



South Carolina Child Development Education Program

2016–2017

Public School Guidelines



CDEP Guidelines 2016–2017

Dear School District Colleague,

The South Carolina General Assembly has approved the current funding and expanded the funding for many of the state's impoverished 4-year-olds to have an opportunity to attend a full-day educational program. The funding for the Child Development Education Pilot Program was codified with the approval of the Read to Succeed legislation, S516, and was signed into law by the Governor on June 11, 2014. Therefore, the South Carolina Child Development Education Program, (CDEP) is no longer considered to be a pilot; with the original districts entering their tenth year since implementation since 2006 and the expansion districts of 2013 entering their fourth year and the 2014 districts entering their third year in 2016–17. (See Appendix for Read to Succeed Bill S516 and complete list of CDEP Districts.)

CDEP will continue to be administered in partnership by the South Carolina Department of Education, which oversees participating public school district programs and South Carolina First Steps for School Readiness, which oversees private child care programs and other non-district providers. This partnership helps us in efforts to offer families choices of pre-kindergarten within both school district and eligible non-district settings. CDEP classrooms shall focus on the developmental and learning supports that children must have in order to be ready for school and will incorporate evidence-based practices, ongoing assessment and parenting education.

The Child Development Education Program (*CDEP*) Guidelines outline the requirements, standards and expectations to guide school districts in the implementation of the CDEP program. Key program components are listed in the Table of Contents for easy reference.

Additional 4K updates and resource materials will be made available throughout the year at <http://ed.sc.gov/instruction/early-learning-and-literacy/> (for public schools). We invite you to check the site regularly for materials and information you may find helpful and encourage you to contact us if you have any additional questions.

Thank you for the work you do on behalf of South Carolina's young children.

In admiration of your service,

Penny Danielson, Team Lead, Office of Early Learning and Literacy

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**CDEP Guidelines
2016–2017**

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PURPOSE OF THE PUBLIC SCHOOL CDEP GUIDELINES

The Child Development Education Program (*CDEP*) Guidelines outline the requirements that will guide school districts in the implementation of the CDEP program. The CDEP Guidelines detail the standards and expectations for the upcoming school year. Key program components are listed in the Table of Contents for easy reference. Questions about CDEP Guidelines may be directed to the South Carolina Department of Education, Division of School Effectiveness 803 734-8251.

1.0 Provider Eligibility

1.1 Residency

For the school year 2016-17, with funds appropriated by the General Assembly, the South Carolina Child Development Education Program (CDEP) 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 2006* ruling. As of July 2013, CDEP funding was expanded for eligible children residing in school districts which have a poverty index of seventy-five percent or greater. For the school year 2014-2015, CDEP funding was expanded to include school districts with seventy percent or greater. (A complete list of all CDEP school districts is included in the Appendix.)

Eligible public schools shall provide full-day 4K services to eligible children living within the participating CDEP districts. The parent(s)/guardian(s) of age and income-eligible children must provide documentation of the children's legal residency within the school district. Verification of residency (current tax bills, utility bills, rental agreements, etc.) shall be retained on-site for each child for whom a provider is receiving state funds.

1.2 Legal Operation, Capacity and Regulations

Eligible providers must:

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

1.3 Anti-Discrimination Requirements

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

1.4 Application Process

New eligible public school districts choosing to participate in CDEP are required to submit an application to SCDE. Continuing CDEP districts eligible to expand are required to submit an application to SCDE. Continuing CDEP districts selecting not to expand are not required to submit an annual application. However, district personnel are responsible for informing SCDE of any changes in personnel and for providing up-to-date information for the CDEP Tracking Sheet. Providers will be notified if additional documentation will be required. The CDEP Update form, periodically sent via email, should be updated to reflect current information and returned to Penny Danielson at pdanielson@ed.sc.gov.

2.0 Child/Family Eligibility

2.1 Age Enrollment Eligibility

To be eligible a child must be four years of age on or before September 1, 2016 based on acceptable documentation, such as a birth certificate or official document from other countries. Proof-of-age eligibility must be on file no later than the day the child begins CDEP.

2.2 Family Income Eligibility

At the time of enrollment, an annual family income of 185% or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services **or Medicaid eligibility**. Verification must be on file before the child is enrolled. Acceptable forms of verification include the following: (a) completed free and reduced lunch form with verification of family income, or (b) copy of current Medicaid card. Verification of family income may include pay stubs, tax returns, or W-2 forms. (See the Appendix for the *Family Income Eligibility Table*.)

