

NEWBERRY COUNTY



Getting children ready for school.

**Board Chair:**

David Jenkins

**Executive Director:**

Patricia H. Caldwell

**Contact Information:**

3321 Main Street

Newberry, SC 29108

**Phone:** 803-321-1073

**Fax:** 803-321-1069

**E-mail:**

Phcaldwe@scfirststeps.org

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**Web site:**

www.Newberryfirststeps.com

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**Total children in county under age 6: 3,007**

**Total children in county under 6 living in poverty: 24.8 %**

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**Newberry County Highlights**

- CTK: 20 families served; 100% received 6 home visits; 100% had home visitor as kindergarten teacher
- Library: 600 children in 42 classes received 4,678 books
- QE: 1 center received \$2,000 ABC incentive

# Newberry County First Steps Partnership *Fiscal Year 2009 Annual Report*

## EXECUTIVE DIRECTOR'S MESSAGE

In Newberry County, the percentage of children under the age of 6 living in poverty is higher than the South Carolina average. The partnership has sought to identify the county's most at-risk population and has implemented the following programs, in addition to those highlighted, to reduce this gap:

Parenting/Family Literacy produced these results: 37 families received 398 successful home visits. Assessments were completed using the KIPS and ACIRI instruments. Results indicate that parents are learning how to prepare their children for a lifetime of learning. Twelve students received their high school diplomas; four are attending institutions of higher learning; and three are working and attending institutions of high learning part-time.

The Nutrition Program provides fun, innovative, interactive learning opportunities in physical activity and healthy eating for preschoolers, their parents, and teachers. The *Color Me Healthy* curriculum is used. It is designed to stimulate all of the senses of young children—touch, smell, sight, sound, and taste. 247 adults and 187 children were served.

Coupled with Child Care Quality Enhancement, Center Staff Training and Development provides at least 15 certified hours of training to caregivers and directors (an additional 5 hours for directors), which target areas of deficiencies identified in ECERS/ITERS classroom assessments and technical assistance visits. This past year, through agency collaboration, a total of 788 individuals from Newberry, as well as out of the county, received training.

We continue to focus on making sure all children are healthy, ready, and able to experience the success needed to create the motivation and engagement that sustain learning.

Sincerely,  
Patricia H. Caldwell  
Executive Director  
Newberry 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.

## **2008-09 County Partnership Programs by Strategy**

### **FAMILY STRENGTHENING.**

#### **Newberry Family Literacy Program (2011)**

**Program description:** This is the fifth year that we have had a comprehensive Family Literacy Program. The core components of our program will continue to be integrated with intensity and flexibility to help families achieve their goals. The majority of the services are provided in a centralized location where parents can attend school, seek better employment, have quality child care as well as interact with their children while gaining knowledge on how to monitor and enhance their children's development in all critical areas. The targeted population is at-risk families, adults and teens, who are below poverty level according to the Department of Social Services. They cannot possess a high school diploma or GED and/or have limited or no English proficiency. They are parenting a child ages birth-five years old or are expecting a child. We use an eligibility

and screening form to rank parents as they register to become a part of our program. The homeless families are referred by the School District's Department of Student Services and local Department of Social Services, and are also referred by Newberry County Memorial Hospital and school counselors. We serve families using curriculum and strategies that have a sound foundation in science-based reading research into the four components. All of the materials and handouts that we distribute to our parents are in English and Spanish. One of our parent educators is bilingual and translates flyers and other documents as needed. Families enrolled in our program participate in all components of our comprehensive family literacy program. It is an Even Start-modeled program. This year we implemented a probationary enrollment period. This timeframe helped us greatly in getting all of the necessary paperwork and documentation needed from families before entering them in the computer. We continue to use a variety of instructional strategies, curricula, and integration methods to meet the needs of the families.

