

Williamsburg County First Steps

Board Chair:

Stanley S. Pasley

Executive Director:

Carletta S. Isreal

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Total children in county under age
6: 2,282

Total Children in county under 6
living in poverty %: 16.6

Williamsburg County Highlights

- Local Government sponsored 2008 Annual Meeting
- “We have been able to serve an additional thirty families in Hemingway and Greeleyville..... this was the first time we were able to successfully set up programs in these areas.”
Lola White, Parents Anonymous,
- Received \$82,533 of federal funds to expand scholarships in the Centers of Excellence Program

Williamsburg County First Steps Partnership *Fiscal Year 2009 Annual Report*

EXECUTIVE DIRECTOR’S MESSAGE

Williamsburg County First Steps is pleased to take this opportunity to share the many successes and collaborative partnerships that have been established to serve children and their families more efficiently and effectively in Williamsburg County.

The Centers of Excellence (COE) Program initiative infused childcare centers with comprehensive services to increase quality of care for children. This program has allowed the partnership to serve 37 children. In addition, stronger collaborative partnerships were developed with health care providers, Williamsburg Technical College, Williamsburg County School District (WCSD), the Center for Disabilities Resources – Pediatrics of South Carolina, Pee Dee Education Center, and Child Care Resource and Connection. Each one of these partners was able to enhance and build upon the nine critical components of COE Program (see the COE section of this report for more details).

The partnership continued to serve and increase the number of children being served through the following programs: (1) **Parent-Child Home** in collaboration with WCSD impacted 32 children and adults; (2) **Dolly Parton’s Imagination Library** (DPIL) received more that \$5,000 in community donations which impacted 330 children receiving more than 3,960 books; (3) **Child Care Quality Enhancement** awarded \$10,500 to three child care facilities serving 102 children; (4) **Child Care Training and Professional Development** provided high quality training to 94 providers impacting 667 children; (5) **S. C. Child Development Education Pilot Program (CDEPP)** served 44 children in six approved CDEPP child care facilities generating more that \$358,754 in revenue; and (6) **Countdown to Kindergarten** served 20 children with 100% of children completing all six visits.

WCFS is elated with the efforts and strong collaborative partners that have made this past fiscal year a success in meeting the needs of more that 1,195 children and their families while connecting resources to maximize the benefits to children. The partnership will continue to seek funding and build collaborative partnerships to sustain existing programs to serve the children of Williamsburg County.

Sincerely yours,
Carletta S. Isreal, Executive Director

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

Parent Child Home Visitation Program

Program description: Williamsburg County First Steps has collaborated with WCSD to implement the nationally known Parent-Child Home Program. This program utilized Parent Child Home Visitors. These home visitors are trained and certified in and use the Parent Child Home curriculum and materials when visiting families. In addition, all home visitors' certifications are current and caseloads are in compliance with the Parent-Child Home Model. Families received a visit twice each week for two years. Visits are scheduled at the families' convenience to ensure that working parents and parents in school or job training programs can participate. Home visitors are trained to identify and report child abuse and/or neglect as appropriate; the program supervisor conducted randomly selected home visits to monitor program delivery; maintain adequate program materials, office supplies, and equipment to ensure quality service delivery; administration coordinated services with other agencies for the purpose of recruiting parents and families for the program; and coordinated services with other agencies for the purpose of referring parents and families to support services. Also, the PCHP received pre and post site visits from Williamsburg County First Steps staff to ensure that the program operated within the terms and conditions of the contract.

Program results:

- 32 children and adults were served in the Parent-Child Home Program.

The Parent- Child Home Program used the following assessment tools to evaluate parent and child interaction, and student's vocabulary: Key to Interactive Parenting Scale (KIPS), Adult-Child Interactive Reading Inventory (ACIRI) and the Peabody Picture Vocabulary Test (PPVT). The KIPS is an evaluation of parenting behaviors related to interaction between parents and children. It involves an observation of a parent playing with his or her child for 20 minutes to examine 12 different behaviors. The KIPS is used to evaluate parents of children ages 2 months old up to 5 years of age based on a 5-point scoring scale. The ACIRI is an observation tool that provided a means for family literacy teachers to assess jointed storybook reading and to teach parents effective techniques for making reading more interesting and useful to their children. The behaviors are divided into three major categories. These categories include enhancing attention to text; promoting interactive reading and supporting comprehension; and using literacy strategies. Each category contained four interactive behaviors for the adult and 12 for the children. The ACIRI is an evaluation based on a 3-point scoring scale. The PPVT is a standardized test that assessed the verbal intelligence of an individual. The PPVT is one of the most commonly used assessment tests that measure verbal ability in standard American English vocabulary. It measures the receptive processing of examinees from 2 to over 90 years old. And this measurement serves multiple purposes: (1) if utilized on a school-age child, the PPVT can estimate the child's scholastic aptitude may it be high or low verbal abilities or identifying possible learning disabilities; (2) the PPVT may also be used to identify language disorders of children; (3) for children who are emotionally