2.3 Application Process

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

2.4 Children with Special Needs

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

2.5 Age Exceptions

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

3.0 Enrollment/Disenrollment

3.1 Enrollment

Enrollment for CDEP must be open and non-discriminatory. In the event the number of eligible children exceeds the number of spaces available, children will be placed on a waiting list maintained at the school level. Children on the waiting list will be enrolled based on eligible student's educational need (as determined by the Developmental Indicators for the Assessment of Learning—Third Edition (DIAL-3 or DIAL-4 screening) at the time the vacancy occurs. (Waiting List form is in Appendix) Families with children on the waiting list will be notified of other CDEP providers in the area.

If by **October first** of the school year at least seventy-five percent of the total number of eligible CDEP children in a district or county are projected to be enrolled in CDEP, Head Start or ABC Child Care Program as determined by the Department of Education, CDEP providers may then enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 or DIAL-4 subscales and may receive reimbursement for these **children if funds are available. Districts will need to communicate with the Department of Education before enrolling students to verify that funds are available.**

3.2 Health Records and Screening

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

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

If CDEP schools have resources for health screenings available, it is recommended that they should arrange for basic health screenings (vision, hearing, and dental) during the first 90 days of school. Children should be referred to an appropriate health-care provider or the local health department when a health problem is suspected or detected. All health-related referrals shall be noted in the child's health file on site and the results of all screenings should be shared with parent(s)/guardian(s).

3.3 Attendance

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

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

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

CDEP programs that opt to offer Home Visits at the beginning of the school year may count up to 5 days for Home Visits as attendance days. Additionally, CDEP programs may begin the school year with a staggered attendance to support children's transition into the school setting.

3.4 Revocation of Enrollment

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

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

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

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

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

4.0 Program Requirements

4.1 Class Size and Adult-to-Child Ratio

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

4.2 General Programmatic Requirements

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

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

- DSS licensing requirements (See: <http://www.scchildcare.org/library/laws-regulations-policies/child-care-licensing-policy-manual.aspx>)
- Maintenance (and data entry as required) of DSS and CDEP required individual student records.

CDEP schools shall maintain all program records on site for a period of at least five years. (See Appendix for Listing of CDEP Documentation).

4.3 Classroom Environment

The CDEP school shall maintain appropriate classroom space, equipment, materials and supplies. All classrooms will be fully equipped to serve the designated number of children per class. All classrooms will be learning center-based and equipped with materials that promote the child's development across all required domains. (A suggested *Early Learning Materials and Equipment List* will be provided by SCDE).

4.4 Outdoor Equipment

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

4.5 Reporting to Parents

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

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

Two of the quarterly contacts must include documented parent/teacher conferences during the school year that provide information including student progress on the Readiness Assessment.

A final assessment report on the child's progress must be provided to parents at the end of the school year. This report may be sent home, reviewed during a conference or home visit.

4.6 Parent Education and Involvement

All CDEP schools must incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement with an emphasis

on interactive literacy. CDEP schools are strongly encouraged to coordinate with their district parent education program and First Steps County Partnership.

5.0 Program Operations

5.1 Days of Service

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

5.2 Hours of Service

The educational program shall operate for a minimum of six and one-half (6.5) hours daily which includes outdoor play, rest, and compliance with DSS meal requirements.

5.3 Tuition and Fees

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

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

5.4 Transportation

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

5.5 Rest Time

Opportunity for a brief rest time shall be incorporated into each instructional day. Rest time may not exceed one hour per day, except, in rare cases, to address the specific individual needs of children. Children unable to sleep during the rest period should be allowed to read or participate in another quiet activity. Teachers may use this time with non-sleepers for individual or small group instruction.

5.6 Discipline

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

Staff members and parent(s)/guardian(s) shall sign and date a discipline policy statement as required by the Department of Social Services (DSS). The signed disciplinary policies shall be maintained on file.

