



Georgetown County First Steps Partnership *Fiscal Year 2008 Annual Report*

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**Total children in county under
age 6: 4,376**

**Children under age 6 living in
poverty: 8.5%**

Georgetown County Highlights

- 230 Children provided Scholarships in the County
- 302 Children benefiting from our C.O.E. Program

EXECUTIVE DIRECTOR'S MESSAGE

First Steps of Georgetown County shares with the other citizens of Georgetown County a common concern for and commitment to the welfare and future success of our youngest citizens. As part of First Steps, South Carolina's Early Childhood Initiative, First Steps of Georgetown County serves as a local leader in developing a comprehensive, collaborative approach to serve the needs of all children, birth to 5, in Georgetown County. Our Centers of Excellence promote high quality preschool programs that provide a healthy environment as well as normal growth and development. All children are provided the protection, nutrition and health care needed in order to thrive in their early years of life so they arrive at school ready and able to learn. First Steps has become a monumental force in the community and our goal is to continue increasing the number of preschoolers in Georgetown County who reach first grade mentally and physically healthy. All of the strategies we implement are through our Centers of Excellence. The goal of the Centers of Excellence program is to assist childcare facilities in improving the quality of their programs by encouraging exploration and discovery, fostering curiosity and creativity, building self-esteem and providing a challenging environment for learning. The centers act as "one stop shops" for parents where the child receives all of the resources offered such as scholarships, parenting, literacy, health and a creative curriculum. The centers also benefit by receiving curriculum materials, classroom evaluations, training and support, playground grants, literacy grants and 4K State funded programs. All Georgetown County First Steps strategies were made and are executed with the Centers of Excellence criteria as the foundation.

Sincerely,
Carol C. Daly
Executive Director
Georgetown County First Steps

First Steps to School Readiness Strategy Areas

The First Steps initiative approaches children's school readiness needs in five ways:

Family Strengthening: A parent is a child's first and best teacher. First Steps works to help parents become the best parents they can be. First Steps also helps parents further their own education.

Healthy Start: Children's development and ability to learn are profoundly impacted by their health in the earliest years. First Steps works to help families understand children's health needs through education and screenings while also working to help them access needed health services.

Quality Child Care: Quality child care provides immediate and long-term learning benefits for children. First Steps works to expand the availability of quality child-care to families and to enhance the level of quality in existing child-care environments.

Early Education: Research shows that children who participate in high-quality preschool classes are more likely to start school ready to learn, as well as be more successful later in life. First Steps works to expand high-quality 3-year-old and 4-year-old kindergarten opportunities in public and private settings.

School Transition: The transition into kindergarten is a critical time that sets the tone for children's perspectives about the school years, as well their parents' perspectives. Making a strong initial connection between school and home -- and supporting both parents and students during this transition time -- has been shown to impact students' later school success and parents' later involvement during the school years.

2007-08 County Partnership Programs by Strategy

FAMILY STRENGTHENING.

Centers of Excellence – Parenting/Family Strengthening

Program description: Certified Parent Educators conduct home visits to families with children ages birth to three. Information about the stages and characteristics of child development and how to stimulate healthy development will be provided to the parents, and referrals to helping agencies will be made when the need is indicated. Age appropriate learning materials, such as educational toys and books, will be distributed to participating children. Visits may be weekly, biweekly, or monthly, depending on each family's needs and are held at the Centers of Excellence in groups or individually. Home visits are made at the discretion of our child study team.

Program results:

- 317 Children and 288 Adults
- 354 Home Visits
- 46 Hispanic families served
- 206 Families participated in family strengthening workshops held at the Centers of Excellence

- 230 families linked to community services
- 25 families participated in the March of Dimes Program (9 Caucasian, 6 Hispanic, 10 African American)
- Training on child abuse is being offered to all parents and primary caregivers.
- Collaboration and referrals from Georgetown County School District's Even start Program and Howard Adult Education Center.

Our Parenting program utilizes a research-based model, PAT. To ensure that our strategy is implemented faithfully, our Parent Educators are trained and certified by the national program. Their work is regularly monitored by experienced supervisors whom are trained and certified as well. Two such trainings that our experienced staff have attended are Triple P-Positive Parenting Program, Keys to Interactive Parenting Scale (KIPS) and Adult/Child Interactive Reading Inventory (ACIRI).

The Triple P-Positive Parenting Program offers a better way to deal with misbehavior, communicate with children, build a positive and loving relationship with children and instill a sense of positive and healthy self-esteem in children. Triple P does this by offering parents positive options, recognizing that what works with one child may not work with another child. Each little human being is different, with different quirks, different gifts, different faults and different feelings. Triple P is for every parent and has a strategy that can help build a better relationship between the parent and child and minimize misbehavior.

The Keys to Interactive Parenting Scale (KIPS) offers family service providers a practical tool to support families in developing high quality parenting. This practical tool allows family service providers to observe parenting and intervene when necessary to promote responsive parenting. Building responsive parenting behaviors can prevent negative parent-child behaviors, and promote ongoing cycles of nurturing parent-child relationships that lead to healthy child development. Parenting assessment is an essential part of a thorough family assessment, and the first step in identifying parenting behaviors that impact children's development. By monitoring key parenting behaviors with KIPS, family service providers can better serve their families.

ACIRI is another successful parenting tool that allows Parent Educators to observe both behaviors of the parent and the child. Parents are given a book to read to their child and scoring for the ACIRI is done according to the adult behavior and response of the child. Categories for observation include: Enhancing Attention to Text, Promoting Interactive Reading and Supporting Comprehension and Using Literacy Strategies. Scores are given from a 0-3 scale with 3 being most of the time positive parenting is occurring and 0 having no evidence. This scoring allows our Parent Educators to determine ways in which to work with parents on making them more successful educators and nurturers.

In addition to the traditional parenting programs as described above, our Centers of Excellence have begun prenatal parenting which are open to all ethnicities. Funded by the South Carolina March of Dimes, this program is designed to reduce the disparities in birth outcomes for high-risk women in Georgetown County through prenatal education. According to 2003-2004 information from Waccamaw Regional Council of Governments,

the numbers of Hispanics are growing at a rate of more than 103% per year. It is believed the numbers are actually much higher because there are many illegal immigrants who are not counted. Approximately 100 women will be served this year. Natividad Barrientos, our Spanish-speaking Parent Educator, recruits participants referred by childcare center staff and other sources, as well as conducts the class sessions. She ensures that this opportunity is publicized through available networks in the Hispanic community.

HEALTHY START.

Centers of Excellence: Child Safety and Health Coalition

Program description: Keeping children healthy is of the utmost importance in our mission to get our children ready for school. Using our newly formed partnership with the St. James Family Health Center, we have arranged basic medical evaluations by doctors, dentists and optometrists, providing the screenings needed for all young children. We have implemented the Growing, Growing Strong curriculum and a weekly Fitness Program called Stretch-N-Grow, which integrates easily into our center's daily routines. We were also able to equip several needy families with car seats. We have continued the expansion of our March of Dimes "Good Beginnings" prenatal classes.

Program results:

- 527 children and 476 adults were served.
- First Steps of Georgetown County receives referrals from local pediatricians and the county hospital, and holds parent meetings that increase knowledge in all areas of early development.
- First Steps and the United Way provide information and resources through the "Born Learning" campaign.
- The March of Dimes provided a grant of \$27,500 for "Good Beginnings" prenatal care.
- Bunnelle Foundation provided a grant of \$25,000 for a Child Safety & Health Coalition.
- First Steps collaborates on home visits with Babynet and pediatric nurses for visits with new mothers.

