

**Review of Act 135
Parenting and Family Literacy Programs**

November 20, 2003

Education Oversight Committee



TABLE OF CONTENTS

	<u>Page</u>
Executive Summary	3
Program History	6
Funding and Programs	9
Expenditures	17
Evaluations	19
Program Goals and Effectiveness	22
EOC Survey of Parent Coordinators	26
Findings and Recommendations	32
Sources	35
Appendix	38

- Section 59-1-450 of the South Carolina Code of Laws
- Regulations, 43-265, Parenting/Family Literacy
- Department of Education Guidelines for Implementing Parenting/Family Literacy Programs as required in Act 135
- South Carolina Department of Education, Office of Early Childhood Education, Act 135 Parenting/Family Literacy Report for 2001-02 and 2002-03
- EOC Survey Instrument

Table A	Target 2000 Pilot Projects
Table B	FY00 through FY03 Revenues by District
Table C	FY03 All Funding Sources by District
Table D	CSAB Data Comparisons from 1995-1999
Table E	FY02 Comprehensive Outcome Reports
Table F	FY03 Outcome Reports

EXECUTIVE SUMMARY

The Education Accountability Act requires the Education Oversight Committee (EOC) to “review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding,” and “to recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.” At the request of the EIA and Improvement Mechanisms Subcommittee of the EOC, the Parent and Community Involvement Subcommittee of the EOC was asked to review the Act 135 Parenting/Family Literacy Program.

The purpose for the review is to:

- Provide information that the EIA and Improvement Mechanisms Subcommittee and the Education Oversight Committee can use in making programmatic and funding recommendations to the Department of Education and to the General Assembly for Fiscal Year 2004-05 for this EIA program;
- Document the funding, expenditure, and operations of the program since its inception; and
- Assess the effectiveness of the program based upon statutory requirements and upon education objectives of the State.

The EOC staff reviewed the funding and expenditure history of the program using the most recent data available. The staff compared the statutory requirements of Act 135 with the outcomes of the program as reported by the school districts. In addition, the EOC surveyed all Act 135 parenting and family literacy coordinators in the State to gather additional information concerning the program’s effectiveness and collaboration. The principal findings of the review are:

1. Because the state no longer uses CSAB to measure school readiness and because the current South Carolina Readiness Assessment test is not designed to determine absolute school readiness scores, there are no uniform state indicators used to assess the academic performance of children whose parents participated in the parenting/family literacy programs. Consequently, determining the impact of parenting/family literacy programs on student achievement in South Carolina requires using a variety of indicators and established state objectives for the program.

2. While family literacy is only one statutory objective of the program, there is no evidence of a significant improvement in adult literacy in the State since the inception of the program.
3. Parent education and/or family literacy programs are operational in every school district in the state as required by Act 135.
4. While all districts do recruit at-risk children and their parents in the program, there is no evidence to determine how extensive and successful the recruitment strategies are especially, in rural school districts where transportation is a major obstacle to parents' participation in such programs. Currently, there is also no statewide database describing the profiles of the parents and children in parent education programs in the state. Most individual districts do maintain such demographic information but it is not aggregated. The Office of Early Childhood Education is in the process of developing and implementing an on-line reporting system that will track funding, staffing, services and strategies for all Act 135 parenting/family literacy programs. The reporting system should provide greater ease in monitoring the Act 135 funds and programs and more reliable information.
5. School districts which responded to the EOC report collaboration efforts are occurring between school districts and First Steps and adult education in the provision of parenting and family literacy services. However, collaboration between districts and social services agencies are not extensive.
6. Professional development and staff training for individuals who carry out the functions of Act 135 are critically limited. While the Department of Education provided in past fiscal years training to parent educators, due to budget constraints additional training is unlikely and any future training will be targeted to family literacy programs. Based upon expenditure data by the school districts, less than 1% of all funds allocated for parenting/family literacy are expended on professional development and training. Districts in the EOC survey cite the need for quality training opportunities for the staff.
7. There is great variation between districts in the amount of resources and programs provided to families.

Based upon these findings, the EOC would recommend that:

1. The state must establish alternative indicators to assess the impact of parenting/family literacy programs on the educational achievement of students whose parents participated in the program. Among the indicators that could be used are PACT scores and retention rates in kindergarten through grades 2. It is imperative that the state be able to determine the long term impact of this program on the educational achievement of children whose parents participate in the programs.
2. The on-line reporting system being implemented to assess Act 135 should include profiles of the persons and families who participate in the parenting/family literacy programs and indicators of academic success for both parents and children using many of the "Indicators of Program Quality for Family Literacy" as proposed. Having a unique student identifier would greatly assist the state and districts in long term tracking of these students.
3. The legislature should appropriate funds only to school districts that provide comprehensive family literacy programs using the Even Start Model. The Even Start Model provides a comprehensive approach to addressing the intergenerational cycles of poverty through adult education, early childhood education and parenting programs. Most districts are already coordinating with First Steps and adult education in the provision of services and in the use of resources. Parent education would continue to be included in the Even Start Model along with early childhood education initiatives. And, there is federal funding, though limited, available to districts who apply through a competitive bids process for an Even Start grant. These grants are for four years and are contingent upon federal reauthorization.
4. Local school district boards of trustees and superintendents should focus their parenting education and family literacy activities on teen parents and first-time parents in order to address long term, cyclical patterns of poverty in their community. Currently, most districts do not focus their services on a strategic subpopulation. Focusing on these subgroups would assist schools in improving graduation rates which is a state and federal objective. Local support of these programs is critical to their success.

