 ~~collaboration, the development of partnerships, and the sharing and~~  
32 ~~maximizing of resources are occurring before funding for the~~  
33 ~~implementation/management grants, as provided for in this~~  
34 ~~chapter, are made available~~ ensure that collaborations, the  
35 existence and continued development of partnerships, and the  
36 sharing and maximizing of resources occur so that the funding of  
37 grants and services, as provided in this chapter, may continue.”

38 .  
39 SECTION 8. Section 59-152-30 of the 1976 Code is amended to  
40 read:

41 .  
42 “Section 59-152-30. The goals for South Carolina First Steps to  
43 School Readiness are to:

- 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~~ succeed; 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  
20 . “Section 59-152-40. The South Carolina First Steps to School  
21 Readiness Board of Trustees established in Section 63-11-1720  
22 shall oversee and be accountable for the South Carolina First Steps  
23 to School Readiness initiative.”

24  
25 SECTION 10. Section 59-152-50 of the 1976 Code is amended  
26 to read:

27  
28 . “Section 59-152-50. ~~Within~~ Under supervision of the South  
29 Carolina First Steps to School Readiness Board of Trustees, there  
30 is created an Office of South Carolina First Steps to School  
31 Readiness ~~shall be established~~. The office shall:

- 32 . (1) provide to the board information on best practice,
- 33 successful strategies, model programs, and financing mechanisms;
- 34 . (2) review the ~~county~~ local partnerships’ plans and budgets in
- 35 order to provide technical assistance and recommendations
- 36 regarding local grant proposals and improvement in meeting
- 37 statewide and local goals;
- 38 . (3) provide technical assistance, consultation, and support
- 39 to ~~county~~ local partnerships to facilitate their success including,
- 40 but not limited to, model programs, strategic planning, leadership
- 41 development, best practice, successful strategies, collaboration,
- 42 financing, and evaluation;

1 (4) evaluate each program funded by the South Carolina First  
2 Steps to School Readiness Board of Trustees on a regular cycle to  
3 determine its effectiveness and whether it should continue to  
4 receive funding;

5 (45) recommend to the board the applicants meeting the criteria  
6 for First Steps partnerships and the grants to be awarded;.

7 (56) submit an annual report to the board by December first  
8 which includes, but is not limited to, the statewide needs and  
9 resources available to meet the goals and purposes of the First  
10 Steps to School Readiness initiative, a list of risk factors the office  
11 considers to affect school readiness, identification of areas where  
12 client-level data is not available, an explanation of how First Steps  
13 programs reach the most at-risk children, the ongoing progress and  
14 results of the First Steps to School Readiness initiative statewide  
15 and locally, fiscal information on the expenditure of funds, and  
16 recommendations and legislative proposals to further implement  
17 the South Carolina First Steps to School Readiness initiative  
18 statewide;.

19 (6) provide for on-going data collection and contract for an  
20 in-depth performance audit due January 1, 2003, and every three  
21 years thereafter, to ensure that statewide goals and requirements of  
22 the First Steps to School Readiness initiative are being met; and

23 (7) provide for ongoing data collection. Before June 30, 2015,  
24 the board shall develop a response to the November 2014 external  
25 evaluation of each prevalent program and the overall goals of the  
26 initiative, as provided in Section 59-125-160. The office shall  
27 contract with an external evaluator to develop a schedule for an  
28 in-depth and independent performance audit designed to measure  
29 the success of each prevalent program in regard to its success in  
30 supporting the goals of the State Board and those set forth in  
31 Section 59-152-20 and Section 59-152-30. Results of all external  
32 performance audits must be published in the First Steps annual  
33 report; and

34 (78) coordinate the First Steps to School Readiness initiative  
35 with all other state, federal, and local public and private efforts to  
36 promote good health and school readiness of young children and  
37 support for their families.”

38  
39 SECTION. 11. Section 59-152-60 of the 1976 Code is amended  
40 to read:

41  
42 “Section 59-152-60. (A) ~~The Office of First Steps to School~~  
43 ~~Readiness, in collaboration with each county legislative delegation,~~

1 shall initiate county forums for the purpose of bringing together  
2 stakeholders who are actively involved or interested in early  
3 childhood development and education so as to initiate a County  
4 First Steps Partnership. The times and locations of these forums  
5 and county-wide meetings must be publicized in the local print and  
6 broadcast media.

7 (B) At a countywide meeting the participants shall begin to  
8 select, to the extent possible within the area covered by the  
9 partnership:

10 (1) Not more than two members from each of these  
11 categories to sit on the First Steps partnership board:

12 (a) ~~pre-kindergarten through primary educator;~~ Each  
13 county must be represented by a Local First Steps Partnership  
14 Board and each local board must provide services within every  
15 county it represents. A local partnership board must be comprised  
16 of individuals with resources, skills, knowledge, and interest in  
17 improving the readiness of young children for school. A list of all  
18 local partnership board members must be published in the  
19 partnership's annual report, be reported annually to the local  
20 legislative delegation, and be on file with the Office of First Steps.

21 (B) The South Carolina First Steps to School Readiness Board  
22 of Trustees must establish bylaws for use by each local partnership  
23 board. These bylaws must, in addition to other requirements  
24 provided in this section, require that a meeting or election of a  
25 local partnership board comply with all Freedom of Information  
26 Act and IRS disclosure requirements.

27 (C) In accordance with the bylaws established by the board of  
28 trustees, each local partnership board shall maintain a total  
29 minimum membership of twelve and a maximum membership of  
30 thirty elected, appointed, and designated individuals. Elected and  
31 appointed members shall comprise a voting majority of the board.