**Program results:**

- 37 families served
- Strategy Average: 3.11 for PPVT-Pre-Score
- Overall Average: 3.73 for PPVT-Post-Score
- Overall Difference FY09: .62
- 12 students received their high school diplomas.
- 4 attending institutions of higher learning full time
- 3 working and attending institutions of higher learning part-time
- All 9<sup>th</sup>-11<sup>th</sup> grade high school students were promoted to next grade level
- Gains were made in all families/children/adults assessments: PEP, ASQ, TABE and BEST Plus.
- These assessment results indicate that parents are learning how to help prepare their children for a lifetime of learning.  
398 successful home visits were made.

**HEALTHY START.**

**Nutrition Education (Public) 9031**

**Program description:** The Clemson University Extension Service's EFNEP (Expanded Food and Nutrition Education Program), in partnership with Newberry County First Steps, will offer fun, innovative, interactive learning opportunities for physical activity and healthy eating programs for preschool-age children, their parents, and their teachers. The goal is to provide life skills that will enable preschoolers to be healthy and ready for school.

**Program results:**

- Number served: Adults 257; Children 187; Total Projected Families/Cases: 443
- **Objective 1:** Increase intake of fruits and vegetables intake at participating site

**Outcome Measure(s):** Pre- and/or Post-Parent Survey Tool; Teacher survey tool

**Results to Date:**

10 Color Me Healthy sites, 17 child care providers/teachers/directors agreed to offer nutrition education and physical activity in classrooms once a week using

Color Me Healthy lesson plans and impacting 124 preschool children after receiving Color Me Healthy Training by the Color Me Healthy Trainer/Registered Dietitian/Certified Child Care Trainer.

187 children participated 100% in nutrition learning activities and were willing to prepare and try new food that was presented in the classroom by the nutrition educator.

**Objective 2:** Improve nutritional and physical activity practices in the child center

**Outcome Measure(s):**

- Nutrition and Physical Activity Self-Assessment for Child Centers--Baseline and End of Year Data
- NAP SACC Action Plan Document--Developed and 3 key areas for improvement
- NAP SACC Program Monitoring Guide
- Child Care Training Evaluation

**Results to Date:**

3 child care centers completed and returned the Nutrition and Physical Activity Self-Assessment for Child Care Centers in October 2009. 100% of child care centers completed the NAP SACC, which revealed that 7 out of the 9 key areas in nutrition are not meeting the best practices and 3 out of 5 key areas in physical activity are not meeting best practices. Action planned was not developed by 3 child care center directors due to time restrictions and scheduling with the child care directors. There are plans to re-evaluate assessment tool.

45 child care providers from 5 different child care centers participated in a 2-hour training on LEAP (Literacy, Eating, Activity for Preschoolers) for Health training impacting 510 preschool children, ages 0-5 years old.

98% of the child care providers revealed one thing they learned in the training, one thing they will try, and how this training will help them and their program. Here are some of the participants' comments:

- I learned how to introduce different foods. I will try the match the seeds to the fruits activity based on the story book, The Very Hungry Caterpillar, with my students. This workshop will help me to introduce new foods to the children and encourage them to try them.
- I learned a lot of children are overweight. This workshop will help me to stress the importance to children to eat healthy foods.
- I learned teaching nutrition can be fun. I will try the butterfly craft. This workshop will help me to use everyday items to teach nutrition education.
- I learned using books with nutrition or healthy lifestyle themes is a way to get kids to try new foods. I will try the fruit on a stick in my classroom. This workshop will help me to prepare healthy dishes in the kitchen that are kid-friendly in the child care center.

**Objective 3:** Improve children's fruits and vegetables recognition by colors, shapes and texture

**Outcome Measure(s):**

- Baseline Data with selected fruits and vegetables placed in mystery bag
- End of Year Data--Mystery Bag--Reviewed the pre-selected fruits and vegetables

- A set of three choices to describe the texture, shape, and name of the food item
- Preschoolers will be able to identify fruit(s) or vegetable(s) by name, color, and shape and will be able to place paper food model(s) in the appropriate color-coded crayon chart without assistance.