6.0 Personnel and Training

6.1 Classroom Staffing

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

6.2 Lead Teacher Qualifications

Public school classrooms shall be staffed by lead teachers SC certified in order for the school to be in compliance with state accreditation and federal Every Student Succeeds Act requirements. The ESEA flexibility maintains the basic highly qualified teacher requirements included in section 1119 of the ESEA. Additionally, the requirement in ESEA section 1111(b)(8)(C) is to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. **Teachers of CDEP classroom are to be certified in early childhood education and experienced in teaching young children.**

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

6.3 Instructional Assistant Qualifications

Public school classrooms shall be staffed by instructional assistants meeting the state and federal Every Student Succeeds Act requirements with a **minimum of a high school diploma or the equivalent**. In addition, instructional assistants shall have the minimum **two years of experience** working with children under five years old and must successfully complete or enroll in the Early Childhood Development Credential (ECD101) within twelve months of hire. There are TEACH scholarships available for assistant teachers to enroll in this course at most of the technical colleges across the state.

CDEP schools may request waivers to request additional time for all assistant teachers to meet the ECD 101 requirement. The providers must request this waiver in writing to the SCDE. Only instructional assistants with early childhood coursework within the past five years are eligible for a waiver to request approval of the early childhood coursework to substitute for ECD 101.

6.4 Substitute Teachers

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

6.5 Professional Development

Teachers and instructional assistants participating in CDEP are required to attend at least fifteen hours of approved professional development annually, to include: CCCCD approved training in the following areas:

- A minimum of **5 hours of growth and development**
- A minimum of **5 hours of curriculum**
- **5 hours in other early childhood areas**, which may include the following areas: safety, health, nutrition, guidance, or professional development, and must include blood-borne pathogen training as required by OSHA.
- Additional topics required by CDEP legislation include:
 - Topics related to teaching children from poverty
 - Strategies and techniques to address the age-appropriate progress of emergent literacy (oral communication, knowledge of print and letters, phonemic and phonological awareness, vocabulary and comprehension development)

CDEP directors must complete twenty hours of approved professional development annually.

All required professional development training hours **must** be approved through the South Carolina Center for Child Care Career Development (CCCCD). Documentation of each staff member's professional development hours shall be maintained on-site and is subject to monitoring by the SCDE. All staff members are responsible for adhering to the South Carolina Department of Social Services (DSS) annual training requirements. For information on required training topics, minimum hours per required topic, and how to obtain an individual transcript, access <http://www.sc-cccd.net> or call 1-866-845-1555 for more information.

SCDE will offer professional development sessions on a limited basis and will be informed via email of upcoming training. Schools/districts are encouraged to consolidate and coordinate professional development activities across regional and district boundaries to reduce costs.

Professional development plans for the entire 2016–2016 school year should be submitted to the SCDE for approval (Form in Appendix) by **October 31, 2016**.

7.0 Curriculum

7.1 Approved Curricula

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

The approved research-based curricula for the 2016–2017 school year are:

- Creative Curriculum
- High Scope
- Montessori
- Opening the World of Learning (OWL) (2005 Edition ONLY)

CDEP programs are required to provide professional development for all teachers in the curricula selected. SCDE will provide professional development in Creative Curriculum and Opening the World of Learning if funds are available.

8.0 Assessment

8.1 Instructional Assessments

Readiness Assessment: The Read to Succeed legislation requires that all 4K and 5K students be assessed with a readiness assessment in 2016-17. For this first year, it is only to be a language / literacy assessment to be administered within 45 days of enrollment. Districts are to select one of the three SCDE approved assessments in literacy: myIGDIs, PALS-PreK, Teaching Strategies GOLD.

In addition, professional development will be made available on the administration of the tool.

CDEP Districts may continue to use the assessment from the approved list below. CDEP teachers are required to conduct ongoing assessments to gather information about each child's growth and skill development across domains, as well as to inform instruction. The following instruments meet this requirement:

- Work Sampling System (WSS) (On-line or paper assessment forms)
- Creative Curriculum Developmental Continuum, Ages 3-5
- GOLD, by Teaching Strategies
- HighScope Preschool Child Observation Record (COR) (second edition)
- Montessori assessment (only approved for Montessori classrooms)

***** Districts have the option to delay their selection of one of the above assessments and will only be required to administer the Readiness Assessment during 2016-17. Legislation will require that additional domains be assessed in 2017-18. It is recommended that teachers at least use a checklist for the other domains. Assistance with obtaining this will be provided.**

8.2 Documentation

Teachers will observe student performance in all domains of the selected assessment. Documentation of child assessment data is required. Portfolios for each child must be maintained and shared with parents during conferences. Documentation from the assessment will be sent home three times per year, at regular intervals as determined by the district (At approximately, the 60th day of school, the 120th day, and at the end of the school year.)