Good Beginnings is a prenatal program offered to ALL expectant mothers. These classes educate future mothers on pre and post natal care. Subjects for these classes have and will include health and nutrition during pregnancy, stress and relaxation techniques, pregnancy complications, tips on caring for your newborn and several more. Currently (as of May 1, 2008) there are 42 pregnant girls between the middle schools and high schools in Georgetown County. This is a huge crisis. Our goal is to hold our Good Beginnings classes in the Georgetown County School System once school dismisses for the day, allowing each and every expectant mother to attend and learn about prenatal care as well as earn "Mommy Bucks". These can be redeemed for items such as rattles, diaper pails, bouncy seats, bottles, etc. We plan to continue our classes in the Andrews community throughout the summer to accommodate these young girls. Prenatal care is so important and we find it an absolute must to assist these young girls in any way possible so their babies can grow up to be strong, healthy, successful adults. First Steps joins with the school system in finding ways for these young mothers to continue their education.

Stretch-n-Grow is a comprehensive fitness program for kids. The *Stretch-n-Grow* program teaches children the fundamentals of a healthy lifestyle. With weekly emphasis on exercise and good food choices, their extensive curriculum covers virtually every wellness issue, such as: self-esteem, safety, hygiene, and environmental issues. Classes are taught at the Centers of Excellence by Ayla Hemeon. Once a week, all children in the centers participate in the fun activities that the exercise coach would bring for them. We have had rave reviews from Center Directors, parents and of course, our children who now think exercising is fun! It is our goal to develop healthy habits in our children before bad habits have a chance to set in.

Growing, Growing Strong introduces health information through interactive activities in the classroom. Teachers are able to customize their approach to meet their classroom goals and children's goals. Children vary in height, weight and motor development. During the preschool years, body size and shape changes and children develop a greater sense of balance and more control of large-muscle movements, such as running, jumping and climbing. Having a child learn about their body during the early years of life will increase motor development. Children can establish these motor skills by throwing and catching balls, holding crayons, and manipulating small objects. Through these various activities children learn about different body parts and how they work together, differences in body shape and size, and how to take care of their bodies. This knowledge will help children be proud and respectful of their bodies.

QUALITY CHILD CARE.

Georgetown County Centers of Excellence Program

Program description: **Carol C. Daly**, Executive Director and her staff will continue to implement the Centers of Excellence Program (COE). The COE Program improves later educational outcomes for high-risk preschoolers by transforming the program at six selected childcare centers in Georgetown County. We will ensure that the curriculum at these centers includes high quality, intensive language and cognitive development activities based on scientific research.

The focus of COE includes offering technical assistance through high-quality curricula and instruction to providers and students. It allows for incentives for center staff, enriching the centers with appropriate instructional materials and equipment, and providing parenting workshops and home visits. We encourage participation by at-risk families (including Latino families) through tuition assistance.

By the start of our third year, we have provided scholarships for 230 at-risk children during the 07-08 Fiscal Year to attend these centers, where the research-based curriculum focuses on the development of skills in four key areas of school readiness – oral language, phonological awareness, print awareness, self-help skills, math and science concepts and alphanumeric knowledge.

We know from Preventing Reading Difficulties in Young Children (*Snow, C. E., Burns, M. S., and Griffin, P., 1998*) that the level of conversational interaction in pre-school classrooms is highly predictive of success in future language development. Therefore our students have the

opportunity to learn and strengthen key oral language skills as they take part in a variety of discussions in large and small group settings, as well as individually.

Songs, rhymes, games, movement, and reading aloud will be incorporated into daily lesson plans as our COE teachers model correct language usage, expand on children's responses, use and discuss new vocabulary words, and engage children in conversation through the use of open-ended questions. Resources we offer to the centers include supplemental questions for discussion time and one-on-one conversations to stimulate student oral language growth and skill development.

Each Center of Excellence is evaluated on the 9 components

1. Scholarships for eligible families
2. Nurturing care and research-based instruction
3. Child assessment to guide learning experiences
4. Parent education and support to assist parents as they help their child learn
5. Health screening and support for children
6. Quality enhancement for the child-care center
7. Mentoring, training and credentialing for center staff
8. Staff incentives for increased levels of quality
9. Sustainability plans for quality center operations.

Program results:

- 580 children and 97 adults were served.
- Literacy and story-telling activities are held monthly at 40 child care centers administered by the Georgetown County Library.
- Storybooks, "Big Books", and music collections are provided to the centers.
- Take home books are provided to the enrollees.
- Field trips are taken to the local library.
- 6 Centers of Excellence child care centers were given training, technical assistance, and developmentally appropriate educational materials, and healthcare education and screening.
- 1,679 new library books were provided from the Georgetown Library through the storyteller program.
- 2 outdoor environments were awarded to Bibleway Daycare and Sampit Community Learning Center.

EARLY EDUCATION.

Early Reading First

Program description: *A coalition under the Georgetown County United Way umbrella received a three-year, \$2.65 million federal grant to boost early childhood education programs (ERF) for at-risk children in Andrews in Georgetown County and in Williamsburg County. We are now beginning year three.*

Program results:

- 104 Kids reached throughout the school year through the 4K Early Reading First (ERF) Classrooms at Andrews Elementary and 24 in the 3K ERF Classroom at Little Smurfs Learning Center.
- 20 Kids received full 8 week 4K summer school scholarships at Sampit Community Center and an additional 44 kids received full 4K summer school scholarships at Little Smurfs Learning Center

S.C. Child Development Education Pilot Program (CDEPP)

Program description: CDEPP offers state-paid tuition of 4-year-old kindergarten classes to eligible students living in the 37 trial and plaintiff school districts involved in the school funding equity lawsuit, *Abbeville et al. vs. South Carolina*. First Steps oversees CDEPP 4K classes offered in non-public school environments. To qualify for state-paid tuition, a student's family must qualify for TANF or free/reduced-price lunch, be 4 years old by Sept. 1, 2007, and live in an eligible school district.

Program results:

- 31 Kids attended the 4K State Funded Program.
- 2 providers offered CDEPP 4K classes: Rainbow Child Care Center and Little Smurfs Daycare.

SCHOOL TRANSITION.

Centers of Excellence – Parenting/Family Strengthening

Program description: COE also features a Transition Plan for children going from our 4-K classes to either public or private kindergarten. A Transition Coordinator at each center is responsible for developing an individual plan for each student and his parents, including specific information that will assist the child's new school in meeting her needs and a portfolio of the student's work. The coordinator will also arrange for the child and parents to visit the new school and help ensure that the family has all the information they will need.

First Steps staff is available for parent teacher conferences the first year that our alumni attend public school. This helps parents transition to the new routine of public school.

FINANCIAL SUMMARY

<u>Expenditures</u> By Funding Source	
State Appropriation (<i>Fund 10</i>)	\$ 220,309.00
E.I.A. Appropriation (<i>Fund 55</i>)	\$ 24,683.00
Lottery Appropriation (<i>Fund 35</i>)	\$ 6,543.00
C.D.E.P.P. Appropriation (<i>Fund 60</i>)	\$ 154,002.00
C.O.E. Appropriation (<i>Fund 65</i>)	\$ 209,163.00
N.F.P. Appropriation (<i>Fund 70</i>)	\$ -
State Private (<i>Fund 15</i>)	\$ 537.00
Local Private (<i>Fund 20</i>)	\$ 207,395.00
Federal (<i>Fund 30</i>)	\$ 333,165.00
In-Kind (<i>Fund 25</i>)	\$ 24,818.00
TOTAL:	\$ 1,180,615.00

<u>Expenditures</u> By Program / Strategy Name	
2012 PAT (In House)	\$30,912.00
2091 Library Based Programs (Public)	\$47,853.00
6012 Childcare Quality Enhancement (In House)	\$433,516.00
6052 Childcare Training & Prof. Dev. (In House)	\$32,252.00
7032 Scholarships (In House)	\$137,186.00
3140 4K	\$370,440.00
Indirect Programmatic Functions	\$39,027.00
Administrative Functions	\$89,429.00
TOTAL:	\$1,180,615.00

NOTABLE DONORS

<i>DONOR'S NAME</i>	<i>AMOUNT</i>
Family Dollar	\$100.00
Dr. Peter Divinere, DMD	\$25.00
Georgetown Kraft Credit Union	\$25.00
Trebol USA, LLC	\$250.00
Dwight McInvaill	\$50.00
Jacqueline Stegman	\$25.00
Felix & Dianna Rhue	\$10.00
Prince George Framing	\$25.00
Kiwanis Club – Pawleys Island	\$50.00
Jane Terhune	\$25.00
John & Nancy Bracken	\$20.00
Valerie Lance	\$25.00
Gerald and Mischelle Napoleone	\$20.00
TOTAL:	\$650.00