**Results to Date:**

- 9 child care centers/schools received nutrition visits during year impacting 207 preschool-age children and 18 child care providers. Children were asked to identify various fruits and vegetables (such as gala apples, pumpkins, kiwi fruits, mangoes, carrots, etc.) using a mystery bag or surprise bag activity using their sense of touch. In addition, the children were asked to describe shape, size, and texture. Also, the children participated in nutrition game activities such as fruits and vegetables bingo using picture cards or MyPyramid Game using small plastic food models from each of the food groups and/or physical activity toys. After reading “Nutritious Story-time”–Give Me Five A Day, the children made a Give Me 5 A Day hand puppet and placed fruit and vegetable stickers on the hand puppet. Each child was asked to count and name the 5 fruits and vegetables on their hand puppet and name the color and shape. After reading the book, Give Me 5 a day, the children made healthy snacks following a simple recipe–Fruits and Vegetables on a stick. The children were asked to identify the color, shape, name of the fruit or vegetable before placing the fruit or vegetable on the stick (small straw). After making the healthy snack, the children were asked to identify the taste and texture such as sweet, sour, soft or crunchy. A children’s storybook with a nutrition or healthy lifestyle theme and/or nutrition activity were performed at each visit. At the end of the year, three child care sites were evaluated on fruit and vegetable recognition by colors, shape, and size. Each preschooler was given a paper food model or card and was asked to name the fruit or vegetable and place in appropriate color chart holder. 90% of the children who participated in the activity described above were able to identify the fruit or vegetable by name, identify the color, and place the food model card in the correct color-coded chart on display at the end of the year.
- The purpose of the program is to establish healthy eating and physical activity behaviors in young children. This is illustrated at three different levels–nutrition education trainings for teachers/child care providers; nutrition/healthy lifestyle workshops for parents; and nutrition learning activities for young children. The data collected to date does portray and adequately reflects the effectiveness of the program. However, the data does not show the knowledge and application obtained by the teachers/child care providers during nutrition visits for young children, for example, how to incorporate nutrition/physical activity into the daily curriculum. The data does not show that the nutrition learning activities are designed to help develop small and large muscles and eye-hand coordination. Also, some of the nutrition learning activities using picture card recipes will increase visual skills such as matching objects to picture, increase language arts, vocabulary, left to right progression pre-reading with picture card recipes. In addition, the nutrition learning activities are used to develop math skills such as counting objects, matching one to one, pre-addition and subtraction. The

program has enhanced food safety, nutrition, and healthy lifestyle knowledge of young children participating in the program. The nutrition learning activities have increased interest in new foods and children's stories with nutrition or healthy lifestyle themes. The data does not show workshops provided for parents of preschoolers at local high schools, Department of Social Services (DSS) and community events (with Parents as Teachers/Family Literacy) which will affect preschooler lifestyle choices. The nutrition education program is designed to help preschoolers to be healthy and ready for first grade and develop skills that will last a lifetime.

## **QUALITY CHILD CARE.**

### **Child Care Quality Enhancement (6012)**

**Program description:** This initiative is designed to improve the quality of care and education in the participating centers in the county by providing appropriate classroom equipment and materials. Technical assistance support was used to create stimulating learning environments and increase the knowledge and skills of child care directors/caregivers. The First Steps Program Assistant, who is a SC Certified Trainer, conducts a pre- and post-ECERS/ITERS assessment and will provide T/A biweekly to address deficient areas. She collaborates with directors/caregivers to set goals and develop a plan of action. Participating child care centers that have signed an MOA with First Steps will receive supplies based on their compliance with program criteria and needs documented in their assessments. No money is given to centers directly. The goal is to increase the number of child care centers moving from one level of licensing to the next with the ultimate goal of becoming accredited. First Steps also provides 15 hours of DSS training for caregivers/directors which target areas that need improvement and 5 hours in Program Administration for directors.