withdrawn, suffering from mental retardation, or having speech or reading problems the PPVT can be utilized to assess their verbal intelligence; and (4) the PPVT is also useful as a verbal ability test for people who have physical disabilities yet still retain functional visual and auditory capabilities.

- 100% of families met the duration requirement of 30-minute sessions with 75% meeting the frequency requirement of a minimum of 6 visits out of 8 visits per month.
- 100% of families expressed satisfaction with the program.

Dolly Parton's Imagination Library (DPIL)

Program description:

Learning to read is a process much like learning to speak. The process begins at birth. By reading regularly with children, we can give them the biggest boost towards a successful education; they will receive, making a huge difference in their future and the future of our communities. Every child born, whose parents applied and currently reside in Williamsburg County, will receive a book from an age appropriate pre-selected list, until the age of 5.

Program results:

- 330 children received books through the DPIL in Williamsburg County.
- The DPIL is 100% funded by local community supporters. All funds received by supporter are used to purchase age appropriate books. The community also funds 100% of the DPIL Annual Fundraiser and Community Awareness Events. The community partners and agencies set up informational booths and provide children with back to school supplies. In addition, parents can register their children to receive books and free information from community agencies to support them and their children.
- WCFS was fortunate to receive private contributions from the following:
 - Williamsburg County Retired Teachers - \$530.00,
 - L'Gael Manufactory \$1,300.00,
 - Safe Auto-\$1,000
 - Anderson Brothers' Bank-\$30.00,
 - Williamsburg First National Bank-\$150.00,
 - Dr. Louis Drucker-\$30.00, and
 - Williamsburg County School District employees - \$1,577.13.
- High/Scope Educational Research Foundation conducted an evaluation of the Dolly Parton's Imagination Library in November 2003. As a result of this study, it is the belief that receiving high-quality and age-appropriate books will increase the quantity and quality of early literacy experiences. It is also the belief that receiving books in the mail can be effective way to increase children's excitement

about books. Nearly two thirds of DPIL program parents reported that they read to their child more frequently as a result of participation. Parents also reported substantial benefits to the program participation such as increased comfort in book sharing and greater knowledge of their child's reading level. Research has known that literacy success and school readiness are related to socioeconomic measures. As a result of this evaluation, it is also significant that parents reported outcomes were less negatively associated with parent education levels and two parent household. It appeared that the DPIL program affects household that needed support the most.

QUALITY CHILD CARE

Child- Care Quality Enhancement

Program description: High quality childcare is an important element in achieving the national goal of having all children ready for school. NCEDL Research revealed that the quality of children's experiences in typical childcare centers affects their development while they are in child care and their readiness for school. Children who attended high quality childcare centers performed better on measures of both cognitive skill (e.g. math and language abilities) and social skills (e.g. interactions with peers, problem behaviors) in childcare and through the transition into school. These findings are reported by Ellen-Peisner- Feinberg and Richard Clifford at UNC. As a result of the numerous research studies, WCFS implemented the Child Care Facility Quality Enhancement Grants. These grants were designed to improve the quality of care for children. Furthermore, quality enhancement plans were developed with child care directors to identify the necessary steps to move the center to a higher level of care. In addition, each child care facility received technical assistance on a bi-monthly basis from the county partnership consultant and executive director.