Program History

Target 2000: In 1989 the General Assembly enacted legislation known as "Target 2000: School Reform for the Next Decade." An objective of the legislation was to "provide in the earliest stages of each child's experience the best possible chance of success." One strategy for achieving this objective was to provide parent education for families with children age's birth through age five to support the parents in their role as the principal teachers of their children. Components of the parent education programs were developmental screening for children and provisions for parents to improve their education if the parents did not possess a high school diploma or equivalent certificate.

Target 2000 specifically required "intensive and special efforts to recruit parents or guardians whose children are at risk for school failure." The act also required implementation to be phased in over time with pilot testing to occur over a two-year period between fiscal years 1989-90 and 1990-91. The Department of Education was required first to review effective programs that provide parents support in their role as the principal teachers of their preschool children. After pilot testing, the Department was to implement programs in all school districts over a three-year period through the promulgation of regulations. Thereafter, the Department was to evaluate annually the programs pilot-tested and all other programs by December of each year.

Actual implementation of the Target 2000 legislation began with the State Board of Education approving "Guidelines for Piloting the South Carolina Parent Education Model Program" on November 8, 1989. The guidelines established a competitive grants process to select pilot-test programs that provide parents support in their role as the principal teachers of their preschool children. On January 17, 1990 thirty-seven (37) school districts submitted applications. A panel of outside readers selected fourteen projects in fifteen districts for funding at a cost of \$931,114. One project was a collaboration, the Salkahatchie Consortium, between the school districts of Allendale County and Hampton 1.

In the second year of pilot testing, the Department of Education received twenty-seven (27) applications from thirty (30) school districts. After review, an additional seven projects were funded at a cost of \$698,900. Pilot testing continued into a third year, 1991-92, with all twenty-one pilot programs funded at a level of \$1,994,474. Table A in the appendix lists the pilot projects and their funding levels.

Act 135: Before statewide implementation of parent education occurred, the parent education program was amended in 1993 with passage of "The Early Childhood Development and Academic Assistance Act," Act 135. Act 135

maintained the emphasis of parenting/family literacy programs on providing “parent education to parents and guardians who have children ages birth through five years and who choose to participate in the programs and must include intensive and special efforts to recruit parents or guardians whose children are at risk for school failure.” The law also required districts to provide developmental screening and opportunities for parents to improve their education. Act 135 deleted all requirements for the annual evaluation of parent education program. While the law deleted all references that linked the program to school readiness, the emphasis of the law on at-risk children and parenting education implies that improving school readiness and ultimately, improving the long term academic achievement of students are multiple objectives of the law.

The law further required the chairman of the Human Services Coordinating Council to convene a special committee composed of early childhood, adult education, and parenting specialists from the state and district levels and representatives from the Department of Health and Environmental Control, the Department of Social Services, the South Carolina State Library and the Health and Human Services Finance Commission, Commission to determine “ways to better coordinate programs for parenting and literacy and recommend changes to each agency’s state regulations or provisions of law which would better promote coordination of programs.” Clearly, coordination of services is another explicit goal of the law. Section 59-1-450 as amended is included in the Appendix.

Regulations: Act 135 required the State Board of Education, acting through the Department of Education, to promulgate regulations to implement parenting/family literacy programs in school districts. The Board was required to consult with health and human services agencies, adult education specialists and early childhood specialists in devising the regulations.

Currently, 24 S.C. Ann. Regulations 43-265 establish the program goals, requirements, components, service delivery methods, funding, coordination, and professional development of the program. (A copy of the regulations is in the Appendix) In regulation are the explicit program goals to:

- Strengthen parent involvement in the learning process of preschool children ages birth through five years;
- Promote school readiness of preschool children;
- Offer parents special opportunities to improve their literacy skills and education; and
- Identify potential developmental delays in preschool children by offering developmental screening.

The regulations define parent education and family literacy. Parent education is defined as programs that:

- Enhance the relationship between parents and children;
- Provide literacy development for parents and children;
- Promote interaction of parents with schools and the community;
- Develop understanding of child development; and
- Provide health and nutritional services, transportation, childcare and other related issues.

Family literacy is defined in regulation as “services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that include all of the following activities:

- Interactive literacy activities between parents and their children;
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- Parent literacy training that leads to economic self-sufficiency; and
- Age appropriate education to prepare children for success in school and life experiences.”

The regulations require collaboration and coordination with other local agencies and communities and for the Department of Education to provide ongoing training for parent educators.