Local Match Percentage for FY 2008: 237.79%
(at least 15% Legislative requirement)

COUNTY PARTNERSHIP BOARD OF TRUSTEES

Sharon Mills	Employer: Blue Cross and Blue Shield
Jane H. Terhune	Employer: Georgetown Presbyterian Church Grant Writing Consultant
Jacqueline Stegman	Employer: Educational Resources for the State of SC
Leona Miller	Employer: Hospice Care of South Carolina– Community Relations Director
Nellie P. Doby	Employer: Retired
Cecilia Wragg	Employer: Waccamaw Center for Mental Health - DMH
Lynne Ford	Employer: Georgetown County Unitedway
Janet Hyrowski	Employer: Georgetown County School District - Teacher
Elizabeth Jenkins Board Chair	Employer: Maryville Elementary – Early Childhood Educator
LaRhonda McKnight	Employer: Boots and Booties
Dianna Rhue	Employer: Georgetown County School District – Teacher
Gloria Myers-LaSane	Employer: Georgetown County School District
Donna Watson	Employer: The Learning Child Care Center
Sylvia Mitchum	Employer: Dept. of Social Services
Dwight McInvaill	Employer: Georgetown County Library-Librarian
Gwen McNeil	Employer: Georgetown County School District – Even Start Family Literacy Coordinator
Beverly Dunn <i>(Yancey McGill Appointee)</i>	Employer: Carolina First Bank – Money Manger
Elizabeth Krauss <i>(Ray Cleary Appointee)</i>	Employer: Georgetown County Board of Disabilities and Special Needs-Executive Manager
Garvey Winans <i>(Carl Anderson, Appointee)</i>	Employer: Retired from the Georgetown County School District
Lynne Ford <i>(Vida Miller Appointee)</i>	Employer: Georgetown County Unitedway

COUNTY DATA SNAPSHOT

In FY08, First Steps County Partnerships statewide made it a priority to become increasingly data-driven. County Partnerships successfully began using powerful new components of the First Steps data system, and County Partnerships also utilized data in new ways to drive their FY09 program plans. In addition to enhanced program data tracking, County Partnerships are also focusing on the best available data about children and families to best understand their communities' needs. At the end of FY08 and the beginning of FY09, County Partnerships began an extensive analysis of this data, including data about the risk factors known to impact children's potential school success, such as low birth weight, teen mothers, and families living in poverty. A county-level risk data report is included in the subsequent pages of this report.

Bunnelle Report **Centers of Excellence Program**

by: Madeleine Ritchie

First Steps

Comparison of First Step's initial proposal for addressing issues facing Georgetown County's early learners and their families to the actuality of Centers of Excellence programs being offered today reveals the wisdom of Bunnelle Foundation's decision to support First Steps by awarding them one of the strategic grants three years ago. Although much still needs to be done as First Steps endeavors to meet their goal of ensuring that every child in Georgetown County arrives at first grade healthy, happy and ready to learn, tremendous progress has been made.

1. Centers of Excellence

Instead of the four centers named in the grant, there are now six existing Centers of Excellence (COE). These centers are located across the county including two in Georgetown and one each in Sampit, Andrews, Browns Ferry and Pawleys Island. At the present time approximately 300 students are being served by these six centers including 163 at risk students that are being subsidized. These childcare centers are being transformed as they receive high-quality, intensive inservice training, learning materials and equipment, and administrative guidance. Sixteen other Facility Quality Enhancement programs (FQE) also receive training and support from First Steps.

2. Staff/Collaboration

First Steps staff has grown from five employees to eight who work directly with children, or through their teachers, and make home visits with parents to furnish direct services, information, activities and resources to enhance child development and literacy training.

First Steps also collaborates with Miss Ruby's Kids to provide guidance for site directors and teachers in dealing with parents, conduct parenting workshops, and recognition of family efforts at graduation time. Program enhancement is also occurring as Miss Ruby's Kids shares their Parent Child Home Program strategies with selected childcare centers in the county.

Literacy /Storytelling activities provided by the Georgetown Library are held at each daycare center on a monthly basis.

First Steps continues to partner with other organizations in Georgetown County including: Headstart, DSS, United Way, Department of Special Needs and Disabilities, and Georgetown Public Schools. These agencies maintain one common outcome: to improve the quality of early learning and educational experiences of children birth to six.

3. Accreditation/Assessment

It is unfortunate that the National Association for the Education of Young Children (NAEYC) accreditation process has become so difficult and expensive – so much so that

accreditation for COE has been delayed. First Steps has acquired the services of a past employee, Jane Wishart, to assist and guide the centers through the process one at a time. Little Smurfs is now on target to receive accreditation by late summer. Rainbow is currently undergoing self-study. Other centers will follow.

Environmental Rating Scales have shown strong growth due to the additional direct services, disseminated information, supplies and resources provided by the grant. E-LAP (birth-36 months) and LAP-3 (36 to 72 months) assessments are administered three times a year. Results guide teachers as they adjust curriculum and advise parents according to the needs of individual students. Teachers have been reluctant to develop student portfolios though they are encouraged to do so. Parent satisfaction surveys indicate a high degree of satisfaction in all areas.

4. Sustainability

- The Early Reading First (ERF) grant awarded to First Steps by the federal government has been a definite plus in many ways. Concern over the demand for time and effort required of local staff because of the grant is somewhat balanced by the advantages for all local childcare centers. Grant requirements have helped all centers focus on standards for scholarships, instruction, assessment tools, parent education, health support, facilities and materials, technical assistance, personnel, and sustainability. Only Little Smurfs (two 4K classes) and Rainbow (one 4K class) are eligible for ERF funds, however, the training information gained by the First Steps staff has been invaluable to all children in the program.
- First Steps does not receive Medicaid reimbursement for fostercare children, but they are given priority and are subsidized by ABC.
- March of Dimes grants for \$50,572 were obtained for English and Spanish "Good Beginnings" programs.
- Planned Endowment Fund development has not materialized.
- It is still hoped that federal and state funding for schools will enable First Steps to obtain a certified teacher for each COE site.
- Employee Vouchers from area businesses for childcare tax credits for employee childcare have not been established.
- Tuition paying students calculated on a sliding scale are eligible for matching state funds.
- St James-Santee Family Health Centers, Inc. has recently offered to provide free, basic health screenings for all children in COE. Children found to have problems will be referred to one of the three Health Centers for treatment. The Lions Club has agreed to provide glasses and hearing aids when needed.
- Each center and the vast majority of children enrolled in COE are receiving Dolly Parton Imaginary Library books monthly.

**ASSESSMENT OUTCOME RESULTS SUMMARY FOR CENTERS OF EXCELLENCE
PROJECT SPONSORED BY FIRST STEPS OF GEORGETOWN COUNTY – YEAR
THREE**

During 2007-2008, the Georgetown County First Steps *Centers of Excellence* project collected developmental outcomes data to ascertain overall child development and progress toward accomplishing program goals and objectives which address school readiness mandates established by the state legislature for children, birth to five-years. Specifically, seven key areas of school readiness were targeted for children in the three to five-year age range:

- | | |
|-------------|---------------------|
| 1. Language | 5. Creative Arts |
| 2. Literacy | 6. Social/emotional |
| 3. Math | 7. Physical |
| 4. Science | |

For children in the zero to three-year age range, five key areas of development were targeted:

- | | |
|----------------|---------------------|
| 1. Cognitive | 4. Language |
| 2. Fine Motor | 5. Social/emotional |
| 3. Gross Motor | |

As in years one and two, First Steps chose two assessment instruments with which to gather data: the *Early Learning Accomplishment Profile (E-LAP)* and the *Learning Accomplishment Profile, Third Edition (LAP-3)*. The *E-LAP* measures the development of children, ages birth to 36 months and the *LAP-3* measures the development of children, ages 36 months to 72 months. Both are criterion-referenced, ongoing instruments designed to assess the developmental progress of an individual child and groups of children. These evaluative measures facilitate the:

1. Ongoing assessment of a child's developmental skill level at any time during a program year.
2. Planning a responsive classroom environment and curriculum.
3. Measuring child outcomes—the progress and accomplishments of all children.
4. Assessing of programmatic effectiveness and developing a strategic plan for improvement.