Program results:

- 6 child care facilities were served.
- All quality enhancement day cares were Advocates for Better Care (ABC) Enhanced and will continue to improve their daycares.
- Each child care facility received weekly visits from the Williamsburg County Public Library Book Mobile. The teachers and children were able to check out books with a library card.
- The executive director continued to provide Technical Assistance (TA) to 3 centers from FY 2008. The executive director completed an Environment Rating Scale (ERS) assessment on each child care facility prior to the purchasing of materials and supplies. In addition, the executive director along with child care directors developed an action plan to address areas scored less than a 5 on a scale ranging from 1 (inadequate) to 7(excellent). The action plans were implemented throughout the twelve months of bi-monthly technical assistance. Furthermore, the consultant completed the same process with the three centers she provided (TA) for this past fiscal year.

- 100% of providers expressed satisfaction with this program.

Centers of Excellence

Program description: The Centers of Excellence initiative infused child care centers with comprehensive services to increase quality of care. Quality child care was provided for the children ages birth to 3 years old and their families. The Centers of Excellence program has nine components which are (1) **Scholarships for eligible children-** Williamsburg County First Steps Centers of Excellence served 37 children with scholarship in fiscal year 2009; (2) **Nurturing care and research-based instruction-** Approximately 37 students were assessed with either The Early Learning Accomplishment Profile (E- LAP) or The Learning Accomplishment Profile Third Edition (LAP-3); (4) **Parent education and support to assist parents as they help their children learn-**80% of parents attended parenting meetings held monthly. Families also received age appropriate books and toys for their children; (5) **Health screening and support for children-** 33 children were screened by a licensed medical practitioner and dental assistant; (6) **Quality enhancement for the child care center-** Quality enhancements were provided at both sites;(7) **Mentoring, training and credentialing for center staff-** TA was provided at each site on a weekly bases. (8) **Staff incentives for increased levels of quality-** Incentives were given to all staff when they participated in all professional development activities; and (9) **Sustainability plans for quality centers operations-** Sustainability of operations is one of the major goals of Centers of Excellence.

Program results:

- 37 children were served with COE funds
- COE families were identified by low income educational level health issues and any other criteria that are considered risk factors. 95% of our families were served and identified as “at-risk.” Scholarships were given in the amount of \$85.00 per child and we continued to have a waiting list of families desiring services.
- The research based curriculum used in our program was Creative Curriculum. This curriculum allowed us to create an environment that was age appropriate and flexible to meet the needs of each individual child.
- We assessed approximately 37 students with either E-LAP or LAP-3assessment. The E-LAP and LAP-3 are criterion reference age appropriate and child friendly assessments.
- Monthly parenting meetings were held at each site with 80% of parents in attendance. We provided helpful information in helping parents with their children. Parents also had Parent- Child Home Visitors come into their homes twice a week to work with their children. At the end, the home visitor left the child with an age appropriate toy or book.

- 37 children were screened by a licensed medical practitioner and dental assistant. Child health screenings were shared with parents to encourage them to follow up with the recommendation from the physicians.
- The Centers of Excellence Program provided much needed quality enhancement at both sites, placing emphasis on the infant and toddler rooms. They were enhanced by the installation of floor covering, purchasing of changing tables, sleeping cots, cribs, soft books, toys and etc.
- Mentoring is a major component of Centers of Excellence. The Centers of Excellence Coordinator spent approximately six hours per week between two sites working in classrooms with teachers and center directors and closely interacting with children. Time was also spent at the monthly staff meetings which were held at Williamsburg County First Steps Office.
- Staff incentives were given to all staff when they participated in all professional activities that were being offered by Williamsburg County First Steps Partnership. (for example, attending CPR Training, Health & Safety, Child Growth & Development, etc.). Furthermore, state level required trainings included Creative Curriculum, Primary Care, and Leadership Training. The professional development activities were provided to enhance professional development knowledge and to prolong and maintain employment over a long period of time.
- The Sustainability of Operation is one of the major goals of COE. We will continue to request state funds from State Office of First Steps, local and state businesses, and write grants to insure long term sustainability of funds for operational use.

Child Care Training & Professional Development

Program Description:

Child Care Training & Professional Development is designed to expand the quality of training for child care providers to meet the Department of Social Services requirements for the number of hours needed for training per year. All trainings were registered with the SC Center for Child Care Career Development (CCCCD) at a low cost to child care providers and conveniently located in Williamsburg County.