Guidelines: The Department of Education has also issued guidelines, listing the specific components of a parenting/family literacy program. These guidelines, which are also in the appendix, offer specific screening measurements to use, components of a “strong program,” and a definition of at-risk children, and additional components of a “strong program.” “At-Risk children are defined in the guidelines as children experiencing any of, but not limited to, the following criteria:

- ◆ Demonstrate significant developmental delays
- ◆ Experience instability and inadequate basic capacity within the home and/or family
- ◆ Poverty
- ◆ Limited English proficiency
- ◆ Teen parent
- ◆ Poor health (physical, mental, emotional)
- ◆ Child abuse and neglect
- ◆ Inadequate parenting skills/practices
- ◆ Inadequate access to needed family services

Funding and Programs

Funding:

Funds for parenting/family literacy programs are appropriated annually in Section B, Early Childhood Education, of the EIA budget in two separate line items: Parent Support and Family Literacy. According to Act 135, allocations to school districts for parenting and family literacy are based on two criteria: (1) the total number of pupils served and (2) the number of students in grades one through three in a district who are eligible for free and reduced lunch.

Beginning in Fiscal Year 1995-96 for districts with Target 2000 parenting programs and in Fiscal Year 1993-94 for all other districts and district consortia, districts enrolling more than two thousand pupils in grades kindergarten through twelve are assured a base allocation of \$40,000. All additional allocations are based on the number of students eligible for free or reduced-price lunches in grades one through three in a school district. According to the 2002-03 Funding Manual published by the Department of Education, the pupil count is based on the second preceding year's average daily membership.

There are also two provisos that govern the allocation of funds appropriated for these programs. Section 1A.27 and 1A.28 of the 2003-04 General Appropriation Act stipulate that, of the funds appropriated for Parenting/Family Literacy Programs, \$125,000 must be allocated to the Accelerated Schools Project at the College of Charleston and \$200,000 to Cities in Schools. Copies of the provisos are in the appendix. In prior fiscal years, an additional \$100,000 of the funds appropriated for Parenting/Family Literacy was allocated to the Child Abuse Awareness and Prevention Project at Winthrop University. Districts are also authorized to carry forward any unexpended from the prior fiscal year into the current fiscal year and expended for the same purpose.

The following table provides information on the total amount of EIA revenues appropriated to the Parenting/Family Literacy program since the passage of Act 135. Because school districts are allowed to carry forward unexpended funds from the prior fiscal year, these figures may not reflect actual line-item appropriations or total revenues.

Fiscal Year	SDE Operations and FTEs	Child Abuse Awareness & Prevention Project	Accelerated Schools Project	Cities-in-Schools	Direct Allocation to Districts	TOTAL APPROPRIATION
1993-94	61,937	*		*	5,356,158	5,418,095
1994-95	105,938	*		*	5,856,158	5,962,096
1995-96	81,409	200,000	125,000	200,000	6,331,158	6,937,567
1996-97	75,908	200,000	125,000	200,000	4,166,380	4,767,288
1997-98	78,255	200,000	125,000	200,000	4,166,380	4,769,635
1998-99	80,182	100,000	125,000	200,000	4,266,380	4,771,562
1999-00	80,182	100,000	125,000	200,000	5,766,380	6,274,029
2000-01	82,649	100,000	125,000	200,000	5,766,380	6,274,029
2001-02	78,472	100,000	125,000	200,000	6,140,742	6,648,391
2002-03	78,472	100,000	125,000	200,000	5,808,946	6,312,418
2003-04	78,742	0	125,000	200,000	5,808,946	6,212,418

* These programs were funded with EIA funds allocated to Child Abuse Awareness and Dropout Prevention. Sources: 1993-94, 1994-95, and 1995-96 General Appropriation Acts and www.lpittr.state.sc.us

According to the Department of Education, actual revenues to school districts, which reflect any mid-year revenue shortfalls, were as follows for Fiscal Years 1999-00 through Fiscal Years 2002-03:

Fiscal Year 1999-00	\$5,736,156.00
Fiscal Year 2000-01	\$6,110,517.00
Fiscal Year 2001-02	\$6,117,366.00
Fiscal Year 2002-03	\$5,606,201.50

SOURCE: Department of Education

Table B in the appendix illustrates the amount of revenues received by each school district between FY00 and FY03. In reviewing this data, the following observations can be made:

- In any given fiscal year, the minimum amount per district is less than \$17,000.
- The maximum amount per district for any fiscal year is greater than \$240,000
- The mean or average amount per district is between \$65,955 and \$71,969 over these four fiscal years.