Specifically, the *E-LAP* considers six domains of development:

- | | |
|------------------|-------------|
| Fine Motor | Gross Motor |
| Cognitive | Language |
| Social/Emotional | Self-help |

The *LAP-3* considers seven domains of development:

- | | |
|-----------------|-------------|
| Fine Motor | Gross Motor |
| Cognitive | Language |
| Personal/Social | Self-help |
| Pre-writing | |

Both instruments have established validity and reliability and are widely used across the country to chart developmental progress of children.

Method

The model that was utilized in 2005-06 has continued so that progress is being measured on an ongoing basis for current and subsequent assessment periods of future funding cycles. Four centers were chosen to be part of the experimental group—two administering the *E-LAP*, and two administering the *LAP-3* in year one. In years two and three, all four of the original centers used both the *E-LAP* and *LAP-3*. The centers are:

1. *The Rainbow Child Care Center*
2. *Sampit Day Care Center*
3. *Little Smurf Daycare*
4. *Pawley's Island Child Care*

Bibleway, the childcare center selected to serve as the control group for the project, and *Small Minds of Tomorrow* also continued the use of the *E-LAP* and *LAP-3*.

Pretest data were collected during an August/September assessment window. Between assessment periods, the programs in the experimental group received ongoing, substantive programmatic support from staff at Georgetown First Steps. The control group only received customary support typically afforded to county programs.

After approximately a three-month window, posttest data were collected during late November/early December. Comparative data from both assessment periods were collected and summarized in reports relative to the individual child, classroom, and program level. (See Appendix)

A third assessment will be conducted in the Spring of 2008 to demonstrate end-of-year progress.

Summary of Results

Data were analyzed against two salient questions: 1) Did the experimental group realize improvements in the key areas of school readiness and development, as identified by Georgetown First Steps? and 2) Did the control group show some progress by using the *E-LAP* and *LAP-3*?

Relative to the first question, an analysis of classroom raw scores from both the *E-LAP* and the *LAP-3* reveals that the experimental group realized overall developmental progress in all of the key areas identified. The data tend to support the attainment of one of the outcomes of the original Georgetown First Steps proposal—that improvements can be demonstrated by pre/posttests for children in the centers in the experimental group.

Relative to the second question, children from the control group who were evaluated with *E-LAP* and *LAP-3* also demonstrated progress.

Children from the experimental and control groups who were evaluated with the *LAP-3* were assessed for both literacy skills and language development. Literacy is defined by the following elements: phonological awareness, book knowledge and application, print awareness and concepts, early writing; and alphabet knowledge. Language development is defined as listening and understanding, and speaking and communicating. In addition, the *LAP-3* provided information regarding development in the areas of Math, Science, Creative Arts, Social/emotional, and Physical. Tables A through G depict assessment results as summarized by a Head Start Outcomes Report that is generated by the *LAP-3* software utilized by Georgetown First Steps. While none of the centers are designated as Head Start centers, this report analyzes the accomplishment of language, literacy, math, science, creative arts, social/emotional, and physical development objectives that are of interest to the Georgetown First Steps *Centers of Excellence* project.

Table A demonstrates the progress made by the classrooms in the experimental group and control groups for **Language** on the *LAP-3*:

TABLE A
LAP-3-Language

Program	Beginning	Middle	Gains
Rainbow Child Care Center	63.03	67.84	4.81
Sampit Day Care	70.04	73.48	3.44
Little Smurfs Day Care	42.25	59.22	16.97
Pawley's Island Child Care	69.41	72.07	2.66
Bibleway	57.44	76.71	19.27
Small Minds of Tomorrow	15.95	21.88	5.93
Average of 6 sites	53.02	61.87	8.85

Table B demonstrates the progress made by the classrooms in the experimental group and control groups for **Literacy** on the *LAP-3*:

TABLE B
LAP-3-Literacy

Program	Beginning	Middle	Gains
Rainbow Child Care Center	18.38	22.54	4.16
Sampit Day Care	30.31	34.84	4.53
Little Smurfs Day Care	18.75	41.66	22.91
Pawley's Island Child Care	31.98	39.70	7.72
Bibleway	20.98	38.23	17.25
Small Minds of Tomorrow	7.35	7.96	0.61
Average of 6 sites	21.29	30.82	9.53

Table C demonstrates the progress made by the classrooms in the experimental group and control groups for **Math** on the *LAP-3*:

TABLE C
LAP-3-Math

Program	Beginning	Middle	Gains
Rainbow Child Care Center	44.58	51.29	6.71
Sampit Day Care	49.87	53.33	3.46
Little Smurfs Day Care	22.29	54.72	32.43
Pawley's Island Child Care	47.08	52.5	5.42
Bibleway	39.44	56.48	17.04
Small Minds of Tomorrow	11.39	16.9	5.51
Average of 6 sites	35.78	47.54	11.76

Table D demonstrates the progress made by the classrooms in the experimental group and control groups for **Science** on the *LAP-3*:

TABLE D
LAP-3-Science

Program	Beginning	Middle	Gains
Rainbow Child Care Center	31.88	40.56	8.68
Sampit Day Care	39.62	43.46	3.84
Little Smurfs Day Care	17.14	45.83	28.69
Pawley's Island Child Care	37.5	40.63	3.13
Bibleway	27.67	46.39	18.72
Small Minds of Tomorrow	5	7.14	2.14
Average of 6 sites	26.47	37.34	10.87

Table E demonstrates the progress made by the classrooms in the experimental group and control groups for **Creative Arts** on the *LAP-3*:

TABLE E
LAP-3-Creative Arts

Program	Beginning	Middle	Gains
Rainbow Child Care Center	51.25	64.44	13.19
Sampit Day Care	62.31	67.69	5.38
Little Smurfs Day Care	35.75	75	39.25
Pawley's Island Child Care	65	71.25	6.25
Bibleway	58.67	77.22	18.55
Small Minds of Tomorrow	11.67	22.86	11.19
Average of 6 sites	47.44	63.08	15.64

Table F demonstrates the progress made by the classrooms in the experimental group and control groups for **Social/emotional** on the *LAP-3*:

TABLE F

LAP-3-Social/emotional

Program	Beginning	Middle	Gains
Rainbow Child Care Center	76.82	82.11	5.29
Sampit Day Care	78.61	83.3	4.69
Little Smurfs Day Care	60.28	73.98	13.7
Pawley's Island Child Care	79.87	79.87	0
Bibleway	82.11	88.75	6.64
Small Minds of Tomorrow	19.1	36.58	17.48
Average of 6 sites	66.13	74.10	7.97

Table G demonstrates the progress made by the classrooms in the experimental group and control groups for **Physical** on the *LAP-3*:

TABLE G

LAP-3-Physical

Program	Beginning	Middle	Gains
Rainbow Child Care Center	69.68	79.64	9.96
Sampit Day Care	78.07	84.01	5.94
Little Smurfs Day Care	52.77	87.82	35.05
Pawley's Island Child Care	81.06	83.01	1.95
Bibleway	67.58	84.79	17.21
Small Minds of Tomorrow	39.22	50.64	11.42
Average of 6 sites	64.73	78.32	13.59

Chart A illustrates the **average gains** made in each key area as evaluated by the *LAP-3*.