- 94 child care providers throughout Williamsburg County and surrounding counties were served in this program impacting 667 children.
- 6 out of 6 Child Care Quality Enhancement facilities participated in six or more scheduled trainings.
- A total of 40 hours of certified trainings were offered to child care providers in topic area from child growth development to health & safety.

- 98% of participating child care providers expressed satisfaction with the training provided and especially with the cost and the location of the training.

EARLY EDUCATION

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, 2008, and live in an eligible school district.

Program results:

- 44 children were served in CDEPP.
- 6 child care providers offered CDEPP 4K classes throughout Williamsburg County.
- The following facilities were approved by the State Office of First Steps to serve children through CDEPP: Doodle Bug Academy, Graham's Enhancement Daycare Center, Kindale Park Daycare Center, Little Miss Muffet Daycare Center, Nesmith Community Daycare Center, and Wilson's Daycare & Learning Center.

Early Reading First-Full Day 4K

Program description:

The United Way of Georgetown County has joined forces with a coalition of early childhood advocates and professionals to implement *BLOCK: Building Literacy Opportunities for Coastal Kindergartens*. Partnering with United Way is: the public school district of Georgetown County; Little Smurf Child Care Center; and First Steps of Georgetown and Williamsburg Counties, a public/private initiative promoting first grade readiness. The goal was to ensure that young students, in the rural, poverty-stricken area of coastal South Carolina received enhanced learning opportunities critical for future academic success by transforming four existing, good quality early childhood programs, all currently working toward NAEYC accreditation, into high-quality early reading centers of excellence. Through introduction of a literacy-focused, scientifically based curriculum, Ready, Set, Leap! (RSL), students were provided with the types of language and literacy activities necessary to support age-appropriate development of four essential early reading skills: (1) Oral Language; (2) Phonological Awareness; (3) Print Awareness; and (4) Alphabet Knowledge

Program results:

- 30 children were served at two private child care facilities in Williamsburg County.

- Children attended the program 6.5 hours per, five days per week, 46 weeks per year to serve three and four- year old.
- 100% of the children qualified for free and reduce lunch impacting the neediest children.
- Teachers and paraprofessional participated in over150 hours of professional development activities that covered topics such as child assessments, classroom environment, language development, implementation of Early Literacy. Curriculum: Ready, Set, Leap! (RSL); fostering early literacy skills, child development and signs of delay, and much more.

SCHOOL TRANSITION

Countdown to Kindergarten

Program description: Countdown to Kindergarten is a school transition strategy, designed to successfully bridge the gap of at-risk students into the K-12 school environment. There are three components to this strategy:

- 1) **PUBLIC AWARENESS:** Practical tools and articles were distributed through South Carolina media and other community locations to help parents and communities prepare children for kindergarten.
- 2) **KINDERGARTEN HOME VISITATION:** Two certified kindergarten teachers made 6 home visits to identify families and children during the summer prior to the student beginning Kindergarten. Participants were identified by a community partnership (local schools, First Steps, DSS, Head Start, faith partnership, etc). Students were screened for participation, and parent participation was required. During the home visits, children and families were introduced to actual materials used in Kindergarten classrooms, and were given a Kindergarten Transition Toolkit (books, puzzles, clay, blocks, floor mats, etc) to keep. The final visit was a “field trip” to the school where the child will attend class in the fall. Change in student and parent interaction is measured before and after participation. First Steps will build ongoing relationships with the COUNTDOWN teachers, children, schools, and families in order to measure long-term impact of student success and parent involvement.

COUNTDOWN TO KINDERGARTEN has three broad goals:

1. To increase successful transition of SC’s most at-risk children into K-12 school environment;
2. To increase parent involvement in the early grades (particularly among the hard-to-reach at- risk community), when children’s learning is foundational for life success;
3. To build greater public awareness of the importance of school readiness and to provide simple ways for parents, caregivers, and communities to impact children’s early school success.

Program results:

- 20 children were served in the Countdown to Kindergarten Program.
- Two qualified Kindergarten teachers served 10 students each over 6 week period making one hour visit per week focusing on learning activities designed to prepare children and their families for success in kindergarten.
- 20 Kindergarten Tool Kits (clear plastic backpack) were distributed to children and their families that included a Social and Emotional Development guide for parents; crayons; pencils; scissors; glue stick; a puzzle; play-doh; a Writing Journal; the stories “Chicka Chicka Boom Boom,” “Brown Bear, Brown Bear, What Do you See?”, and much more.
- 100% Percent of teachers (statewide) participating in Countdown to Kindergarten reported that the program made a positive difference in students’ readiness for school. 100% of these same respondents agree that the program strengthened their abilities to help participating students meet state curriculum standards.
- 100% of participants that received six home visits
- 5 on a scale of 1 to 5 being strongly like, the child like the toys or book from the sessions.