Even more interesting is the breakdown of the allocations into categories. For the most recent fiscal year, FY2002-03, Allendale County received the least amount of Act 135 funds at \$13,123 while Charleston received the most at \$240,251. Below is a table grouping districts by levels of appropriations for Fiscal Year 2002-03:

Allocations:	Districts:
Less than \$25,000	Allendale, Bamberg 2, Barnwell 29, Dillon 1, Clarendon 3, Florence 2, Greenwood 51, McCormick, Marion 7
\$25,000 to \$50,000	Abbeville, Anderson 4, Bamberg 1, Barnwell 19, Clarendon 1, Dillon 3, Florence 4, Florence 5, Greenwood 52, Hampton 2, Lexington 4, Marion 2, Saluda, Spartanburg 4, York 4
\$50,000 to \$75,000	Anderson 1, Anderson 2, Anderson 3, Barnwell 45, Calhoun, Chester, Clarendon 2, Dillon 2, Dorchester 4, Edgefield, Fairfield, Florence 3, Georgetown, Greenwood 50, Hampton 1, Jasper, Kershaw Laurens 55, Laurens 56, Lee, Lexington 3, Lexington 5, Marion 1, Marlboro, Newberry, Oconee, Orangeburg 3, Orangeburg 4, Saluda, Spartanburg 1, Spartanburg 2, Spartanburg 3, Spartanburg 5, Spartanburg 6, Sumter 2, Union, York 1, and York 2
\$75,000 to \$100,000	Anderson 5, Cherokee, Chesterfield, Colleton, Dorchester 2, Lancaster, Lexington 1, Lexington 2, Orangeburg 5, Pickens, Richland 2, Spartanburg 7, Sumter 17, Williamsburg, York 3
\$100,000 to \$125,000	Aiken, Beaufort, Darlington, Florence 1
\$125,000 to \$150,000	Berkeley
\$150,000 to \$175,000	Horry
\$175,000 to \$200,000	Richland 1
\$200,000 to \$225,000	Greenville
\$225,000 to \$250,000	Charleston
\$250,000 and above	

In addition to EIA revenues, some school districts use a variety of other funds to support their parenting/family literacy programs. Annually, the Department of Education surveys each parenting/family literacy coordinators. In the program

report survey for Fiscal Year 2002-03, coordinators were asked to list all sources of funding including the following:

Even Start – Congress appropriates federal funds to the U.S. Department of Education for the provision of comprehensive family literacy programs. The program is intended to “help break the cycle of poverty and illiteracy by improving the opportunities of the Nation’s low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.” According to the 2002-03 Funding Manual published by the South Carolina Department of Education, these Title I, Part B federal funds are allocated as competitive grants at a minimum of \$75,000 per grant to each Even Start project.

First Steps – One objective of South Carolina’s First Steps program is parent education and family strengthening. Some districts coordinate with their local First Steps Office to provide these services collaboratively.

Title I – The Title I federal program includes: the basic state grant program (Part A), Migrant Education (Part C), Neglected and Delinquent (Part D) and school improvement grant (Part A). Under the basic state grant of Title I federal funds, school districts can expend funds to increase parental involvement and to assist students on meeting state academic achievement standards and state academic assistance. The district allocation is based on the number of low-income students residing in the district according to the latest U.S. Census data for Part A of Title I or on a formula basis for Part C, Part D, and the School Improvement Grants.

Success by 6 – A non-profit organization, Success by 6 assists in the provision of family literacy or parent education.

Sisters of Charity – A small number of grants are awarded through this charitable group for the provision of a number of different types of services.

ABC Vouchers – Some programs receive ABC child care vouchers for eligible children for whom they provide child care services as part of a comprehensive family literacy program.

Social Services Block Grant -- As of Fiscal Year 2001-02, five or six school districts received social service block grant funds through the Department of Health and Human Services.

DSS – Some districts obtain a small amount of funds to provide transportation to families. During Fiscal Year 2001-02 the Department of Education and DSS created a collaborative project that included the provision of family literacy services in the seven “greatest needs districts.” DSS contributed \$250,000 to the seven districts and they, in turn, provided the actual services. This collaboration no longer is in place because DSS was unable to provide the funds.

Green Thumb – A training and employment organization for needy senior citizens, Green Thumb has contracted with a few districts to provide the “on –the-job” child care training to senior adults in their community.

Other – Some school districts use local revenues, fees charged to participants, private donations or grants, and other EIA and general fund revenues to fund parenting/family literacy programs. Five school districts are also using funds from SC READS to support parenting/family literacy programs.

On September 10, 2003 the Office of Early Childhood Education provided an opportunity for the EOC staff to review the school districts' responses to the 2002-03 Act 135 Parenting/Family Literacy Report. At that time, sixty of the eighty-five school districts had completed the annual reporting requirements. In reviewing the financial data from these sixty school districts, the following information was compiled:

**Total Funding for Parenting/Family Literacy for Sixty School Districts
2002-03**

Source of Funding	Amount (\$)	Percentage of Total
EIA	3,793,357	22.8%
Even Start	2,193,649	13.2%
First Steps	5,630,602	33.8%
Title I	1,772,326	10.6%
Adult Education	360,055	2.2%
Success by 6	309,184	1.9%
Sisters of Charity	39,982	0.2%
ABC Vouchers	193,146	1.2%
SS Block Grant	72,000	0.4%
DSS	53,412	0.3%
Green Thumb	15,000	0.1%
Local District Revenues	356,435	2.1%
Fees or Tuition	300,958	1.8%
SC READS	344,322	2.1%
Other	1,218,312	7.3%
TOTAL:	16,652,740	

Table C lists the funding sources and total amounts by school district.