CHART A
LAP-3-Average Gains

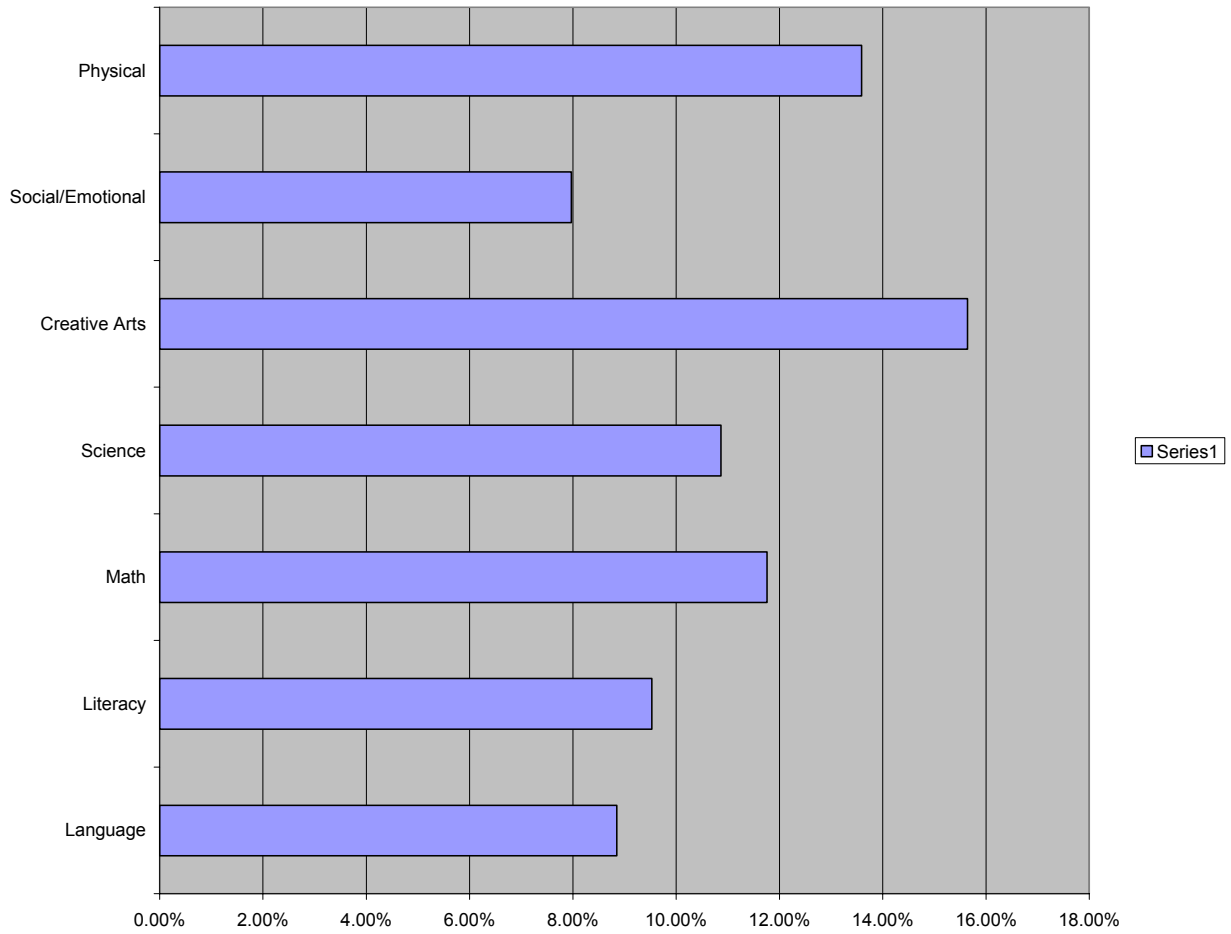
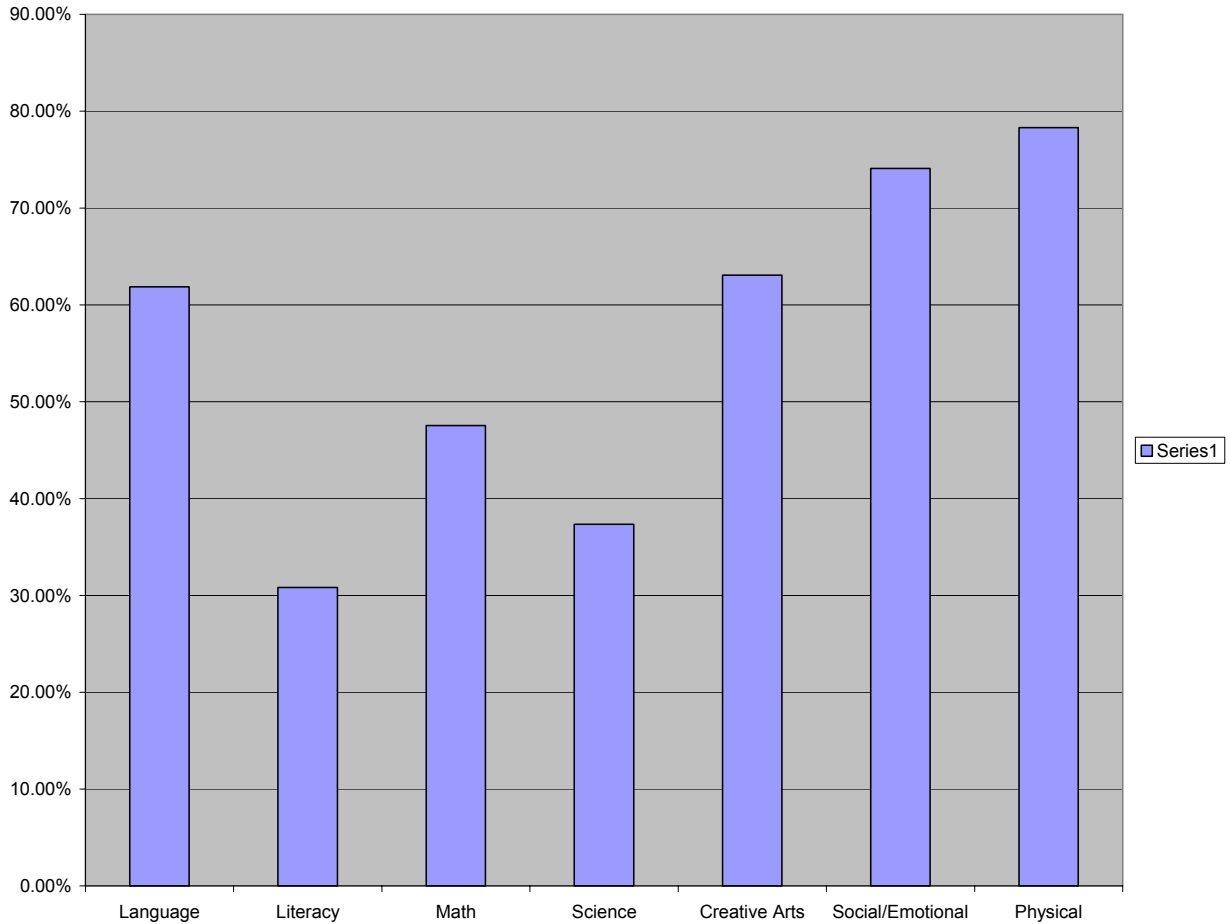


Chart B illustrates the average percentage of **mastery** of each key area evaluated by the *LAP-3*.

CHART B
LAP-3-Mastery



During the current year, the experimental and control groups experienced an increase in new students as well as an increase in Hispanic children with English as a second language. While the average mastery level during the beginning assessment in each of the domains was significantly lower than the previous year, children still showed significant gains in all areas.

Children from the experimental and the control groups who were evaluated with *E-LAP* were assessed for Cognitive, Fine Motor, Gross Motor, Language, and Social/emotional skills. Tables H through L demonstrate the progress made by the experimental and control groups in each of these key areas.