Portfolios and child assessment data should be passed on to the child's 5K teacher at the end of the school year.

In regards to Child Assessments, SCDE will require the following documentation as of Fall 2016:

Assessment documentation on each student is to be maintained on-site by each CDEP teacher, to include the following:

- Student portfolios
- Teacher's observation / anecdotal records
- Child assessment data from one of the approved instructional assessments, (this assessment should be completed at least three times during the school year).

The above documentation may be subject to review by monitoring staff during on-site visits.

9.0 Technical Assistance

The SCDE CDEP staff will provide technical assistance to CDEP district coordinators, directors and teachers upon request through email, phone correspondence and requisite onsite visits. Please submit requests for technical assistance to Penny Danielson pdanielson@ed.sc.gov. Requests for onsite technical assistance visits will require the completion of a *Request for Onsite Technical Assistance Form* (in Appendix).

Additional support to CDEP teachers and administrators will be given in the form of 4K professional development sessions offering DSS credit through the Center for Child Care Career Development (CCCCD). The schedule and location of the professional development will be available.

10.0 Funding and Financial Requirements

10.1 Per Student Funding

CDEP schools shall receive the designated amount of \$4,323.00 per eligible student served during the 2016–2017 school year. Students enrolled for less than 180 school days will be funded on a pro-rated basis commensurate with the length of their enrollment.

10.2 Equipment and Materials

New CDEP Expansion schools will be funded up to \$10,000.00 per classroom for supplies and materials. New CDEP classrooms enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with classrooms enrolling seven or more such children eligible for funds not to exceed \$10,000. Eligible schools must submit the SCDE Supply/Material application for approval.

Continuing CDEP districts are highly encouraged to use any carryover funds from 2015-2016 into the current school year for supplies and materials.

10.3 Transportation Funds

Transportation funds are no longer available from SCDE.

10.4 Fiscal Procedures

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

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

- Student counts will be updated at the 45th and 135th school day and funding will be reallocated accordingly (QDC 1 and QDC 3)
- Spending guidelines are available in the SCDE *Funding Manual*.
- Schools participating in the CDEP program will no longer receive EIA Early Childhood funding.
- The revenue fund is 3134 and sub fund is 924 for 2014 and 2015 CDEP expansion programs.
- The revenue fund is 3541 and sub fund is 341 for continuing 2006 CDEP programs.

10.5 Additional Public School Data Collection Requirements

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

PROFESSIONAL CERTIFIED STAFF (PCS) SYSTEM

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

PowerSchool

- Data must be completely entered by the 45th day of school and updated by the 90th, 135th, and 180th days. **Incomplete data may result in the loss of CDEP funds.**

- A separate document will be available for those fields required for student reporting purposes.

APPENDICES

- LIST OF ELIGIBLE SCHOOL DISTRICTS
- CDEP APPLICATION FOR SCHOOL DISTRICTS
- 2016 FAMILY INCOME ELIGIBILITY TABLE
- CDEP APPLICATION (child)
- WAITING LIST PRIORITY FORM
- LISTING OF CDEP DOCUMENTATION
- QUARTERLY PARENT REPORTING DOCUMENTATION FORM
- CDEP PARENT/FAMILY ORIENTATION CHECKLIST
- WORK SAMPLING KEY POINTS 2014–2015
- 2015–2016 PROFESSIONAL DEVELOPMENT PLAN
- ONSITE TECHNICAL ASSISTANCE REQUEST FORM
- CDEP SECTION OF THE LEGISLATION - ACT 284

AVAILABLE ON THE SCDE WEBSITE:

<http://ed.sc.gov/instruction/early-learning-and-literacy/child-development-education-program-cdep/> CDEP link

- EARLY LEARNING MATERIALS AND EQUIPMENT LIST
- CDEP PARENT HANDBOOK TEMPLATE 2016–2017
- CDEP GUIDELINES 2016–2017

List of 2006 CDEP Districts (currently 33 participating)