### **Program results:**

- 6 child care facilities received a total of \$7,494 in child-sized furnishings and learning materials. Material and equipment from a center that closed in January 2008 were also re-distributed to the centers.
- 6 centers received 2 TA visits per month, resulting in more than 247 hours of technical assistance.
- 6 centers received pre- and post-ECERS assessments for the same designated classroom per center for the second year.
- Average ECERS scores for those 6 centers were as follows: Average ECERS Pre-Score: 4.056; Average ECERS Post-Score: 4.731; Average Matched ECERS Difference (pre- to Post-): .68
- Two (2) centers received 5.0 ECERS scores to qualify for Maintenance status.
- One center, Reuben Elementary School's 3's, received a \$2,000 incentive award as a result of a high-scoring ABC Inspection.
- All caregivers and directors in the county that were receiving technical assistance were provided with at least fifteen (15) hours of DSS training to address deficient areas.

- All classrooms participating have improved in terms of having age-appropriate furnishings, basic numbers of materials, and room arrangements that promote developmental learning.
- One center underwent considerable playground renovation with the help of First Steps.

### **Center Staff Training and Development (6052)**

**Program description:** Understanding the overwhelming research on the importance of brain growth and development in children, birth to five years, and the impact of high quality child care programs on success in kindergarten, school, and later life, this strategy focuses on improving the quality of care and education in centers through training along with technical assistance. Newberry County First Steps will continue to provide locally at minimal cost to all caregivers and directors in the county, as well as out-of-county on a space-available basis, two cycles of 15 hours each of DSS certified training. Five (5) hours in Program Administration are also offered to Directors. Training topics chosen meet First Steps' requirements and/or address deficiencies as noted in technical assist visits and ECERS/ITERS assessments. Newberry County First Steps will continue to try to take advantage of established training offerings in the community to avoid duplication of services and contain our costs. We will seek to form new partnerships as we try to meet the needs of local providers.

#### **Program results:**

- 123 unduplicated adults from QE and non-QE facilities and outside the county received training.
- A total of 788 caregivers and directors attended all training sessions.
- A total of 26 hours of certified and 21 hours of registered training were offered
- Training topics addressed deficient areas identified in ECERS assessments.
- Technical Assistant successfully completed the 8-Day In-Depth ECERS Training.
- Caregivers consistently utilize T.E.A.C.H. Scholarships for ECD101 and A.A. Degrees.

## **EARLY EDUCATION.**

### **Newberry County First Steps Library Outreach Program**

**Program description:** The Newberry County First Steps Library Outreach Program is designed to provide literacy activities for three-and four-year-olds enrolled in a certified preschool program. These programs include day care, private preschools, faith-based preschools, and public schools. For the past year, there were 42 classes, accounting for approximately 600 students participating in the program. Each class received visits twice a month from the Outreach Librarian. A large variety of children's books were read during these classroom visits. Each month a title was chosen as "Book of the Month." The "Book of the Month" was read at both visits and, during the second visit of the month, each child was given his/her own personal copy of the book to take home. Children were also taught proper care and handling of books.

Through the storytelling/reading sessions every two weeks, teachers were trained in storytelling techniques that they incorporated into their own storytelling/reading times.

Because of budget cuts for FY09, eight months of reading sessions were shared with the children at the centers as opposed to nine months in the previous years. This decrease in time spent at the day care centers also resulted in a decrease in the number of books distributed to the children. Each child was presented with eight books to take home as opposed to nine books per child during the previous years. The budget cuts also necessitated the distribution of more paperback books and fewer hardback books.