Based upon these sixty school districts, Act 135 funds for Parenting/Family Literacy programs represent only about one-fifth of all revenues for the program. First Steps funding accounts for approximately one-third with school districts receiving federal grants to support an Even Start Family Literacy program another thirteen percent.

In comparing these districts, clearly some school districts use various funding sources to support their initiatives. With total revenues of \$695,900, the Aiken County School District had over thirteen sources of funding while ten districts had as few as two sources of funding. Furthermore, the total funding between districts varies significantly. Greenville School District had total revenues of \$1,719,033 for parenting/family literacy services in Fiscal Year 2002-03. On the other hand, Clarendon 3 had the fewest revenues at \$42,577.

Furthermore, the variations in budgets are not contingent upon the size or geographic location of the districts. For example, the rural school district of Clarendon 3 had 1,161 students last year and a parenting/family literacy budget of \$42,577. Another rural district, Bamberg 2, had a comparable district size of 1,062 students and a parenting/family literacy budget of \$191,831. The comparisons are similar for larger, urban school districts. The Greenville County school district had 60,008 students and a budget of \$1,719,033 for parenting/family literacy while the Charleston County school district had 42,226 students and a budget of only \$511,695. The Aiken County school district had 23,732 students and a parenting/family literacy budget of \$695,900 while Richland School District Two had 17,775 students and a parenting/family literacy budget of \$146,637.

Programs:

According to the Office of Early Childhood Education, the programs funded through Act 135 and the other sources are as follows. Currently, there are twenty-three Even Start Family Literacy programs operating in the following school districts:

Allendale, Anderson 4, Bamberg 2,
Beaufort, Berkeley, Charleston, Clarendon 1,
Clarendon 2, Darlington, Edgefield, Florence 1,
Florence 3, Greenville, Jasper, Lancaster, Lee,
Marion 1, Pickens, Saluda, Spartanburg 5,
Spartanburg 7, Union and York 2

The remaining school districts have a parent education program using the models: Parent-Child Home, Parent as Teachers, or a combination of the above strategies.

The Even Start Family Literacy Program focuses on a comprehensive strategy to assist parents in gaining literacy and parenting skills. The goal is to assist parents in breaking the cycle of poverty and illiteracy. The components of a program include: adult education; early childhood education; parenting support and parent and child interactive literacy activities. "To be eligible for Even Start,

a family must have a parent who is eligible to participate in an adult education program under the Adult Education Act and have one or more children less than eight years of age. According to the federal legislation, Even Start projects must provide participating families with an integrate program of early childhood education, adult basic education, and parenting education. The program's design is based on the notion that these components build on each other and that families need to receive all three services, not just one or two, in order to effect lasting change and improve children's school success." The United States Department of Education awards formula grants to state education agencies that in turn make competitive discretionary grants to local education agencies and community-based organizations. Even Start projects are funded for four years.

The strengthening of parents and family is also the goal of First Steps. Legislation creating First Steps in South Carolina recognized the importance of parent and family strengthening. According to Section 59-152-30, one goal of First Steps is "to provide parents with access to the support they might seek and want to strengthen their families and to promote the optimal development of their preschool children." The Office of First Steps provided to the EOC Program Budget and Expense Summary documents for the parenting/family strengthening programs for Fiscal Years 2001-02 through the current Fiscal Year. Statewide, funding for these programs was as follows:

**Statewide First Steps Parenting/Family Strengthening Expenses for FY 2001-2202
and FY 2002-2003 and/Budgets for FY 2003/2004**
(Rounded to the nearest dollar)

Fiscal Year	State Appropriated	State/Local Private and Federal Funds	In-Kind Donations*	Total
2001-2	4,048,111	11,954	1,304,178	5,364,243
2002-3	6,571,197	171,093	486,766	6,644,430
2003-4	5,658,182	453,902	1,325,118	7,437,202

* Often, in-kind donations include supervision of staff, office space and other costs related to program services, but borne by the host/vending organization

Source: Office of First Steps, Program Budget and Expense Summary Documents for Fiscal Years 2001-02 through 2003-04.

First Steps county programs contract primarily with local school districts to expand and strengthen existing parenting programs. When multiple school districts are located in a county, the First Steps county board supports more than one parenting program. Currently, only five parenting programs are operated directly by county First Steps offices. In essence, First Steps funding enables school districts to serve more families and to offer more services to these

families. According to First Steps, the costs of training staff and providing enhancements such as additional family literacy services are often paid for out of First Steps funding. Maintaining such collaboration is critical in the implementation of Act 135 and First Steps; otherwise, duplication of administrative and program components would occur. Because multiple school districts may exist in one county, both the number of counties and programs served are reflected below in the parent education programs funding during Fiscal Years 02 through 04:

Program	FY 2001-02	FY 2002-03	FY 2003-4
	# Counties/# Programs	# Counties/# Programs	# Counties/# Programs
Parent-Child Home	8 / 11	9 / 12	6 / 11
Parents as Teachers	29 / 42	30 / 65	30 / 45
Family Literacy Model	0 / 0	7 / 7	4 / 4
English as a Second Language	2 / 2	1 / 2	1 / 2
Parents and Teachers and Parent-Child Home	0*	3 / 6	2 / 7
TOTAL	41 / 55	50 / 92	43 / 69

* During FY 2001- 2002, the combined Parents as Teachers and Parent- Child Home budget code was not implemented.