Table I demonstrates the progress made by the classrooms in the experimental group and control groups for **Cognitive** on the *E-LAP*:

TABLE I
E-LAP-Cognitive

Program	Beginning	Middle	Gains
Rainbow Child Care Center	69.86	74.52	4.66
Sampit Day Care	83.81	86.84	3.03
Little Smurfs Day Care	63.28	71.46	8.18
Pawley's Island Child Care	75.43	82.29	6.86
Bibleway	64.93	67.24	2.31
Small Minds of Tomorrow	38.75	40.32	1.57
Average of 6 sites	66.01	70.45	4.44

Table J demonstrates the progress made by the classrooms in the experimental group and control groups for **Fine Motor** on the *E-LAP*:

TABLE J
E-LAP-Fine Motor

Program	Beginning	Middle	Gains
Rainbow Child Care Center	76.37	81.78	5.41
Sampit Day Care	88.49	92.78	4.29
Little Smurfs Day Care	68.84	77.09	8.25
Pawley's Island Child Care	73.42	77.26	3.84
Bibleway	70.99	76.35	5.36
Small Minds of Tomorrow	37.09	43.84	6.75
Average of 6 sites	69.20	74.85	5.65

Table K demonstrates the progress made by the classrooms in the experimental group and control groups for **Gross Motor** on the *E-LAP*:

TABLE K
E-LAP-Gross Motor

Program	Beginning	Middle	Gains
Rainbow Child Care Center	87.56	91	3.44
Sampit Day Care	97.22	98.69	1.47
Little Smurfs Day Care	85.74	91.08	5.34
Pawley's Island Child Care	86	90	4
Bibleway	82.81	87.04	4.23
Small Minds of Tomorrow	76.5	79.35	2.85
Average of 6 sites	85.97	89.53	3.56

Table L demonstrates the progress made by the classrooms in the experimental group and control groups for **Language** on the *E-LAP*:

TABLE L
E-LAP-Language

Program	Beginning	Middle	Gains
Rainbow Child Care Center	66.44	73.39	6.95
Sampit Day Care	78.31	85.05	6.74
Little Smurfs Day Care	57.91	70.1	12.19
Pawley's Island Child Care	62.03	70.17	8.14
Bibleway	65.6	67.57	1.97
Small Minds of Tomorrow	33.38	36.58	3.2
Average of 6 sites	60.61	67.14	6.53

Table M demonstrates the progress made by the classrooms in the experimental group and control groups for **Social/emotional** on the *E-LAP*:

TABLE M
E-LAP-Social/emotional

Program	Beginning	Middle	Gains
Rainbow Child Care Center	80.66	84.65	3.99
Sampit Day Care	95.61	96.65	1.04
Little Smurfs Day Care	76.17	86.77	10.6
Pawley's Island Child Care	84.21	86.32	2.11
Bibleway	73.37	80.53	7.16
Small Minds of Tomorrow	54.05	55.04	0.99
Average of 6 sites	77.35	81.66	4.32

Chart A illustrates the **average gains** made in each key area as evaluated by the *E-LAP*.

CHART D
E-LAP-Average Gains

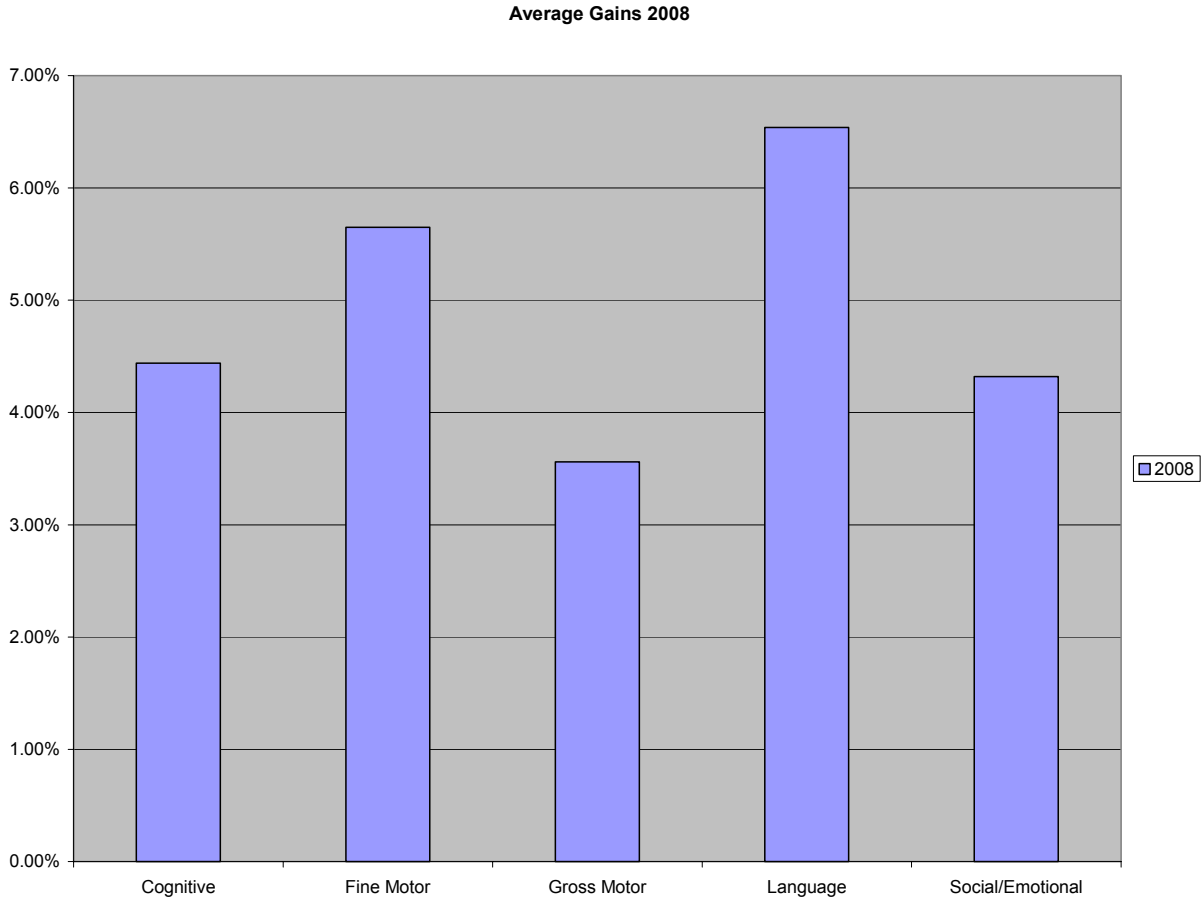
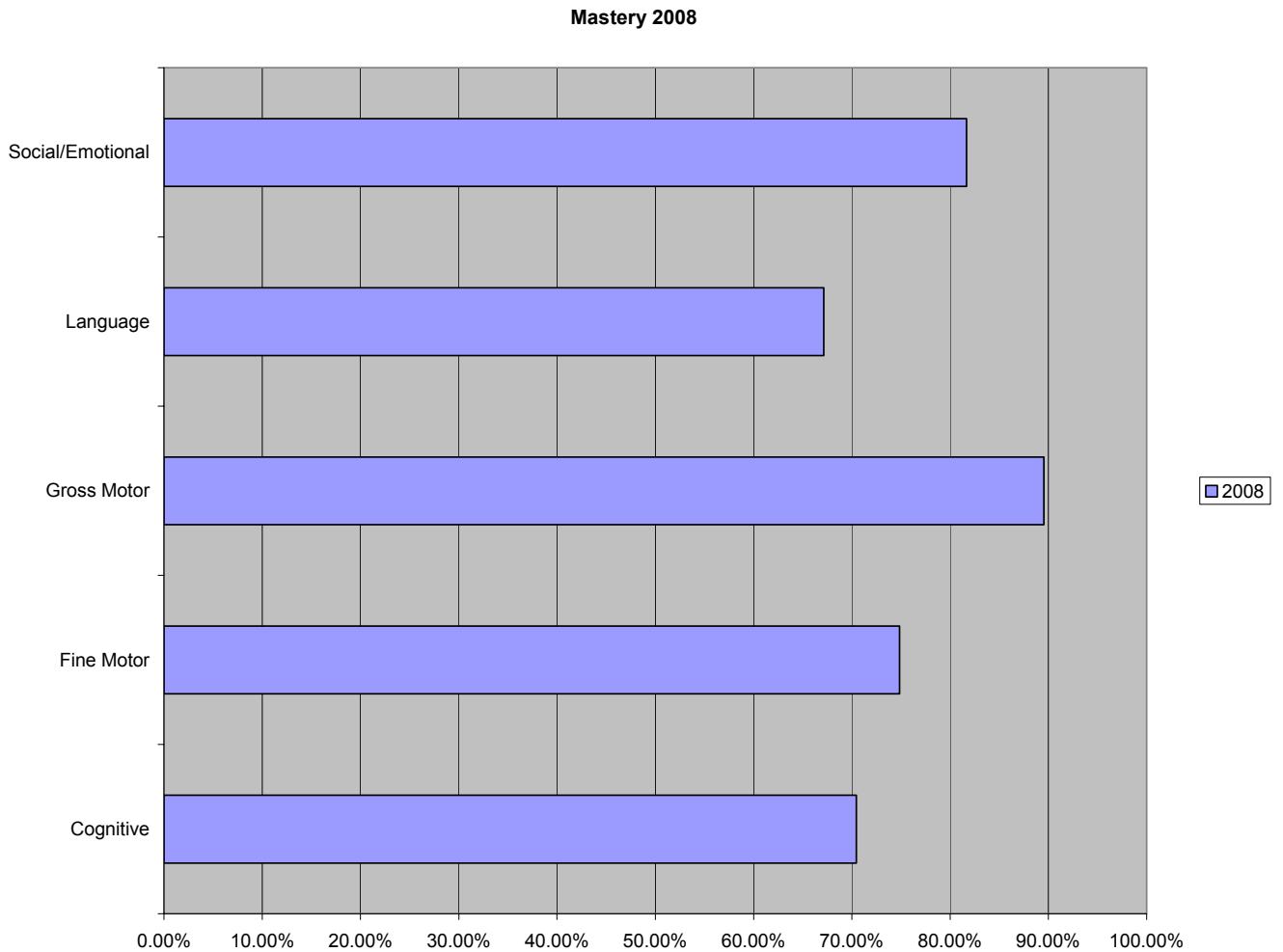