**Program results:**

- A total of 593 children were served during the 2008-2009 fiscal year.
- Early learning reading techniques were modeled for 69 teachers and assistants.
- Using a pre- and post-survey, results indicated that parents increased time spent reading to their children an average of 5.9 minutes per week.
- The pre- and post-survey indicated that parents increased the frequency of reading to their children by an average of one more time per week.
- The pre- and post-survey indicated that children demonstrated an increased interest in books an average of two times a week.
- 100% of the teachers surveyed reported that the students in their class benefited from this program.
- 100% of teachers surveyed reported that this program helped their students develop a greater interest in books.
- 100% of teachers surveyed reported that this program helped their students gain knowledge in turning pages and handling books.
- 100% of teachers surveyed strongly agreed that this program helped their students increase their comprehension of books read to them.
- 97% of teachers surveyed strongly agreed that this program helped increase the attention span of students in their class.
- 4,678 books were distributed to three- and four-year-old children to take home to keep.
- 253 books were given to child care centers to enhance their libraries.
- 277 reading hours were presented to participating preschools.
- 580 applications for library cards were distributed, with 26 being returned to the library by parents for their child's own library card.

## **SCHOOL TRANSITION.**

### **Countdown to Kindergarten (4062)**

**Program description:** This program is designed to increase the successful transition of the most at-risk children into the K-12 school system. Kindergarten teachers made six home visits during the summer to help children with school readiness skills and also to work with parents on preparing for the upcoming school year. Children and families are introduced to actual materials used in kindergarten and are given a Kindergarten Transition Toolkit (books, puzzles, clay, blocks, floor mats, etc.) to keep. At the end of

the Countdown program, families take a “field trip” to the school where the child will attend class in the fall. These students end up with their home visitor as their kindergarten teacher.

**Program results:**

- 20 families served
- 100% of all CTK students received six or more visits.
- Increased numbers of children visiting library
- 100% of children had their home visitor as their kindergarten teacher.
- Increased successful transitions of most at-risk children into the k-12 school system, as reported by teachers
- Increased parent involvement in the early grades
- Increased public awareness of the importance of school readiness and ways for parents and communities to impact children’s early school success

## FINANCIAL SUMMARY

<u>Expenditures By Funding Source</u>	
State Appropriation ( <i>Fund 10</i> )	\$ 115,789.00
E.I.A. Appropriation ( <i>Fund 55</i> )	\$ 18,194.00
Carry Forward ( <i>Fund 11</i> )	\$ 1,029.00
E.I.A. Carry Forward ( <i>Fund 56</i> )	\$ 1,878.00
State Private ( <i>Fund 15</i> )	\$ 3,636.00
Local Private ( <i>Fund 20</i> )	\$ 20,522.00
Federal ( <i>Fund 30</i> )	\$ 33,888.00
In-Kind ( <i>Fund 25</i> )	\$ 27,969.00
<b>TOTAL:</b>	<b>\$ 222,905.00</b>

<u>Expenditures By Program / Strategy Name</u>	
Parents As Teachers (Public)	\$ 45,330.00
Library-Based Program (Public)	\$ 44,616.00
Family Literacy (Public)	\$ 13,067.00
Child Care Quality Enhancement (In-House)	\$ 22,763.00
Child Care Training	\$ 13,064.00
Nutrition Program	\$ 23,021.00
Countdown to Kindergarten	\$ 8,090.00
Indirect Programmatic Functions	<b>\$ 33,379.00</b>
Administrative Functions	\$ 19,575.00
<b>TOTAL:</b>	<b>\$ 222,905.00</b>

## NOTABLE DONORS

<i><b>DONOR'S NAME</b></i>	<i><b>AMOUNT</b></i>
Stokes-Trainor Chevrolet	\$ 500.00
George Burk	\$ 150.00
Greenville Technical College	\$2,000.00
Kraft Foods	\$ 366.00
Newberry School Supply Drive	\$1,000.00
St. Luke's Episcopal Church	\$ 200.00
<b>TOTAL: \$4,216.00</b>	