1. Abbeville
2. Allendale
3. Bamberg 1
4. Bamberg 2
5. Barnwell 19
6. Barnwell 29 (Williston)
7. Berkeley
8. Chesterfield
9. Clarendon 1
10. Clarendon 2
11. Clarendon 3
12. Dillon 3
13. Dillon 4
14. Florence 1
15. Florence 2
16. Florence 3
17. Florence 4
18. Florence 5
19. Hampton 1
20. Hampton 2
21. Jasper
22. Laurens 55
23. Laurens 56
24. Lee
25. Lexington 4
26. Marion
27. Marlboro
28. McCormick
29. Orangeburg 3
30. Orangeburg 4
31. Orangeburg 5
32. Saluda
33. Williamsburg

List of 2013 Eligible District for CDEP Expansion

17 School Districts Eligible for Expansion (listed by poverty level)

Fairfield
Calhoun
Colleton
Dorchester 4
Darlington 1
Greenwood 51
Sumter
Richland 1
Chester
Union (elected not to participate)
Anderson 3 (delayed participation until 2014)
Cherokee
Spartanburg 7
Lexington 3
Lexington 2 (delayed participation until 2014)
Newberry
Georgetown

List of 2014 Eligible Districts for CDEP Expansion

Aiken
Edgefield
Greenwood 50
Greenwood52 (elected not to participate until 2015)
Horry (elected not to participate)
Oconee
Spartanburg 3
Spartanburg 4
Spartanburg 6
York 1

List of 2015 Eligible Districts for CDEP Expansion

Barnwell 45
Greenwood 52
Anderson 2
Anderson 5

**Family Income Eligibility Table
2016–2017**

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

Persons in Family or Household	100% of Federal Poverty	CDEP ELIGIBILITY
		185% of Federal Poverty (Free and Reduced Lunch Eligibility)
2	\$16,020	\$29,637
3	\$20,160	\$37,296
4	\$24,300	\$44,955
5	\$28,440	\$52,614
6	\$32,580	\$60,273
7	\$36,730	\$67,951
8	\$40,890	\$75,647

Adapted from the 2016 US Department of Health and Human Services Poverty Guidelines (*Federal Register*: January 25, 2016 (Document Citation 81 FR 4036), Pages 4036-4037, Document Number: 2016-01450. URL: <https://federalregister.gov/a/2016-01450>)

**South Carolina Child Development 4-K Registration Form
2016–2017 School Year**

CDEP Half Day Non-CDEP Full Day Non-CDEP

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

EMERGENCY CONTACT INFORMATION

Primary Contact Name:

Daytime Phone:

Daytime Street Address:

City:

State:

South Carolina Zip Code:

Second Contact Name:

Daytime Phone:

Daytime Street Address:

City:

State:

South Carolina Zip Code:

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

Name: _____ Phone: _____

FAMILY/HOME INFORMATION

Income Range of Family:

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

What is the child's primary language? _____

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

What language is primarily spoken in the home? _____

FAMILY LITERACY SERVICE

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

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

CHILD'S SPECIAL NEEDS

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

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

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

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

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

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

Below is for District/State Use Only

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

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

Student Identification Number:

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

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

Classroom Type:

- DSF** District / School Based Full-Day
- DSH** District / School Based Half-Day
- HSF** Head Start Full-Day
- HSH** Head Start Half-Day
- OH** Other Half-Day

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

First Steps: No Partial FS Funding Yes

DIAL 3 or 4: Language: _____ Concepts: _____ Motor: _____ Self-Help: _____ Social: _____ Screening Date: _____

Readiness Assessment: Fall _____ Spring _____

Classroom Curriculum: High Scope Montessori Creative Curriculum Other _____

Medicaid: Yes No Medicaid number _____ Medicaid Active Yes No

* Copy of Medicaid Card attached

Migrant/Immigrant: Yes No Birth County: _____

State Id #: _____

SC Child Development Education Project

PARENT/GUARDIAN VERIFICATION AND CONSENT

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

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

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

Signature of parent/guardian

Date

PHOTOGRAPH/VIDEOTAPE RELEASE

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

Please put a checkmark in one of the following boxes:

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

Signature of parent/guardian

Date

Listing of Documentation Needed for CDEP

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

Student documentation includes:

- Proof of eligibility for: _ Residence
 _ Age (P)
 _ Income or Medicaid
- _ CDEP Application Form
 - _ DHEC Immunization Form (P)
 - _ DSS Form #2900
 - _ DIAL3 or DIAL-4 Parent Questionnaire
 - _ DIAL3 or DIAL-4 scores (P)
 - _ CDEP Parent/Family Orientation Checklist, with signatures
 - _ Quarterly Parent Reporting Documentation Form
 - _ Assessment information from district selected assessment or and Date completed (P)
 - _ Discipline Policy, signed/dated

Other items you may have:

- _ District forms or other items _____

- _ Parent/teacher Agreement (last page of CDEP Parent handbook)

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

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

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

Consult your local DSS licensing office for specific information.