SOURCE: Office of First Steps.

The population served by the family strengthening component of First Steps and Act 135 are similar. The Office of Research and Statistics has tracked the demographics of parents and children enrolled in First Steps funded parenting programs. The following table represents initial findings in FY03 related to the number of children ages 0-3 in parenting programs, and the percentages of families and children (ages 0-6) enrolled in Medicaid and Food Stamps.

Program	% of children served Ages 0-3	Medicaid % All Ages/Children ages 0-6	Food Stamps % All Ages/Children ages 0-6
Parent-Child-Home	97.52	64.91/80.24	64.44/60.58
Parents as Teachers	90.00	68.25/75.12	51.25/49.71
Family Literacy Model	87.31	58.28/65.93	43.48/41.21
Parents as Teachers and Parent-Child-Home	96.08	70.22/80.16	52.43/52.21

Source: Office of First Steps

Expenditures

According to the 2002-03 Funding Manual published by the Department of Education, funds allocated for parenting/family literacy may be expended under five categories:

- Parenting/Family Literacy
- Improvement of Instruction
- Supervision of Special Programs
- Improvement of Instruction
- Custody and Care of Children

Within each category, funds can be allocated for salaries, employee benefits, purchased services, supplies and materials, and capital outlay.

The Department of Education provided to the EOC the expenditure report for Fiscal Years 1999-01 and 2000-01. For Fiscal Year 2000-01, data from 83 school districts was provided because data from Edgefield County and Hampton 2 School Districts were not complete. In these fiscal years there were seven appropriated accounts for allowed expenditures. When comparing the expenditures across these seven categories during these two fiscal years, the percentages are as follows:

Expenditures for Parenting/Family Literacy **Allocated for:**

	1999-00	2000-01
Parenting and Family Literacy Instructional Activities	74.57%	79.31%
Other Instructional Categories	1.14%	0.45%
Supervision	18.31%	14.10%
Inservice and Staff Training	0.69%	0.57%
Other Support Services	1.02%	0.78%
Custody and Care of Children	0.65%	0.92%
Other Community Services	2.77%	3.87%

Another way to analyze the data is to determine how much of the total expenditures were expended for salaries and fringe benefits, supplies and materials, capital outlay and purchased services across accounts.

Fiscal Year 1999-00 and 2000-01
Expenditures for Parenting/Family Literacy
Allocated for:
(Rounded to the Nearest Dollar)

	1999-01	%	2000-01	%
Salaries and Fringes	4,044,682	78.33%	4,380,364	76.99%
Supplies and Materials	503,141	9.74%	643,572	11.31%
Capital Outlay	109,370	2.12%	110,096	1.93%
Purchased Services	500,208	9.69%	546,491	9.60%
Other Projects	6,194	0.12%	9,216	0.16%
TOTAL:	5,163,595		5,689,738	

Clearly, the data reveal that school districts spend over three-fourths of their EIA funds for staff. This figure is comparable to national education expenditures. According to the National Center for Education Statistics, for school year 1999-2000 72.6% of current expenditures for instruction for public elementary and secondary education across states were spent on salaries, 18.1% on employee benefits, and 9.3% on all other.

Noteworthy is the amount of funds spent on professional development. Less than 1% of the funds are expended on professional development and training for these individuals. It should be noted that the Department of Education did provide summer institutes which provided professional development opportunities. In Fiscal Year 2001-02 the Department of Education reported that its Office of Early Childhood provided a series of six regional workshops and seminars, conducted a two-day statewide conference on Parent Education and Family Literacy where over 500 participants attended. The Office of Early Childhood also conducted a weeklong Early Childhood Language and Literacy Summer Institute for over 600 principals, 4K and 5K teachers, instructional assistants, and parenting/family literacy educators. However, due to budget constraints, the Office of Early Childhood is contemplating whether funding for such institutes can be funded in Fiscal Year 2003-04.

Evaluations

Evaluations of the parenting/family literacy program first began in 1991. "Target 2000: Parent Education Program, Status Report," published by the Department of Education in August 1991 provided historical information on the budget and implementation of the twenty-one pilot projects for Fiscal Years 1989-90, 1990-91, and 1991-92. For each pilot project, the report provided information on such issues as: the target population; parent group activities including parent education; home visits; parent and child group activities; diagnostic screening; level of interagency support; adult education; training; curriculum; and staff.