32 (1) No more than four from any of the following categories  
33 may be elected to sit on a First Steps Partnership Board:

- 34 (a) pre-kindergarten through primary educator;
- 35 (b) family education, training, and support provider;
- 36 (c) childcare and or early childhood  
37 development/education provider;
- 38 (d) healthcare provider;
- 39 (c) ~~transportation provider~~ local government;
- 40 (f) nonprofit organization that provides services to  
41 families and children;
- 42 (g) faith community; and
- 43 (h) business community;

1           (i) philanthropic community; and  
2           (j) parents of preschool children.  
3       (2) ~~Three parents of pre school children. After the first year~~  
4 ~~of the implementation of the First Steps to School Readiness~~  
5 ~~initiative, parents serving on the County First Steps Partnership~~  
6 ~~Board must have pre school children being served by First Steps~~  
7 ~~programs; and~~  
8       (3) ~~Four members from early childhood education.~~  
9       (C) ~~After the county partnership board has been formed, if~~  
10 ~~necessary to~~ To assure that all areas of the county or multicounty  
11 region are adequately represented and reflect the diversity of  
12 the county coverage area, each county legislative delegation may  
13 appoint up to four additional members to a local partnership board.  
14 Of these members, two are appointed by the Senate members and  
15 two by the House of Representative members of the delegation  
16 from persons with resources, skills, or knowledge that have  
17 specific interests in improving the readiness of young children for  
18 school.  
19       (D) ~~Each of the following entities located within a particular~~  
20 First Steps Partnership coverage area shall designate one member  
21 to serve as a member of its County the local First Steps Partnership  
22 Board:  
23           (a) county department of social services;  
24           (b) county department of health and environmental  
25 control;  
26           (c) Head Start or early Head Start;  
27           (d) county library; and  
28           (e) each of the school districts in the county.  
29       (D) In conjunction with the independent external program  
30 evaluation established in Section 59-152-160, the South Carolina  
31 First Steps to School Readiness Board of Trustees shall conduct a  
32 formal review of the membership categories for First Steps  
33 Partnership Board composition. Upon completion of the review,  
34 the South Carolina First Steps to School Readiness Board of  
35 Trustees shall submit to the General Assembly a statement either  
36 verifying the continued applicability and appropriateness of the  
37 composition categories for First Steps Partnership Boards in place  
38 at that time, or recommending any appropriate and necessary  
39 changes.  
40       (E) Members who miss more than three consecutive meetings  
41 without excuse or members who resign must be replaced from the  
42 same categories as their predecessor. The terms of the members of  
43 a County local First Steps Partnership Board are for ~~two~~ four

1. years; however, membership on the board may not exceed ~~six~~ eight  
2. consecutive years.

3. (F) The chairman of a ~~County First Steps~~ local partnership  
4. board must be elected by majority vote of the board. The chairman  
5. shall serve a one-year term; however, the chairman may be elected  
6. to subsequent terms not to exceed a total of four consecutive years.

7. (G) ~~County A local~~ First Steps Partnerships Partnership board  
8. must have policies and procedures for conducting meetings and  
9. disclosing records comparable to those provided for in the  
10. Freedom of Information Act. Prior to every vote taken by the  
11. board, members must abstain from voting if the issue being  
12. considered would result in a conflict of interest. The abstention  
13. must be noted in the minutes of the meeting.”

14.  
15. SECTION 12. Section 59-152-70 of the 1976 Code is amended  
16. to read:

17.  
18. “Section 59-152-70. (A) A First Steps Partnership Board shall,  
19. among its other powers and duties:

20. (1) adopt by-laws as established by the First Steps to School  
21. Readiness Board to effectuate the provisions of this chapter which  
22. must include the creation of a periodic meeting schedule;

23. (2) coordinate a collaborative effort at the county  
24. or ~~multi-county~~ multicounty level which will bring the community  
25. together to identify the area needs related to the goals of First  
26. Steps to School Readiness; develop a strategic long-term plan for  
27. meeting those needs; develop specific initiatives to implement the  
28. elements of the plan; and integrating service delivery where  
29. possible;

30. (3) coordinate and oversee the implementation of the  
31. comprehensive strategic plan including, but not limited to, direct  
32. service provision, contracting for service provision, and  
33. organization and management of volunteer programs;

34. (4) effective July 1, 2016, each partnership’s comprehensive  
35. plan shall include the following core functions:

36. . . . (a) service as a local portal connecting families of  
37. preschool children to community-based services they may need or  
38. desire to ensure the school readiness of their children;

39. (b) service as a community convener around the needs of  
40. preschool children and their families; and

41. (c) support of state-level school readiness priorities as  
42. determined by the State Board.

1       ~~(45) create and annually revise a county update a needs~~  
2 ~~assessment every three years;~~  
3       ~~(56) implement fiscal policies and procedures as required by~~  
4 ~~the First Steps office and as needed to ensure fiscal accountability~~  
5 ~~of all funds appropriated to the partnership;~~  
6       ~~(67) keep accurate records of the partnership's board~~  
7 ~~meetings, board member's attendance, programs, and activities for~~  
8 ~~annual submission to the First Steps to School Readiness Board of~~  
9 ~~Trustees;~~  
10       ~~(78) collect information and submit an annual report by~~  
11 ~~October 4 first to the First Steps to School Readiness Board of~~  
12 ~~Trustees, and otherwise participate in the annual review and the~~  
13 ~~three-year evaluation of operations and programs. The first annual~~  
14 ~~report must be submitted October 1, 2000. Reports must include~~  
15 ~~but not be limited to:~~  
16       ~~(a) determination of the current level and data pertaining~~  
17 ~~to the delivery and effectiveness of services for young children and~~  
18 ~~their families, including the numbers of preschool children and~~  
19 ~~their families served;~~  
20       ~~(b) strategic goals for increased availability, accessibility,~~  
21 ~~quality, and efficiency of activities and services for young children~~  
22 ~~and their families which will enable children to reach school ready~~  
23 ~~to learn succeed;~~  
24       ~~(c) monitoring of progress toward strategic goals;~~  
25       ~~(d) report on implementation activities;~~  
26       ~~(e) recommendations for changes to the strategic plan~~  
27 ~~which may include new areas of implementation;~~  
28       ~~(f) evaluation and report of program effectiveness and~~  
29 ~~client satisfaction before, during, and after the implementation of~~  
30 ~~the strategic plan, where available; and~~  
31       ~~(g) estimation of cost savings attributable to increased~~  
32 ~~efficiency and effectiveness of delivery of services to young~~  
33 ~~children and their families, where available.~~  
34       ~~(B) Each County First Steps local partnership may, in the~~  
35 ~~performance of its duties, employ or acquire administrative,~~  
36 ~~clerical, stenographic, and other personnel as may be necessary to~~  
37 ~~effectuate the provisions of this section. However, overhead staff~~  
38 ~~pursuant to the local partnership bylaws established by the South~~  
39 ~~Carolina First Steps School to Readiness Board of Trustees.~~  
40 ~~Overhead costs of the partnership's a First Step partnership's~~  
41 ~~operations may not exceed eight percent of its~~  
42 ~~implementation/management grant allocation unless prior approval~~  
43 ~~is received from the First Steps to School Readiness Board of~~