Staff file documentation includes:

Background check:

- _ DSS form #2924 – Central Registry Check, returned “clear”
- _ SLED and FBI “clear” review (after submitting fingerprint card, and DSS form #2647)
- _ Statement of Compliance, DSS form #2925, notarized.

Basic Information:

- _ Name, position, date of birth, hours/days employed
- _ Signed discipline policy

Experience and training information:

- _ Education and experience documentation- refer to DSS regulations for info.
- _ Required annual training documentation – print out www.sc-cccd.net transcript
- _ Current CPR/First Aid certification, as necessary.

Medical information:

- _ Medical statement DSS form #2901, expires every 4 years.
- _ TB test results, stating free of TB
- _ Health assessment DSS form #2926, expires every 4 years

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

**CDEP Quarterly Parent/Family
Documentation Form**

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

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

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

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

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

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

4. The final child assessment report must be provided at the end of the school year. This report may be sent home, reviewed at a conference or home visit.

Final Assessment or Summary Report: Date: _____

**Child Development
Education Program
2016–2017 School Year**

(Insert School Name Here)

Parent/Family Orientation Checklist

Child's Name _____

Location of Orientation _____

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

Parent/Family Member's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

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

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

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

Date of request _____

Return Completed TA Request form to:

Penny Danielson
South Carolina Department of Education
1429 Senate Street, 607-E
Columbia, SC 29201
803-734-8251 phone
pdanielson@ed.sc.gov

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

For Office use only

Date received _____ Assigned to _____

Act 284 CDEP Section of the Legislation
CHAPTER 156
Child Early Reading Development and Education Program

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

- (1) a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district's comprehensive annual reading proficiency plan, both adopted pursuant to Chapter 155, Title 59;
- (2) successfully completing the readiness assessment administered pursuant to Section 59-155-150;
- (3) the developmental and learning support that children must have in order to be ready for school;
- (4) incorporating parenting education, including educating the parents as to methods that may assist the child pursuant to Section 59-155-110, 59-155-130, and 59-155-140; and
- (5) identifying community and civic organizations that can support early literacy efforts.

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

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

(3) With any funds remaining after funding the school districts delineated in items (1) and (2), the program must be expanded statewide. The General Assembly, in the annual general appropriations bill, shall set forth the priority schedule, the funding, and the manner in which the program is expanded.

(B) Unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program. In rare instances, students with documented kindergarten readiness

barriers, especially reading barriers, may be permitted to enroll for a second year, or at age five, at the discretion of the Department of Education for students being served by a public provider or at the discretion of the Office of South Carolina First Steps to School Readiness for students being served by a private provider.

Section 59-156-130. (A) Each child residing in the program's district, who has attained the age of four years on or before September first of the school year and meets the at-risk criteria, is eligible for enrollment in the South Carolina Child Early Reading Development and Education Program for one year.

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

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

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

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

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

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

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

Section 59-156-140. (A) Public school providers participating in the South Carolina Child Early Reading Development and Education Program must submit an application to the Department of Education. Private providers participating in the South Carolina Child Early Reading Development and Education 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 section, and will comply with all reporting and assessment requirements.

(B) 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 educational needs of the child and report at least quarterly to the parent or 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, including, but not 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 and 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.

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

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

- (1) develop the provider application form;

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

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

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

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

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

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

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

(2) employ an education assistant with 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 six and one-half hours of instruction daily for one hundred eighty school days;

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

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

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

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

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

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

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

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

Section 59-156-190. Both public and private providers are eligible for transportation funds for the transportation of children to and from school. Nothing in this section prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers must not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school. Of the amount appropriated for the program, not more than one hundred eighty-five dollars for each student may be retained by the Department of Education for the purposes of transporting four-year-old students. This amount annually must be increased by the same projected rate of inflation as determined by the Office of Research and Statistics of the State Budget and Control Board for the Education Finance Act.