Chart B illustrates the average percentage of **mastery** of each key area evaluated by the *E-LAP*.

CHART E
E-LAP-Mastery



During the current year, two factors influenced the *E-LAP* average gains and average mastery in the experimental and control groups:

- **A large turn-over of children in the birth-three range**
- **Children that aged into the three-year-old mastery level who no longer show up in *E-LAP* test results**

Despite the turnover of children, the county as a whole still showed gains in all areas of development.

The results from both the *E-LAP* and the *LAP-3* tend to support the accomplishment of another of the outcomes articulated in the Georgetown First Steps original grant proposal—that children in the *Centers of Excellence* would realize improvement in the “four key areas of school readiness,” as well as other areas.

2008 School Readiness Risk Profile

Georgetown County

Total Children Under Six: 4,376

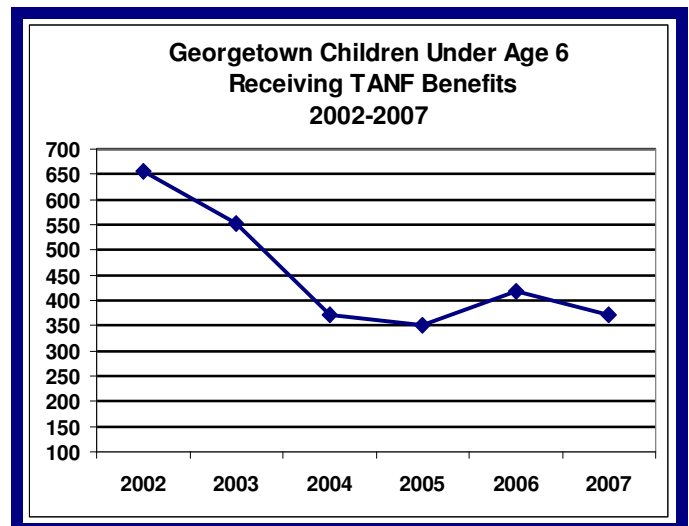
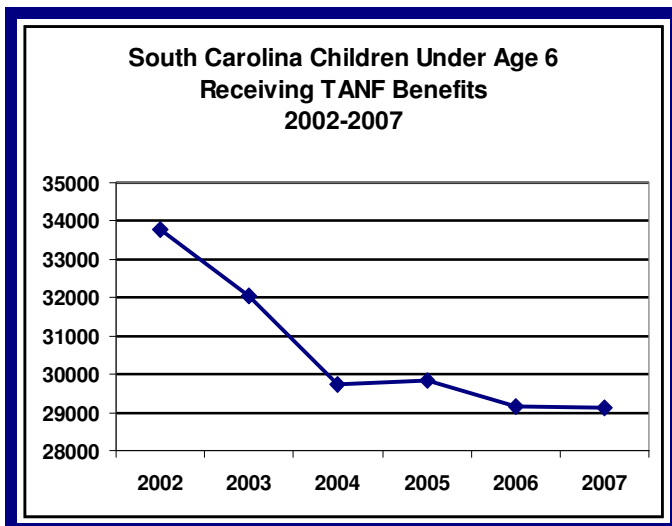
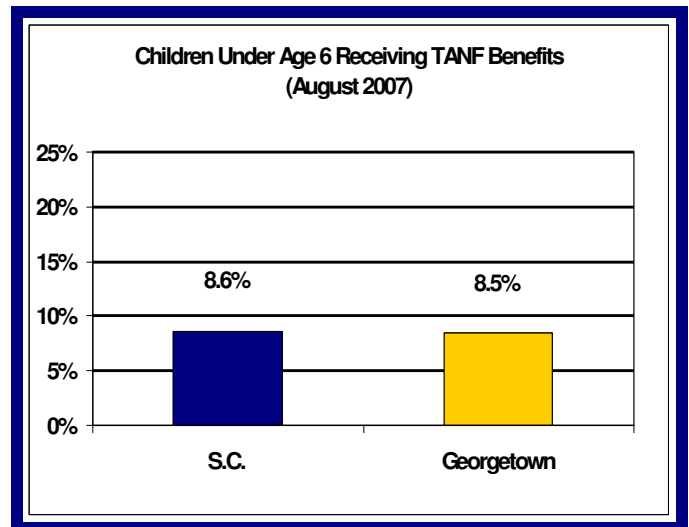
CHILD POVERTY (Children in Families Receiving TANF Benefits)

Statewide Average (2007): 8.4% Georgetown County (2007): 8.5%

Fast Fact: Roughly 1 in 12 Georgetown County children has an annual family income equivalent to \$10,325 (or less) for a family of four. A recent statewide analysis suggests that 45% of these children will be retained or score at the “below basic” level (PACT) by third grade.

Children in deep poverty often face a wide variety of school readiness obstacles, ranging from inadequate prenatal care and nutrition to low maternal education.

372 of Georgetown County’s 4,376 children under age 6 received federal Temporary Assistance for Needy Families (TANF) benefits during 2007, indicating a family income at or below 50% of the federal poverty definition.



2008 School Readiness Risk Profile

Georgetown County

Total Children Under Six: 4,376

CHILDREN AT LOW BIRTH WEIGHT (Less Than 5.5 lbs.)