[3428]

15

1 Trustees the total state funds appropriated for partnership grants.  
2 The South Carolina First Steps to School Readiness Board of  
3 Trustees shall contract with an independent cost accountant to  
4 provide recommendations as to an adequate, and not excessive,  
5 overhead cost rate for individual partnerships no later than July 1,  
6 2017. Once these recommendations are received, the First Steps to  
7 School Readiness Board of Trustees may adjust the overhead  
8 percentage for the local partnership.

9 . (C) ~~Each County~~ First Steps partnership may apply for, receive,  
10 and expend federal, state, and local funds, grants, and other  
11 funding in order to improve programs as provided in Section  
12 59-152-25(A).

13 . (D) ~~Day care facilities receiving grants must first use a portion~~  
14 ~~of their funds to achieve licensed status and then to achieve the~~  
15 ~~equivalent status to that of enhanced ABC provider.~~

16 . (E) To be designated a County First Steps partnership,  
17 the ~~county or multi-county~~ local partnership must be a private  
18 nonprofit corporation organized under Section 501(c)(3) of the  
19 Internal Revenue Code. However, ~~developing partnerships which~~  
20 ~~have not yet received 501(c)(3) status may qualify for grants if~~  
21 ~~they have received a state charter for incorporation and meet other~~  
22 ~~criteria as established by the board.~~

23 . (E) Multiple First Steps local partnerships may collaborate in a  
24 manner they determine will maximize the efficient and effective  
25 provision of First Steps services and programs to children and their  
26 families and best enable the partnerships to execute their duties  
27 and powers established in this chapter. In such a collaboration,  
28 partnerships may merge or work in concert with one or more of  
29 their program, administrative, or development functions or  
30 establish multicounty partnerships. The decision to collaborate in  
31 the manner permitted in this subsection rests entirely with the local  
32 partnership boards of directors involved.

33 . (F) As a condition of receiving state funds, each local  
34 partnership must be subject to performance reviews by South  
35 Carolina First Steps, including, but not limited to, local board  
36 functioning and collaboration and compliance with state standards  
37 and fiscal accountability. . . If any significant operational  
38 deficiencies or misconduct are identified within the partnership,  
39 the South Carolina First Steps Board of Trustees must identify a  
40 remedy with input from the local legislative delegation.”

41

42 SECTION 13. Section 59-152-90 of the 1976 Code is amended  
43 to read:

[3428]

16

1

2 . "Section 59-152-90. (A) A local partnership's grant may be  
3 funded annually by the First Steps School to Readiness Board of  
4 Trustees and must be contingent on the General Assembly's  
5 appropriation of funds to use for offering grants.

6 (B) To obtain a grant, a County First Steps partnership or  
7 developing partnership must qualify by meeting the grant  
8 requirements established pursuant to subsection (C). A First Steps  
9 Partnership shall submit an application to the Office of First Steps  
10 in a format specified by the First Steps to School Readiness Board.  
11 The application shall include, as appropriate to the level of grant  
12 applied for, the level of funding requested, a description of needs  
13 of children and families; assets and resources available; and the  
14 proposed strategies to address needs as they relate to the goals of  
15 South Carolina First Steps to School Readiness.

16 . (B) To receive a Level One development of the collaborative  
17 effort, needs assessment, and strategic planning grant, the County  
18 First Steps Partnership must meet the criteria established by the  
19 First Steps to School Readiness Board including, but not limited  
20 to, total population covered by the partnership and quality of any  
21 pre-existing needs assessment and/or strategic plans for that  
22 geographic area.

23 (C) To receive a Level Two implementation/management grant  
24 for First Steps to School Readiness, a County First Steps  
25 Partnership must have completed a needs assessment and review  
26 by the First Steps to School Readiness Board and develop a  
27 comprehensive, long range plan to provide high quality early  
28 childhood development and education services. The plan must  
29 identify the needs of children and their families in the local area;  
30 assets and resources available; explain how supports and services  
31 are to be organized and delivered; establish measurable objectives  
32 and interim goals for meeting the local and state goals for First  
33 Steps; and an evaluation plan.

34 (D) In developing these plans, the First Steps Partnership must  
35 be given sufficient flexibility, but they must be accountable to the  
36 First Steps to School Readiness Board for fiscal management,  
37 program management, and program results.

38 (EC)(1) The allocations for the grants shall take into  
39 consideration the quality of the grant proposal; the population of  
40 children birth to age five contained in the area served by the  
41 partnership; the percentage of students in grades 1-3 who are  
42 eligible for the free and reduced-price lunch program; average per  
43 capita income; and the area's ability to support the strategic plan

[3428]

17.