*Local Match Percentage for FY 2009: 62.8%*

## COUNTY PARTNERSHIP BOARD OF TRUSTEES

Mr. David Jenkins, chair, supervisor of early education  
 Ms. Elizabeth Bozard, vice-chair, Newberry County Health Department  
 Rev. Kirk Bellesen, faith community  
 Ms. Charlene Caldwell, child care provider  
 Mr. Larry Cannon, Department of Social Services  
 Ms. Gwen Clark, legislative appointee  
 Ms. Rita Crump-Saddler, parent educator  
 Ms. Rebecca Curry, parent of a child served by First Steps  
 Ms. Dianne Dillingham, healthcare provider  
 Rev. Eric Fink, faith community  
 Mr. David Green, family education, training and support provider  
 Ms. Jessie Hill, child care provider  
 Ms. Jackie Holmes, early childhood educator  
 Ms. Jodi Hudnall, legislative appointee  
 Ms. Lynette Lever, healthcare provider  
 Ms. Candance Nolting, parent of preschool child  
 Ms. Cynthia Smith, early childhood educator  
 Ms. Tucky Taylor, county library appointee  
 Ms. Betty Thompson, pre-k/primary educator  
 Patricia Turner, legislative appointee  
 Marlyne Walker, legislative appointee  
 Frances Wright, Head Start appointee

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# COUNTY DATA SNAPSHOT

In FY09, 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.

## **SUCCESS STORIES.**

### **Family Strengthening**

"I had plenty of doubt about going straight in to college. But, in this program, Mrs. Saddler and Mrs. Amick have influenced me that I really do need to go. I have a lot of family problems and not a lot of support. Being pregnant, I didn't know what to expect and what obstacles may come after the baby is born, but with them, I kind of have an overview of what's maybe in the future. My boyfriend, Shakeem, is also feeling a little more comfortable about being a father than he was when he found out, with the help of this program. I really thought my dreams of becoming a registered nurse was over because it's such a hard career to obtain. But they told me that nothing is too hard to achieve. They have really made a difference in my and my boyfriend's life. I didn't have any clue about the programs available for teen mothers but now through this program, I am aware and I am going to college to become an RN!"

--Tisha Gallman

### **Library Outreach Program**

"I am very pleased to see my child coming home with new books from your program. She is so excited about her own library card. She thinks it is wonderful. Your program encourages children to be excited about reading and I think that's so important for their imagination and developing skills that will help them function in school and even later."

"This program is wonderful, especially for families who can't afford books. Every book my child brings home becomes a household story for all of us."

"This program encourages the children to enjoy reading and teaches the importance of a book and how to properly take care of a book. Whenever my child receives a book, she

is very excited and will 'read' that book every day and takes it with her wherever she goes.”

--Comments from Parent Surveys

*The SC General Assembly created in 1999 the South Carolina First Steps to School Readiness Initiative as a “comprehensive, results-oriented initiative for improving early childhood development by providing, through county partnerships, public and private funds and support for high quality early childhood development and education services for children by providing support for their families’ efforts toward enabling their children to reach school ready to learn”...here's what happened next:*

## NOTABLE MOMENTS

First Steps Strategy Areas	Notable Moments
Family Strengthening	<ul style="list-style-type: none"> <li>• Opening of child development center</li> <li>• Recipient of EVEN START Grant with start-up funds for Family Literacy Program</li> <li>• Operation of full literacy program</li> <li>• Recipient of PIC Grant for professional development</li> <li>• Recipient of Psaras Grant to implement after-school program</li> <li>• Increase in teens receiving high school diplomas, GED's &amp; attending 2-4-year institutions</li> </ul>
Quality Child Care	<ul style="list-style-type: none"> <li>• <u>Quality Enhancement</u></li> <li>• 50% achievement of ABC Enhanced level for centers working with First Steps</li> <li>• Achievement of 5.0 ECERS rating for 2 classrooms</li> <li>• One center recipient of \$2,000 ABC incentive award</li> <li>• Start-up funding of equipment &amp; materials for 2 centers</li> <li>• Funding of materials &amp;</li> </ul>