FINANCIAL SUMMARY

Expenditures By Funding Source	
State Appropriation (<i>Fund 10</i>)	\$158,965
E.I.A. Appropriation (<i>Fund 55</i>)	\$20,384
C.D.E.P.P. Appropriation (<i>Fund 60</i>)	\$363,445
C.O.E. Appropriation (<i>Fund 65</i>)	\$242,902
State Private (<i>Fund 15</i>)	\$6,274
Local Private (<i>Fund 20</i>)	\$62,661
Federal (<i>Fund 30</i>)	\$174,912
In-Kind (<i>Fund 25</i>)	\$314,074
TOTAL:	\$ 1,343,617.00

Expenditures By Program / Strategy Name	
Parent Child Home-COE	\$75,389
Parent Child Home	\$149,235
Imagination Library	\$13,982
Full Day 4-K (Private)	\$358,754
Full Day 4-K	\$269,336
Countdown to Kindergarten	\$12,200
Childcare Quality Enhancement (In House)	\$67,363
Childcare Quality Enhancement-COE	\$38,826
Childcare Training & Professional Development- (In House)	\$18,288
Childcare Training & Professional Development - COE	\$47,980
Scholarship Initiatives (COE)	\$162,376
Psaras Rural Initiatives (Private)	\$4,800
Public Health-Based Services (COE)	\$19,114
Indirect Programmatic Functions	\$ 48,576
Administrative Functions	\$ 35,295
Administrative Functions-4K	\$5,063
Administrative Functions-COE	\$17,040
TOTAL:	\$ 1,343,617.00

NOTABLE DONORS

<i>DONOR'S NAME</i>	<i>AMOUNT</i>
Safe Auto	\$1,000.00
Santee Electric	\$1,500.00
Williamsburg County Retired Teachers ED Association 2	\$530.00
L'GAEL Manufacturing LLC	\$1,300.00
Williamsburg First National Bank	\$50.00
The Exchange Bank of South Carolina	\$250.00
Georgetown Kraft Credit Union	\$50.00
Ella Fulton	\$30.00
Williamsburg County Treasurer	\$1,600.00
Angela Beauty Salon	\$30.00
Little Miss Muffet	\$605.00
Clifford or Janice Gamble	\$30.00
Lola White	\$25.00
Kingstree Federal Savings & Loan Association	\$30.00
Georgetown County United Way	\$33,054
Various	\$1,190.00

TOTAL: \$41,274.00

*Local Match Percentage for FY 2009: 311.1%
(at least 15% Legislative requirement)*

COUNTY PARTNERSHIP BOARD OF TRUSTEES

Debra G. Brown, Legislative Appointee
Ernestine Young, Legislatively Mandated Member, School District
Joanne Davis, Child Care and Early Childhood Development
Ella Fulton, Early Childhood Education
Janice Gamble, Legislative Appointee
La'Dine Gamble, Parent of a Pre School Child
Rev. Benjamin Graham, Faith Community
Valda Brown-Graham, Non Profit Organization
Vastine Graham, Family Education, Training and Support Provider
Felicia Hampton, Transportation
W.C. Henryhand, Legislative Appointee
Kimberley Matthews, Legislatively Mandated Member, County Library
Dewayne McClary, Parent of a Pre School Child
Lillie McGill, Non-Profit Organization
Sharon McGill-Johnson, Family Education, Training and Support Provider
Regina Nesmith, Legislatively Mandated Member, Department of Health & Environmental Control
Barbara Parrott, Legislatively Mandated Member, Department of Social Services
Stanley S. Pasley, Legislative Appointee
Ritchie Phillip, Legislative Appointee
Jannie Singleton, Child Care and Early Childhood Development
Beulah S. Vernon, Pre-Kindergarten through Primary
Wilhelmina Whitfield Legislatively Mandated Member, Lane Head Start Program

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.