1 initiative. The criteria also shall take into account the standing of  
2 the geographical area covered by a county partnership in relation  
3 to the statewide Kids Count indicators. Priority must be given to  
4 strategic plans that incorporate models with demonstrated  
5 success. Pursuant to 63-11-1730, the South Carolina First Steps to  
6 School Readiness Board of Trustees shall establish the grant  
7 qualification requirements. The board shall develop and  
8 promulgate grant qualification requirements in regulation pursuant  
9 to the Administrative Procedures Act. These requirements must  
10 include, but not be limited to, the following:

11 (a) adoption and adherence to bylaws promulgated by the  
12 South Carolina First Steps to School Readiness Board of Trustees,  
13 which includes, but is not limited to, compliance with the board  
14 composition, attendance, voting, and disclosure requirements;

15 (b) utilization of the South Carolina First Steps to School  
16 Readiness benchmarks and objectives;

17 (c) implementation of programs and activities, which are  
18 effective and contributing to state goals, and otherwise acceptable  
19 pursuant to the requirements of Chapter 152, Title 59; and

20 (d) fulfillment of all the duties in Section 59-152-70.

21 (2) The South Carolina First Steps to School Readiness  
22 Board of Trustees shall establish a formula, which includes the  
23 identification of the most relevant and effective factors, by which  
24 the allocations for qualifying Partnership grants are calculated.  
25 The board shall identify the factors, develop the funding formula,  
26 and promulgate both in regulation pursuant to the Administrative  
27 Procedures Act. The factors utilized in the funding formula, and  
28 the weight given to each factor by the formula, must reflect that the  
29 intent of the General Assembly is to ensure that the money  
30 allocated to each local partnership is in proportion to the  
31 following:

32 (a) population of eligible children;

33 (b) population of at-risk children; and

34 (c) population with below average income.

35 (3) First Steps shall include the grant qualification  
36 requirements and funding formula on its website. The website  
37 information shall include formula details, announcements  
38 regarding proposed changes to the formula, and directions for  
39 public input.

40 (E) In conjunction with the independent external program  
41 evaluation established pursuant to Section 59-152-160, the board  
42 of trustees shall conduct a formal review of the grant qualification  
43 requirements and funding process adopted pursuant to subsections

1 (C) and (D) and, upon completion of the review, shall submit to  
2 the General Assembly a statement either verifying the continued  
3 applicability and appropriateness of the grant qualification  
4 requirements and funding process in use at that time or  
5 recommending any appropriate and necessary changes

6 (F) Funding must reflect the combined total allocations of the  
7 coverage area of a multicounty partnership.”

8  
9 SECTION. 14. Section 59-152-100 of the 1976 Code is amended  
10 to read:

11  
12 “Section 59-152-100. (A) Grant funds expended by First Steps  
13 partnerships must be used to address the needs of young children  
14 and their families as identified in the partnerships’ comprehensive  
15 plans. The funds must be used to expand, extend, or improve the  
16 quality of provided services if there is evidence as to existing  
17 programs’ effectiveness; offer new or previously unavailable  
18 services in the area; or increase access to services. Partnership  
19 grant funds may not supplant comparable current expenditures by  
20 counties or state agencies on behalf of young children and their  
21 families, and may not be used where other state or federal funding  
22 sources are available. Partnerships are expected to collaborate  
23 with other community organizations or entities expending funds on  
24 early childhood services designed to impact school readiness in  
25 order to maximize impact and minimize duplication of efforts.

26 (B) At least seventy-five percent of state funds appropriated for  
27 programs must be used by the local partnership for evidence-based  
28 programs. Not more than twenty-five percent of state funds  
29 appropriated for programs to a local partnership may be used for  
30 evidence-informed programs.

31 (C) All activities and services provided by a ~~First Steps~~ local  
32 partnership must be made available to young children and families  
33 on a voluntary basis and must focus on the following:

- 34 (1) ~~lifelong learning:~~  
35     (a) ~~school readiness;~~  
36     (b) ~~parenting skills;~~  
37     (c) ~~family literacy; and~~  
38     (d) ~~adult and continuing education.~~  
39 (2) ~~health care:~~  
40     (a) ~~nutrition;~~  
41     (b) ~~affordable access to quality age appropriate health~~  
42     ~~care;~~  
43     (c) ~~early and periodic screenings;~~

1 (d) required immunizations;  
2 (e) initiatives to reduce injuries to infants and toddlers;  
3 and  
4 (f) technical assistance and consultation for parents and  
5 child care providers on health and safety issues.  
6 (3) ~~quality child care:~~  
7 (a) staff training and professional development incentives;  
8 (b) quality cognitive learning programs;  
9 (c) voluntary accreditation standards;  
10 (d) accessibility to quality child care and development  
11 resources; and  
12 (e) affordability.  
13 (4) ~~transportation:~~  
14 (a) coordinated service;  
15 (b) accessibility;  
16 (c) increased utilization efficiency; and  
17 (d) ~~affordability solely on 'school readiness' as defined in~~  
18 Section 59-152-25 by implementing programs geared specifically  
19 toward the achievement of First Steps goals pursuant to Section  
20 59-152-30.

21 (BD) Any part of the initiative within the county strategic plan  
22 using local district resources within a school district must be  
23 conducted only with approval of the district's board of trustees.”  
24

25 SECTION 15. Section 59-152-120 of the 1976 Code is amended  
26 to read:

27  
28 “Section 59-152-120. Funds received for ~~implementation of a~~  
29 ~~county partnership's implementation/management grant by a local~~  
30 ~~partnership~~ may not be used for capital expenses for, new  
31 construction, or to renovate, refurbish, or upgrade existing  
32 facilities without prior approval by the South Carolina First Steps  
33 to School Readiness Board of Trustees. However, funds may be  
34 made available for renovating, refurbishing, or upgrading of  
35 existing facilities used to support First Steps to School Readiness  
36 activities and services for children, families, and providers from  
37 funds made available to the partnerships in Section 59-152-150(C)  
38 and Section 63-11-1750(A). The county partnership must  
39 demonstrate to the satisfaction of the First Steps to School  
40 Readiness Board that the capital expenditure is:

41 (1) a priority need for the local initiative and other state or  
42 federal funds for such projects are insufficient; and

1 (2) necessary to provide services to under served children  
2 and families.”