	<p>equipment for facility expansion for 2 centers</p> <ul style="list-style-type: none"> <li>• Increase of 70 child care spaces</li> <li>• Playground improvements</li> <li>• <u>Staff Training &amp; Development</u></li> <li>• Caregivers &amp; directors consistently utilizing T.E.A.C.H. scholarships</li> <li>• Increased collaborations with CCRR, United Way, Newberry College, SECA</li> <li>• Collaboration to present nationally-renown artists</li> <li>• Achievement by TA: Certified Trainer and ECERS</li> <li>• Total attendance for 2009: 788 caregivers &amp; directors</li> </ul>
Early Education	<ul style="list-style-type: none"> <li>• <u>4-K</u>: Funding of 4-K program for 3 years, resulting in start-up of programs in 2 county schools</li> <li>• <u>ABC Scholarships</u>: Funding of ABC scholarships for 2 years to assist working moms &amp; moms continuing their education with affordable child care</li> </ul>
School Transition Areas	<ul style="list-style-type: none"> <li>• Selection of county CTK teacher to participate in High Scope evaluation for SCFS (1 of 4)</li> <li>• Presentation by veteran CTK teacher at 2008 Vision 2013 Early Childhood Regional Summit</li> <li>• Local newspaper feature &amp; statewide TV interview of veteran CTK teacher</li> <li>• Completion of 5 years of CTK, serving 135 at-risk families/children</li> <li>• Improved process of identifying "the most at-risk" families</li> <li>• Stronger school participation</li> </ul>

	<p>by families as measured by school attendance</p> <ul style="list-style-type: none"> <li>• Increase in families' teaching their children letters, words, &amp; numbers as indicated by teacher feedback</li> </ul>
<p>Non-Standard Strategy</p>	<ul style="list-style-type: none"> <li>• <u>Library Outreach Program:</u></li> <li>• Addition of 3-year-olds in 2006-07, resulting in 160 more children</li> <li>• Increase in number of classes serving 3's &amp; 4's, total 42</li> <li>• Recipient of Psaras Grant to purchase books</li> <li>• Increase in number of children using library cards</li> <li>• Increase in time spent by families reading to children</li> <li>• Recipient of State First Steps Early Childhood Education Advocate Award (2002) for its efforts to increase literacy among the county's youngest children</li> <li>• <u>Healthy Start</u></li> <li>• <u>Pre-Natal Education Classes:</u> Funding of pre-natal education classes to underserved moms to include car seats as an incentive to complete course</li> <li>• <u>Nutrition:</u> Collaboration with Clemson University to employ a Registered Dietitian</li> <li>• Training for child care providers in <i>Color Me Healthy</i> curriculum which teaches in a kid-friendly way proper diet &amp; exercise</li> <li>• Training for child care providers in the LEAP curriculum (Literacy, Eating, Activity for Preschoolers)</li> <li>• Accomplishment by dietitian as</li> </ul>

	<b>Master Certified Trainer (CCCC-D)</b>
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# 2008 School Readiness Risk Profile

## Newberry County

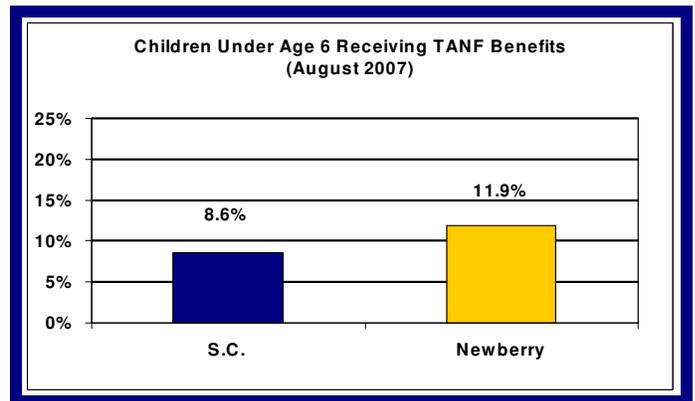
Total Children Under Six: 2,957

### CHILD POVERTY (Children in Families Receiving TANF Benefits)

Statewide Average (2007): 8.4%      Newberry County (2007): 11.9%

**Fast Fact:** Roughly 1 in 9 Newberry 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.
- 351 of Newberry County’s 2,957 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.