Statewide Average (2005): 10.2%

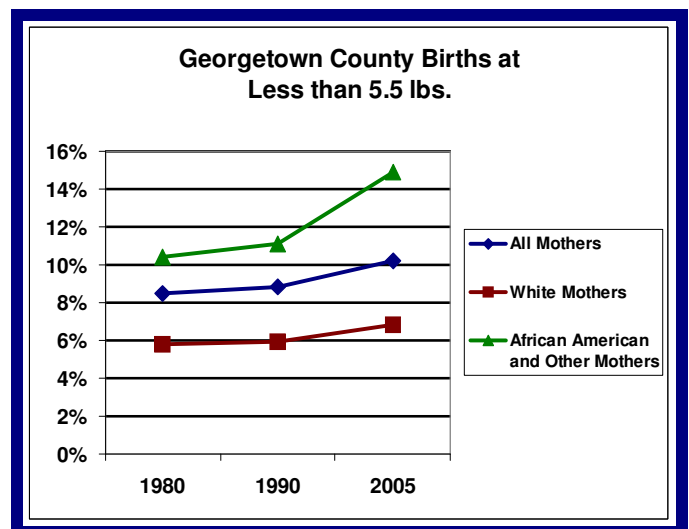
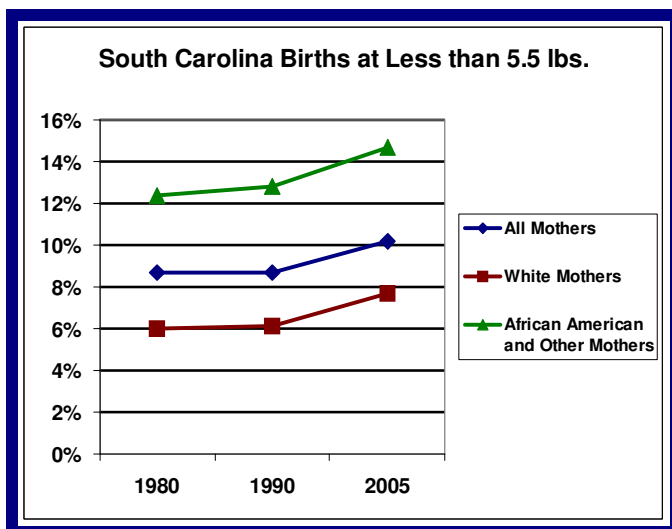
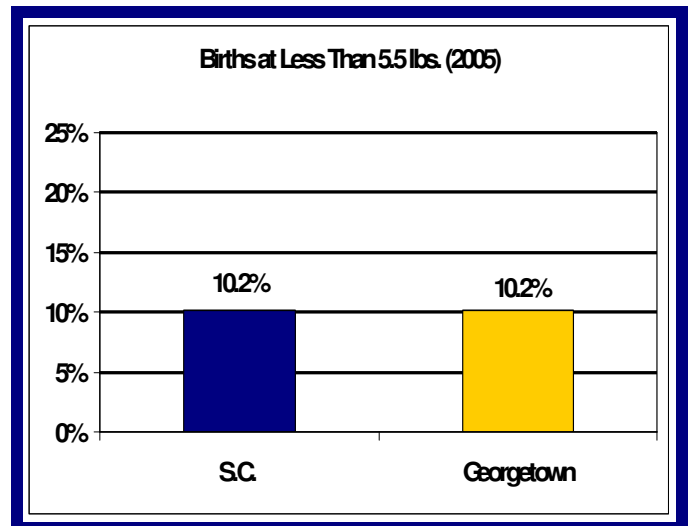
Georgetown County (2005): 10.2%

Fast Fact: 1 in 10 Georgetown County children is born at a weight less than 5.5 lbs. A recent statewide analysis suggests that at least one-third of these children (36%-52% depending on weight category) will be retained or score at the "below basic" level (PACT) by third grade.

Babies born at low weights are often prone to developmental delays associated with early academic failure.

Many have received inadequate prenatal care and suffer from significant health complications.

72 of the 704 children born in Georgetown County during 2005 weighed less than 5.5 lbs.



2008 School Readiness Risk Profile

Georgetown County

Total Children Under Six: 4,376

BIRTHS TO TEENAGE MOTHERS

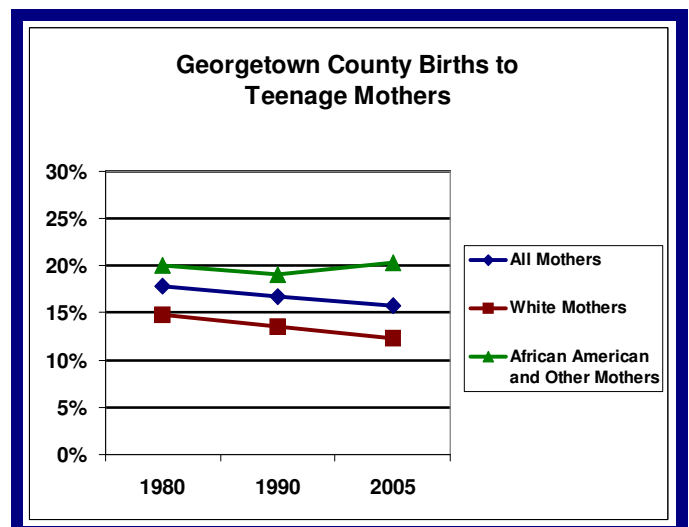
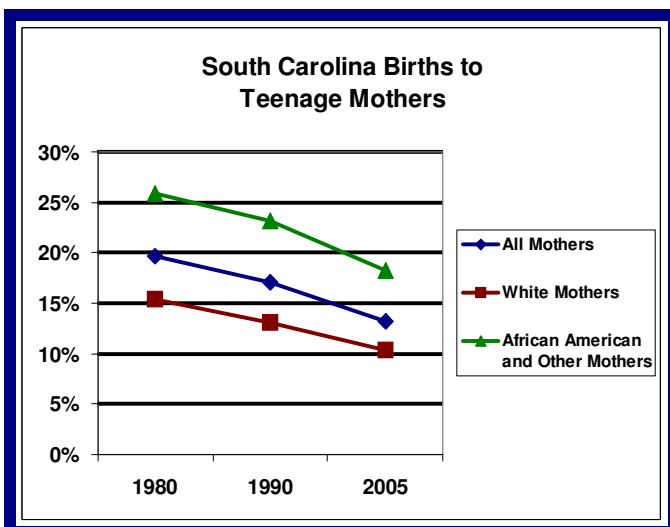
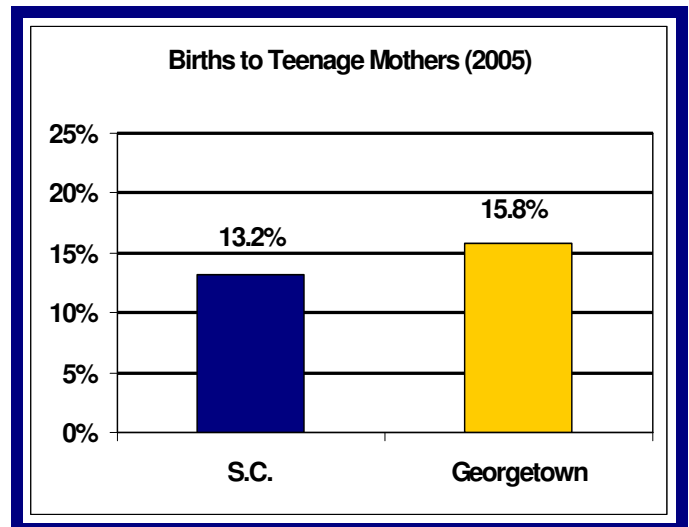
Statewide Average (2005): 13.2%

Georgetown County (2005): 15.8%

Fast Fact: 1 in 6 Georgetown County births is to a mother under 20 years of age. A recent statewide analysis suggests that 43% of these children will be retained or score at the “below basic” level (PACT) by third grade.

Teenage parents often lack the maturity and knowledge required to optimally fulfill important parental responsibilities, are less likely to advance their own educational attainment and often fail to advance beyond low-income status.

111 of the 704 children born in Georgetown County during 2005 had teenage mothers.



2008 School Readiness Risk Profile

Georgetown County

Total Children Under Six: 4,376

BIRTHS TO MOTHERS WITH LESS THAN A HIGH SCHOOL DIPLOMA

Statewide Average (2005): 23.7%

Georgetown County (2005): 22.0%

Fast Fact: Just over 1 in 5 children in Georgetown County is born to a mother possessing less than a high school diploma. A recent statewide analysis suggests that roughly half (48%) of these children will be retained or score at the “below basic” level (PACT) by third grade.

Research suggests that a mother’s own educational attainment is closely linked to the subsequent academic performance of her children.

155 of the 704 children born in Georgetown County during 2005 had mothers with less than a high school diploma.