3  
4 SECTION 16. Section 59-152-130 of the 1976 Code is amended  
5 to read:

6  
7 “Section 59-152-130. (A) ~~The County First Steps~~ Local  
8 partnerships shall provide an annual match of at least fifteen  
9 percent, to include private donations, grant funds, and in-kind  
10 donated resources, or any combination of them. The South  
11 Carolina First Steps to School Readiness Board of Trustees may  
12 decrease this percentage requirement for a partnership based on  
13 their capacity to provide that match. ~~Private~~ The First Step  
14 partnership shall encourage private individuals and groups ~~must be~~  
15 ~~encouraged~~ to contribute to a partnership’s efforts to meet its  
16 match. The match required of individual partnerships by the First  
17 Steps board should take into consideration such factors as:

18 (1) local wealth, using such indicators as the number and  
19 percentage of children eligible for free and reduced lunches in  
20 grades 1-3; and

21 (2) in-kind donated resources.

22 Only in-kind donations, as defined by the standard fiscal  
23 accountability system provided for in Section ~~59-152-140~~150,  
24 which meet the criteria established by the South Carolina First  
25 Steps to School Readiness Board of Trustees and that are  
26 quantifiable may be applied to the in-kind match  
27 requirement. ~~Expenses, including those paid both by cash and~~  
28 ~~through in-kind contributions, incurred by other nonstate entities~~  
29 ~~participating in county partnerships may be included in~~  
30 ~~determining matching funds.~~

31 (B) The Office of the South Carolina First Steps to School  
32 Readiness shall establish guidelines and reporting formats  
33 for ~~county~~ partnerships to document expenses to ensure they meet  
34 matching fund requirements. The office shall compile a report  
35 annually on the private cash and in-kind contributions received by  
36 the South Carolina First Steps to School Readiness Board of  
37 Trustees and ~~County~~ First Steps partnerships.”

38  
39 SECTION 17. Section 59-152-140 of the 1976 Code is amended  
40 to read:

41  
42 “Section 59-152-140. To ensure effective use of funds, awards  
43 under contract for ~~County~~ First Steps Partnerships, with the

1 approval of the Office of First Steps to School Readiness, may be  
2 carried forward and used in the following fiscal year. Funds  
3 appropriated to South Carolina First Steps to School Readiness  
4 may also be carried forward into subsequent years.”

5  
6 SECTION 18. Section 59-152-150 of the 1976 Code is amended  
7 to read:

8  
9 “Section 59-152-150. (A) The Office of South Carolina First  
10 Steps to School Readiness shall develop and require local  
11 partnerships to adopt and implement a standard fiscal  
12 accountability system including, but not limited to, a uniform,  
13 standardized system of accounting, internal controls, payroll,  
14 fidelity bonding, chart of accounts, and contract management and  
15 monitoring. Additionally, the accountability system shall require  
16 competitive bids for the purchase or procurement of goods and  
17 services of ten thousand dollars or more. A bid other than the  
18 lowest bid may be accepted by a majority vote of the county  
19 partnership board if other considerations outweigh the cost factor;  
20 however, written justification must be filed with the Office of First  
21 Steps. The Office of First Steps may contract with outside firms to  
22 develop and ensure implementation of this standard fiscal  
23 accountability system, and the Office of First Steps may inspect  
24 fiscal and program records of county partnerships and developing  
25 partnerships to ensure their compliance with the required system.  
26 The Office of First Steps may contract with a state entity with  
27 existing means for developing contracts and disbursing funds in  
28 order to make use of the existing infrastructure, if it is efficient and  
29 not administratively burdensome to partnerships.

30 (B) Each County local First Steps partnership shall expend  
31 funds through the South Carolina First Steps to School Readiness  
32 Board of Trustees or its fiscal designees until the capacity of  
33 the County First Steps local partnership to manage its fiscal and  
34 administrative responsibilities in compliance with the standard  
35 accountability system has been reviewed and certified by the South  
36 Carolina First Steps to School Readiness Board of Trustees or its  
37 designee.

38 (C) All private and non-state funds sought by local partnerships  
39 must be used exclusively for meeting the goals and purpose of  
40 First Steps as specified in Section 59-152-20 and Section  
41 59-152-30. Private funds received by a County First Steps  
42 partnership must be deposited in a separate fund subject to review  
43 by the Office of First Steps and the State Board.

1 (D) Disbursements may be made only on the written  
2 authorization of the individual designated by the county  
3 partnership board and only for the purposes specified. A person  
4 violating this section is guilty of a misdemeanor and, upon  
5 conviction, must be fined five thousand dollars or imprisoned for  
6 six months, or both.

7 (E) The offenses of misuse, misappropriation, and  
8 embezzlement of public funds, apply to this chapter.”  
9

10 SECTION. 19. Section 59-125-160 of the 1976 Code is amended  
11 to read:

12

13 “Section 59-125-160. (A) The South Carolina First Steps to  
14 School Readiness Board of Trustees shall establish internal  
15 evaluation policies and procedures for ~~County First Steps~~ local  
16 partnerships for an annual review of the functioning of the  
17 partnership, implementation of strategies, and progress toward the  
18 interim goals and benchmarks. In instances where no progress has  
19 been made, the Office of First Steps to School Readiness shall  
20 provide targeted assistance and/or the South Carolina First Steps to  
21 School Readiness Board of Trustees may terminate the grant. In  
22 addition, a program evaluation of The First Steps to School  
23 Readiness initiatives at the state and local levels must be  
24 conducted every three years. An independent evaluation of each  
25 prevalent program investment using valid and reliable measures  
26 must be completed and published by the First Steps Board of  
27 Trustees no less than every five years. The First Steps board shall  
28 adopt a cyclical evaluation calendar including each major program  
29 investment no later than June 30, 2015. After publication of a  
30 baseline report for each major program investment as defined in  
31 Section 59-152-25, subsequent reports will be published no later  
32 than five calendar years from the date of each prior publication. In  
33 addition to the independent evaluation of each prevalent program,  
34 an evaluation of the progress on the initiative’s goals and purpose  
35 must be completed by November 1, 2014, and every five years  
36 thereafter by an independent, external evaluator under contract  
37 with the South Carolina First Steps to School Readiness Board of  
38 Trustees. However, the selected evaluator shall be approved, and  
39 the evaluation overseen, by a committee consisting of three  
40 members, one appointed by the First Steps Board, one appointed  
41 by the President Pro Tempore of the Senate and one appointed by  
42 the Speaker of the House. These committee members must be  
43 professionally recognized as proficient in child development, early

1 childhood education, or a closely related field. The first report  
2 shall be provided no later than January 1, 2003. The purpose of  
3 this evaluation will be to gauge First Steps' progress in meeting the  
4 goals established in Section 59-152-20 and Section 59-52-30.