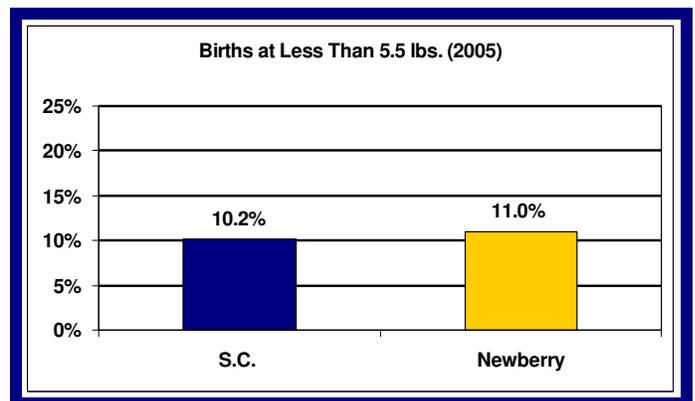


### CHILDREN AT LOW BIRTH WEIGHT (Less Than 5.5 lbs.)

Statewide Average (2005): 10.2%      Newberry County (2005): 11.0%

**Fast Fact:** 1 in 10 Newberry 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.
- 57 of the 516 children born in Newberry County during 2005 weighed less than 5.5 lbs.



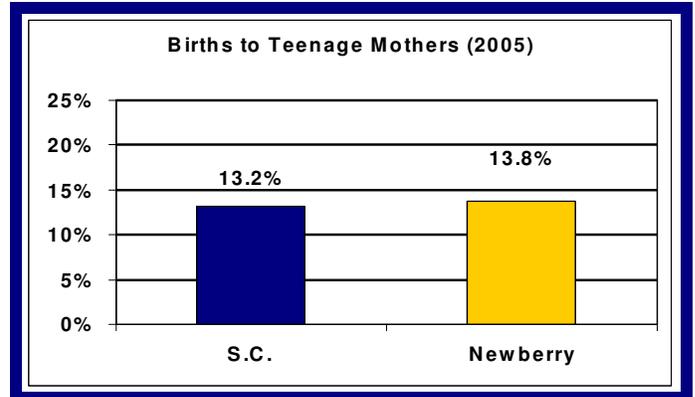
## **BIRTHS TO TEENAGE MOTHERS**

Statewide Average (2005): 13.2%

Newberry County (2005): 13.8%

**Fast Fact:** Nearly 1 in 7 Newberry 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.
- 71 of the 516 children born in Newberry County during 2005 had teenage mothers.



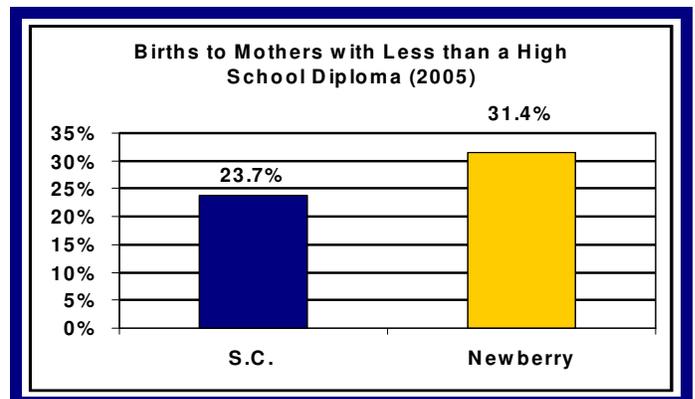
## **BIRTHS TO MOTHERS WITH LESS THAN A HIGH SCHOOL DIPLOMA**

Statewide Average (2005): 23.7%

Newberry County (2005): 31.4%

**Fast Fact:** Nearly 1 in 3 children in Newberry 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.
- 162 of the 516 children born in Newberry County during 2005 had mothers with less than a high school diploma.



All data provided by the SC Budget and Control Board’s Office of Research and Statistics