With passage of Act 135, the Department of Education then issued annual reports in 1994-95, 1995-96, and 1996-97 on the Technical Assistance Sites. These reports contain program summaries and data from the technical assistance sites. Data included in the reports are: number of paid staff; funding; number of families and children served; and evaluation data using CSAB scores and surveys. The reports also contain the major goals and activities of each site including parent education, child services, special projects, collaboration activities and technical assistance efforts. The evaluation data compared the CSAB scores of children in the program with the CSAB scores of children in the general population. Table D compares CSAB scores during this time period.

The most recent comprehensive evaluation of the parenting/family literacy programs was the "1998-99 Annual Report on Act 135 Statewide Parenting/Family Literacy Programs." The report provided similar information: number of paid staff, funding allocations; description of program model, number of families and preschoolers served. However, also included were evaluation data related to six objectives:

1. Increased level of school readiness as determined by CSAB scores;
2. Increased parents' education Level as determined by TABE, Slosson, etc;
3. Improved parenting skills as determined by Pre & Post Test Educator Observation, etc;
4. Improved Parent/Child interactions determined by parent survey, parent educator observation, etc;
5. Increased parental participation in program activities or in children's education as determined by attendance records; and
6. Parent satisfaction with program as determined by parent surveys.

Currently, the Department of Education distributes an annual evaluation report to all parenting/family literacy coordinators. Copies of Act 135 Parenting/Family Literacy Reports for Fiscal Years 1999-00 through Fiscal Year 2001-02 and the program report form for Fiscal Year 2002-03 are in the appendix. As defined in

the annual reports, the Even Start Family Literacy model provides “services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and integrates parenting, early childhood and adult education/literacy to provide comprehensive, long-term educational services for parents and their children.”

Program coordinators are asked to report on the following:

- Sources and amounts of funding including EIA and other sources
- Job titles of full-time and part-time staff
- District program model being used
- Outcome measures including: number of families and preschool children served; number of workshops provided; number of instructional packets distributed; verification of immunization; library cards issued
- Description of parent education, Event Start Model Family Literacy, child services, parent/family support services, special projects and collaboration activities provided

In February of 2003, Dr. Robert J. Popp provided an evaluation of the South Carolina Even Start Statewide Family Literacy Initiative. In his report, Dr. Popp details the new focus of the Department on promoting comprehensive and intensive family literacy programs with integration of services. Dr. Popp notes that the goals for The South Carolina Even Start Initiative are to:

1. Establish three family literacy technical assistance centers;
2. Implement a statewide training program for family literacy practitioners, administrators, and evaluators of state and federal funded initiatives; and
3. Conduct a public awareness campaign.

In addition, the Office of Early Childhood Education is in the process of developing and implementing a statewide Indicators of Program Quality for Family Literacy. The set of ten indicators as revised are:

1. After completing a minimum of 60 hours of academic instruction, 20 percent of all adults pretesting at 0 through 10.9 on the Tests of Adult Basic Education (TABE) reading, mathematics, and language will demonstrate a gain of one educational functioning level in a minimum of one academic area as measured by the TABE.

2. After completing a minimum of 60 hours of English language instruction, 10 percent of all adults pretesting at “beginning literacy” to “low advanced literacy” on the Basic English Skills Test (BEST) will demonstrate a gain of one educational functioning level as measured by the BEST.
3. Twenty percent of adults whose goal is to obtain a high school diploma or its equivalent during the program reporting year and who entered with a minimum of 20 high school units of credit or who have scored 11.0 or higher in reading, math, and language on the TABE will earn a high school diploma or its equivalent.
4. Fifteen percent of the participants whose goal is either to enter postsecondary education, job training or retraining, nonsubsidized employment, the military or to receive a career advancement during the program year will achieve that goal.
5. Eighty-five percent of participating children ages birth through five years old will show significant progress in the development of emergent literacy skills.
6. Ninety percent of participating children in grades preK through three will attend school at the same or a better rate than nonparticipating children.
7. Ninety percent of participating children in grades preK through three enrolled by September 1 will be promoted to the next grade or will be placed into appropriate services identified in their individualized education programs (IEPs).
8. Fifty percent of participating children in grades one through three will read on or above grade level.
9. Seventy-five percent of participating parents will demonstrate growth in supporting children's learning in formal educational settings.
10. Eighty percent of participating parents will demonstrate growth in supporting interactive literacy activities.

In addition, the Office of Early Childhood Education and the Office of First Steps is going to use a Parent Education Profile to evaluate all parenting components of Act 135 programs and Even Start family literacy programs. The Parent Education Profile will evaluate the status of parent progress in family literacy programs using four scales that measure: (1) parent's support for children's learning in the home environment; (2) parent's role in interactive literacy activities; (3) parents' role in supporting child's learning in formal education settings; and (4) taking on the parent role. Even Start and First Steps will be collecting demographic data for individual profiles. School district and First Steps parenting providers will be trained in using the profile to measure the progress of parents receiving parent education services. The evaluation will be conducted at a half-way point in each fiscal year to evaluate interim progress and to target areas for improvement. At the end of the year, a second evaluation will be conducted to determine measurable progress of parents in the program.