5 (B) ~~County First Steps~~ Local partnerships must agree to  
6 participate in such an evaluation in order to receive a First Steps  
7 grant. Subsequent grant approval and grant allocations must be  
8 dependent, in part, on the results of the evaluations. If an  
9 evaluation finds no progress has been made in meeting local goals  
10 or implementing strategies as agreed to in the First Steps grant, the  
11 grant ~~must~~ may be terminated.

12 (C) The purpose of the evaluation is to assess progress toward  
13 achieving the First Steps goals and to determine the impact of the  
14 ~~initiative on children and families at the state and local levels~~ each  
15 strategy in supporting improved school readiness as defined in  
16 Section 52-152-15. The impact assessment shall include, but is not  
17 limited to, school readiness measures; benefits from child  
18 development services; immunization status; low birth-weight rates;  
19 parent literacy; parenting skills; parental involvement;  
20 transportation; and developmental screening results. During the  
21 course of the evaluation, if an evaluator determines that any state  
22 agency has failed to comply with the coordination and  
23 collaboration provisions as required in this chapter, the final report  
24 must reflect that information. ~~Program~~ Each program  
25 evaluation reports report must be reported to the General Assembly  
26 no later than three months after conclusion of the evaluation. ~~All~~  
27 ~~County First Steps~~ Local partnerships shall cooperate fully in  
28 collecting and providing data and information for the evaluation of  
29 their funded strategies.

30  
31 SECTION 20. A. Section 63-11-1720 of the 1976 Code is  
32 amended to read:

33  
34 "Section 63-11-1720. (A) There is created the South Carolina  
35 First Steps to School Readiness Board of Trustees which must be  
36 chaired by the Governor, or his designee, and must include the  
37 State Superintendent of Education, or his designee, who shall serve  
38 as ex officio voting members of the board. ~~The board is composed~~  
39 ~~of the twenty appointed, voting members as follows:~~

40 (B) In making the appointments specified in subsection (C)(1),  
41 (2), and (3) of this chapter, the Governor, President Pro Tempore  
42 of the Senate, and the Speaker of the House of Representatives  
43 shall seek to ensure diverse geographical representation on the

1. board by appointing individuals from each congressional district as  
2. possible.  
3. (C) The board shall include members appointed in the  
4. following manner:  
5. (1) ~~The~~ the Governor shall appoint ~~two~~ members one  
6. member from each of the following sectors:  
7. (a) parents of young children;  
8. (b) business community;  
9. (c) early childhood educators;  
10. (d) ~~medical or child care and development providers; and~~  
11. (e) child care and development providers; and  
12. (~~ef~~) the General Assembly, one member from the Senate  
13. and one member from the House of Representatives;  
14. (2) ~~The~~ the President Pro Tempore of the Senate shall  
15. appoint one member from each of the following sectors:  
16. (a) parents of young children;  
17. (b) business community;  
18. (c) early childhood educators; and  
19. (d) ~~medical or child care and development providers;~~  
20. (3) ~~The~~ the Speaker of the House of Representatives shall  
21. appoint one member from each of the following sectors:  
22. (a) parents of young children;  
23. (b) business community;  
24. (c) early childhood educators; and  
25. (d) ~~medical or child care and development;~~  
26. (4) ~~The~~ the chairman of the Senate Education Committee or  
27. his designee;  
28. (5) ~~The~~ the chairman of the House Education and Public  
29. Works Committee or his designee; and  
30. (6) ~~The~~ the chief executive officer of each of the following  
31. shall serve as an ex officio ~~nonvoting~~ voting member:  
32. (a) Department of Social Services ~~or his designee;~~  
33. (b) Department of Health and Environmental Control ~~or~~  
34. ~~his designee;~~  
35. (c) Department of Health and Human Services ~~or his~~  
36. ~~designee;~~  
37. (d) ~~Department of Mental Health or his designee;~~  
38. (e) Department of Disabilities and Special Needs ~~or his~~  
39. ~~designee;~~  
40. (f) ~~Department of Alcohol and Other Drug Abuse~~  
41. ~~Services or his designee;~~  
42. (g) ~~Department of Transportation or his designee;~~

1       (h) ~~State Budget and Control Board, Division of Research~~  
2 ~~and Statistics or his designee; and.~~

3       (i) ~~State Board for Technical and Comprehensive~~  
4 ~~Education~~

5       (e) State Head Start Collaboration Officer; and

6       (f) Children's Trust of South Carolina.

7       (7) ~~The following organizations shall designate one member~~  
8 ~~to serve as an ex officio nonvoting member.~~

9       (a) ~~South Carolina State Library;~~

10       (b) ~~Transportation Association of South Carolina; and~~

11       (c) ~~State Advisory Committee on the Regulation of~~  
12 ~~Childcare Facilities.~~

13       (BD) ~~The terms of the members are for four years and until~~  
14 ~~their successors are appointed and qualify, except of those first~~  
15 ~~appointed. When making the initial appointments, the Governor,~~  
16 ~~the President Pro Tempore of the Senate, and the Speaker of the~~  
17 ~~House of Representatives shall designate half of their~~  
18 ~~appointments to serve two year terms only. The appointments of~~  
19 ~~the members from the General Assembly shall be coterminous~~  
20 ~~with their terms of office.~~