Your 2008 School Readiness Risk Profile will be inserted by OFS after this section. For your reference, a PDF of this risk profile was sent to you along with your Annual Report Template

Success Stories

The "Tutor On Wheels" program began a year ago in Williamsburg County under the guidance of the "Williamsburg County First Steps Program". The tutoring program was funded through the "Round III Rural Initiative Pilot Grant Program". Bethel United Methodist Church provided matching funds for the program. The targeted population was 10 Williamsburg County students (3-9 years old). The students were tutored in the areas of Reading and Language Arts by a South Carolina certified Elementary Education/Early Childhood Education Teacher. The teacher traveled to the students' destinations (home, church, after school program, library, etc.) providing tutoring services. The "Tutor On Wheels" program was a success! The targeted population doubled. The program reached over 20 students in Williamsburg County. The most significant outcome of the program was that students developed a love for reading!

-Lerlisa McKnight, Teacher

The grant that we received through First Steps has been very helpful. We appreciate it very much.

We have been able to serve thirty families in Hemingway and Greeleyville and fifty-four children were served. This was the first time we were able to successfully set up programs in these areas.

Most of our families are now more functional they find it easier to communicate with each other and their households are less stressful.

The teens we served from juvenile justice are back on track and so far are not backing the system. They have accepted responsibility for their actions and have been able to move on.

We still have some money left but we will continue to operate in these areas. When the money is used up we may have to close these sites, however, if we could get additional funds we would be able to continue to serve these families and others.

If there are additional funds we could apply for please let me know. I can be reached at 65 McKenzie Street, Kingstree, SC 29556. My E-mail address is pawc@ftc-i.net and the phone number is (843) 382-2424.

Thank you so much for your financial assistance. You have helped to make Williamsburg County a better place.

- Lola A. White, Parent Anonymous

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:

First Steps Strategy Areas	Notable Moments
Family Strengthening	<ul style="list-style-type: none"> • In 2001, expanded the Parent Child Home Program in WCSD to serve an additional 40 families • In 2004, the Dolly Parton’s Imagination Library Kicked Off in Williamsburg County
Quality Child Care	<ul style="list-style-type: none"> • In 2002, twenty-five child care facilities in Williamsburg County were awarded more than \$50,000 to purchase materials, supplies, books and playground equipment to improve the quality of care at their perspective day cares.
Early Education	<ul style="list-style-type: none"> • In 2001, Battery Park and Cades Hebron Elementary Schools half day 4K programs were expanded to full day programs. Also, in 2001 Greeleyville Elementary School established a Full Day 4K Program. In 2003, a Full Day 4K Program was established at Chavis Elementary School. • WCFS and WCSD collaborated to purchased more that \$30,000 in classroom materials and playground equipment for Chavis Elementary School through Lottery Funds • In 2005, WCFS had five of thirteen day care centers to be approved for full day 4K as a result of the Judge Cooper’s Ruling • In 2006, First Steps was awarded an Early Reading First Grant of \$2.6 million with the United Way

	<p>of Georgetown, Williamsburg and Georgetown County School Districts and Georgetown County First Steps.</p> <ul style="list-style-type: none"> • In 2007, First Steps was awarded a \$400,000 Centers of Excellence grant to provide a comprehensive program to children at two daycare centers.
<p>School Transition Areas</p>	<ul style="list-style-type: none"> • Collaborated WCSD to implement the Countdown to Kindergarten Program to assist children and families transitioning from 4K to Kindergarten.



2008 School Readiness Risk Profile Williamsburg County

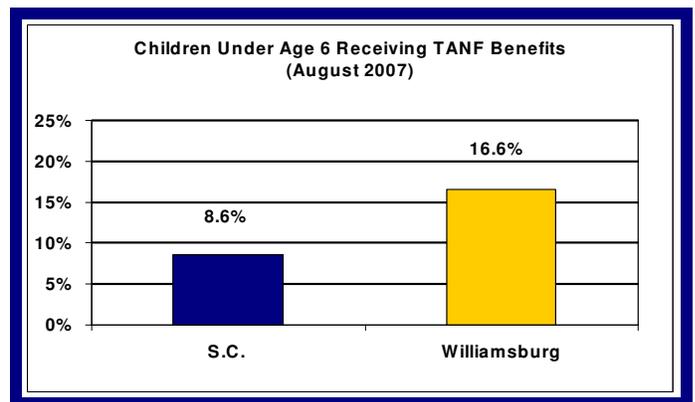
Total Children Under Six: 2,282

CHILD POVERTY (Children in Families Receiving TANF Benefits)

Statewide Average (2007): 8.4% Williamsburg County (2007): 16.6%

Fast Fact: Roughly 1 in 6 Williamsburg 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.
- 378 of Williamsburg County’s 2,282 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.