21       (CE) ~~Vacancies for any reason must be filled in the manner of~~  
22 ~~the original appointment for the unexpired term. A member may~~  
23 ~~not serve more than two terms or eight years, whichever is longer.~~  
24 ~~A member who misses more than three consecutive meetings~~  
25 ~~without excuse or a member who resigns must be replaced in the~~  
26 ~~same manner as his predecessor. Members may be paid per diem,~~  
27 ~~mileage, and subsistence as established by the board not to exceed~~  
28 ~~standards provided by law for boards, committees, and~~  
29 ~~commissions. A complete report of the activities of the First Steps~~  
30 ~~to School Readiness Board of Trustees must be made annually to~~  
31 ~~the General Assembly.~~

32       (F)(1) There is created the Office of First Steps Study  
33 Committee to review the structure, responsibilities, governance by  
34 an organization exempt from federal income tax pursuant to  
35 Section 501(c)(3) of the Internal Revenue Code of 1986, and  
36 administration of the Office of First Steps. The goal of the study  
37 committee is to guarantee that children from birth to school-age  
38 receive needed services from the Office of First Steps in the most  
39 effective way through coordination with other agencies that serve  
40 the same population. Also, the study committee shall determine  
41 whether the services provided by the Office of First Steps are  
42 provided in the most cost-effective and direct manner to entities  
43 served by the Office of First Steps, including County First Steps

1 Partnerships Boards. The study committee shall evaluate the  
2 structure and costs of the Office of First Steps becoming an  
3 independent agency and make a recommendation as to whether the  
4 Office of First Steps should become an agency, remain as a  
5 program at the Department of Education, be relocated within a  
6 state agency other than the Department of Education, or any other  
7 alternative structure the study committee deems fit. The study  
8 committee shall also address the issues concerning the governance  
9 of an organization exempt from federal income tax pursuant to  
10 Section 501(c)(3) of the Internal Revenue Code of 1986 relative to  
11 the structure recommended by the study committee. When making  
12 its recommendation as to the structure, the study committee must  
13 include an analysis of the costs associated with a change in  
14 structure. Such costs include, but are not limited to, personnel,  
15 data security, data management, and fiscal services.

16 (2) The study committee shall be composed of:

17 (a) four members of the Senate appointed by the  
18 Chairman of the Senate Education Committee. Of these members,  
19 one must be appointed upon the recommendation of the Senate  
20 Majority Leader, one must be appointed upon the recommendation  
21 of the Senate Minority Leader, and one must be a member of the  
22 South Carolina First Steps to School Readiness Board of Trustees;

23 (b) four members of the House of Representatives  
24 appointed by the Chairman of the House Education and Public  
25 Works Committee. Of these members, one must be appointed  
26 upon the recommendation of the House Majority Leader, one must  
27 be appointed upon the recommendation of the House Minority  
28 Leader, and one must be a member of the South Carolina First  
29 Steps to School Readiness Board of Trustees;

30 (c) one member appointed by the Governor, who shall  
31 serve as chairman;

32 (d) the President of the Institute for Child Success, or his  
33 designee;

34 (e) the Chairman of the Education Oversight Committee,  
35 or his designee; and

36 (f) the Chairman of the Joint Citizens Legislative  
37 Committee on Children, or his designee.

38 Except for the two members of South Carolina First Steps to  
39 School Readiness Board of Trustees appointed pursuant to  
40 subitems (a) and (b), no member of the study committee may be a  
41 member of the South Carolina First Steps to School Readiness  
42 Board of Trustees or a member of a County First Steps Partnership  
43 Board.

1 . . . (3) The study committee must be staffed by the staff of the  
2 Senate Education Committee and the House Education and Public  
3 Works Committee.

4 . . . (4) The study committee shall complete its review and  
5 submit its recommendation to the General Assembly no later than  
6 March 15, 2015. Upon submission of its recommendation, the  
7 study committee is dissolved.”  
8

9 . B. Act 99 of 1999, South Carolina First Steps to School  
10 Readiness Act, is reauthorized until July 1, 2016.

11  
12 SECTION 21. Section 63-11-1730 of the 1976 Code is amended  
13 to read:

14  
15 . “Section 63-11-1730. ~~To carry out its assigned functions, the~~  
16 ~~board is authorized, but not limited to oversee and be accountable~~  
17 ~~for the South Carolina First Steps to School Readiness Initiative, in~~  
18 ~~accordance with the APA, the board shall:~~

19 (1) develop and promulgate a comprehensive long-range  
20 initiative for improving early childhood development and  
21 increasing school readiness and literacy, which shall include the  
22 specific requirements of Chapter 152, Title 59;

23 . (2) in accordance with the APA, promulgate regulations,  
24 establish guidelines, policies and procedures for the continued  
25 implementation of the South Carolina First Steps to School  
26 Readiness initiative;

27 (3) provide oversight on the continued implementation and  
28 evaluation of the South Carolina First Steps to School Readiness  
29 initiative at the state and ~~county~~ local levels;

30 (4) facilitate and direct the establishment of developing County  
31 First Steps Partnerships and establish the criteria for designation of  
32 County First Steps Partnerships;

33 (5) establish criteria and procedures for awarding state First  
34 Steps grants to County First Steps Partnerships and promulgate  
35 grant qualification requirements and a formula by which  
36 allocations for qualifying partnership grants shall be calculated;

37 . (65) provide ensure the provision of technical assistance,  
38 consultation services and support to County First Steps  
39 Partnerships including: the creation and annual revision of county  
40 needs assessments; the prioritization, implementation, and  
41 evaluation of each First Steps Partnership’s strategic plans based  
42 on needs assessments; and the identification of assets from other  
43 funding sources;