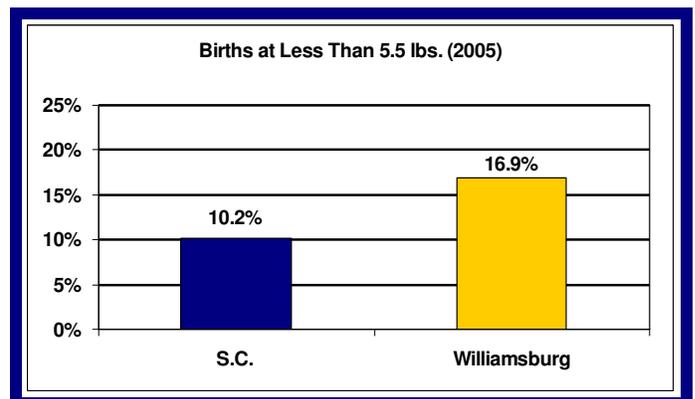


CHILDREN AT LOW BIRTH WEIGHT (Less Than 5.5 lbs.)

Statewide Average (2005): 10.2% Williamsburg County (2005): 16.9%

Fast Fact: Roughly 1 in 6 Williamsburg 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.
- 76 of the 451 children born in Williamsburg County during 2005 weighed less than 5.5 lbs.

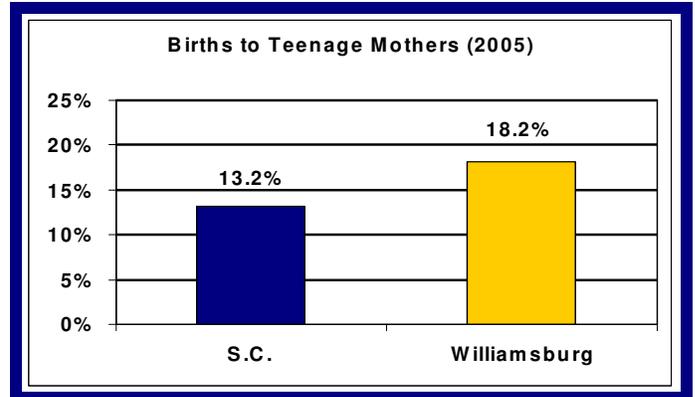


BIRTHS TO TEENAGE MOTHERS

Statewide Average (2005): 13.2% Williamsburg County (2005): 18.2%

Fast Fact: Nearly 1 in 5 Williamsburg 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.
- 82 of the 451 children born in Williamsburg County during 2005 had teenage mothers.

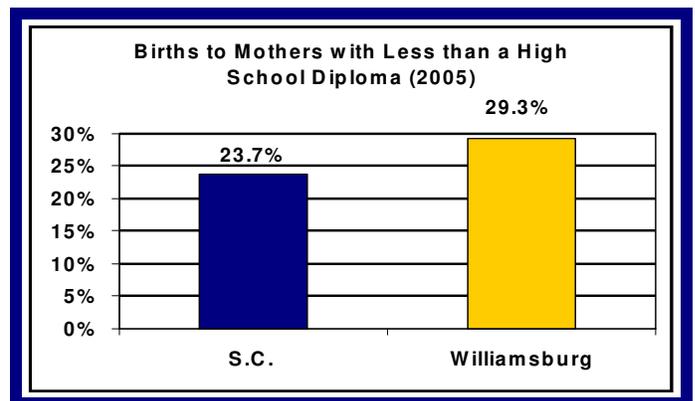


BIRTHS TO MOTHERS WITH LESS THAN A HIGH SCHOOL DIPLOMA

Statewide Average (2005): 23.7% Williamsburg Sumter County (2005): 29.3%

Fast Fact: Nearly 1 in 3 children in Williamsburg 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.
- 132 of the 451 children born in Williamsburg 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