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28

1 (76) assess and develop recommendations: . for ensuring  
2 coordination and collaboration among service providers at both the  
3 state and county level, for increasing the efficiency and  
4 effectiveness of state programs and funding and other programs  
5 and funding sources, as allowable, as necessary to carry out the  
6 First Steps to School Readiness initiative, including additional  
7 fiscal strategies, redeployment of state resources, and development  
8 of new programs;  
9 . (87) ~~establish results-oriented~~ and promulgate results-oriented  
10 measures and objectives and assess whether services provided  
11 by County First Steps Partnerships to children and families are  
12 meeting the goals and achieving the results established for the First  
13 Steps initiative pursuant to Chapter 152, Title 59;  
14 . (98) receive gifts, bequests, and devises for deposit for awarding  
15 grants to First Steps Partnerships; ~~and~~  
16 . (409) report annually to the General Assembly by January first  
17 on activities and progress to include recommendations for changes  
18 and legislative initiatives and results of program evaluations;  
19 . (10) establish and promulgate internal policies and procedures to  
20 allow the board to operate optimally, which shall include, but not  
21 be limited to, an established and consistent process for decision  
22 making;  
23 . (11) develop, implement, and document an annual performance  
24 process for the Director of the Office of South Carolina First Steps;  
25 . (12) establish and promulgate bylaws for adoption by local First  
26 Steps Partnerships;  
27 . (13) establish and promulgate internal evaluation policies and  
28 procedures for local partnerships for annual review pursuant to  
29 Chapter 152, Title 59; and.  
30 . (14) arrange for the conduction of an independent external  
31 program evaluation pursuant to Chapter 152, Title 59.”  
32

33 SECTION 22. Section 1-5-40(A) of the 1976 Code is amended  
34 by adding an item at the end to read:

35  
36 . “(107) South Carolina First Steps to School Readiness Board of  
37 Trustees.”

38  
39 SECTION 23. Sections 59-152-80 and 59-152-110 of the 1976  
40 Code are repealed.

41  
42 SECTION 24. This act takes effect upon approval by the  
43 Governor.

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**FY15 BUDGET PROVISOS PERTINENT TO HIGH-QUALITY PRESCHOOL  
IN SOUTH CAROLINA**

**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;

- (7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications;
- (8) develop a list of data collection needs to be used in implementation and evaluation of the program;
- (9) identify teacher preparation program options and assist lead teachers in meeting teacher program requirements;
- (10) establish criteria for granting student retention waivers; and
- (11) establish criteria for granting classroom size requirements waivers.

(E) Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.

Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:

- (1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;
- (2) employ an education assistant with pre-service or in-service training in early childhood education;
- (3) maintain classrooms with at least 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**

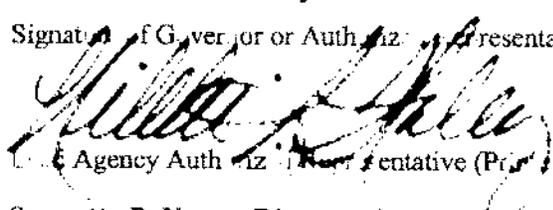
**1A.75.** (SDE-EIA: CDEPP Student Information and Reporting) For the current fiscal year, the Department of Education and the Office of First Steps to School Readiness must acquire unique student identifiers or SUNS numbers for each student enrolled in the CDEPP program no later than the 45th day and 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 1A.76 – GOVERNING THE CREATION OF A SOUTH CAROLINA READINESS ASSESSMENT, TO BEGIN WITH THE ASSESSMENT OF EARLY LITERACY**

**1A.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.

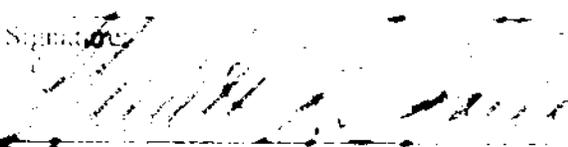
**APPLICATION ASSURANCES AND CERTIFICATIONS  
Preschool Development Grants --Development Grants Competition  
(CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor):  <b>The Honorable Nikki R. Haley</b>	Applicant's Mailing Address:  <b>The Honorable Nikki R. Haley Office of the Governor 1205 Pendleton Street Columbia, South Carolina 29201</b>
Employer Identification Number:  <b>57-1087576 (SC First Steps to School Readiness)</b>	Organizational DUNS:  <b>1124226000000 (SC First Steps to School Readiness)</b>
Lead Agency: <b>South Carolina First Steps to School Readiness</b>  Contact Name: <b>Dr. Dan Wuori, Deputy Director</b>	Lead Agency Contact Phone: <b>803-734-0100 (w) 803-312-4532 (e)</b>  Lead Agency Contact Email Address: <b><u><a href="mailto:dwuori@scfirststeps.org">dwuori@scfirststeps.org</a></u></b>
<p>Required Applicant Signatures <i>(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.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name):  <b>Governor Nikki R. Haley</b>	Telephone:  <b>803-734-2100</b>
Signature of Governor or Authorized Representative of the Governor: 	Date:  <b>October 14, 2014</b>
Lead Agency Authorized Representative (Printed Name):  <b>Susan W. DeVenny, Director</b>	Agency Name:  <b>South Carolina First Steps to School Readiness</b>
Signature of Lead Agency Authorized Representative: <div style="border: 1px solid black; width: 300px; height: 40px; display: flex; align-items: center; justify-content: center;">(b)(4)</div>	Date:  <b>October 14, 2014</b>

**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-I.I.I., "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.

Governor or Authorized Representative of the Governor (Printed Name)	
The Honorable Nikki R. Haley	
Signature	DATE
	October 14, 2014

## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename:

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

## 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: \$ (b)(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 \$ (b)(4) 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 \$ (b)(4) 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 \$ (b)(4) – enough to provide \$ (b)(4) 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 \$ (b)(4)) 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 spread sheet (\$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. % 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 (b) % 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 I 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**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

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**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00		0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

**\*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  %.

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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix: Dr.	First Name: Daniel	Middle Name: F	Last Name: Wuori	Suffix:
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Address:

Street1:	1300 Sumter Street
Street2:	Suite 100
City:	Columbia
County:	Richland
State:	SC: South Carolina
Zip Code:	29201-3340
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
803 734 0100	803 734 1431

Email Address:  
dwuori@scfirststeps.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.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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