Program Goals and Effectiveness

Because a child's parent is his or her first teacher, providing parents with the tools and support to promote their child's development is crucial to a child's academic success. Education research has provided evidence that the lower the education level of the primary care giver of a child, the more at risk is the child to academic struggles. The two overriding and interrelated goals of the parenting/family literacy program are school readiness and family literacy. Parents with improved literacy skills are able to provide the support and involvement to assist their child in school. In turn, these children are more likely to be ready for school and are more likely to sustain academic success while in school.

To achieve these goals, South Carolina statute and regulations explicitly require every school district to provide parent education to parents and guardians who have children ages birth through five years. School districts must include intensive and special efforts to recruit parents or guardians whose children are at risk for school failure, must identify potential developmental delay in preschool children by offering developmental screening.

Has the parenting/family literacy program achieved these goals?

Goal 1: School Readiness Between 1995 and 1999 the Department of Education used CSAB to evaluate the effectiveness of the parenting/family literacy program on school readiness. CSAB was the statewide assessment to determine first grade readiness. This test was also used to compare the percentage of children whose parents participated in parenting/family literacy services CSAB data comparisons were used to determine the readiness of children whose parents participate in parenting and family literacy programs from 1995 through 1999. For years 1995 and 1996, the data represent scores for technical assistance sites only.

The following chart provides a summary of the districts' CSAB scores between 1995 and 1999. The chart shows how many school districts had greater CSAB scores for children whose parents or families participated in the parenting and family literacy programs than for the general population of first graders. "Program children" refers to children whose parents participated in the parenting/family literacy program, and "Total Program children" reflects the total number of children statewide whose parents or families participated. According to the Department of Education, not all districts responded because some parenting/family literacy programs: (1) were not operational long enough to track children; (2) were targeted to a large number of at-risk students so that only group data is analyzed rather than individual student data in the case of the Greenville County School district; or (3) served parents and families of children

who were not old enough to enter first grade. Years 1995 and 1996 reflect only technical assistance sites which include the Marion 1 and Marion 2 collaboration which is reflected as one site. A detailed listing of the districts' CSAB reports are included in Table D.

YEAR	No. Districts or Sites Responding	No. Districts/Sites with CSAB Scores Greater for Program Children than General Population	Total Program Children Taking CSAB
1995	16	16 (100%)	527
1996	16	15 (94%)	532
1997	44	34 (77%)	1258
1998	57	37 (65%)	2578
1999	66	46 (70%)	2901

Today, kindergarten and first grade students are evaluated using the South Carolina Readiness Assessment (SCRA) rather than CSAB. SCRA is a checklist that evaluates three broad areas of a child's growth and learning: personal and social development; language and literacy, and mathematical thinking. The checklist is based on a teacher's observations of the child working in the classroom and on multiple samples of his or her work. Unlike CSAB, the Readiness Assessment does not provide absolute cut off scores that determine whether a child is "ready" for first grade.

Goal 2: Family Literacy How effective has the parenting/family literacy program been in improving family literacy in South Carolina?

On October 2, 2002, a report entitled "Young Adults in South Carolina" was issued. The report focuses on the economic, family and education problems of 18 to 29 year-olds. According to this report, based on 1990 U.S. Census data, of all young adults in South Carolina between the ages of 18 and 24, 2% have less than a ninth grade education and 22% have between a 9th and 12th grade education but did not receive a high school diploma. Furthermore, in the twenty-five to thirty-four year old range, another 3% have less than a ninth grade education and another 16% attended high school but did not earn a diploma. The 2000 census data shows that of the population ages 25 years and over in South Carolina, 8.3% have less than a 9th grade education and 15.4% attended high school but did not earn a diploma.

Regarding trend data, the South Carolina Young Adults State Report documents with census data that between 1980 and 1990 the percentage of South Carolinians over age 18 without a high school diploma remained relatively unchanged. In 1980 the percentage was 23% and in 1990, 19%. In 1990 there

were 783,610 South Carolinians over the age of eighteen without a high school diploma.

When looking at census data on the population of persons age twenty-five years of age or older, according to the 1990 census there were 31.7% of the population with less than a high school diploma. 13.6% had less than a 9th grade education and another 18.1% having between a ninth grade and twelfth grade education but did not receive a diploma.

Persons 25 Years of age and Older in South Carolina With:

CENSUS	Less than Ninth Grade Education	Between 9th and 12th grade Education, No Diploma	High School Diploma	Four or more Years of College	Total Population
1980	25.7%		53.7%	13.4%	3,121,820
1990	13.6%	18.1%	68.3%	16.6%	3,486,703
2000	8.3%	15.3%	76.3%	20.4%	4,012,012

SOURCES: www.ors2.state.sc.us/abstract/chapter7/ed5.html;
www.ors2.state.sc.us/abstract/chapter7/ed2.html;
www.ors2.state.sc.us/abstract/chapter7/ed4.html

Within counties and school districts, the use of parenting/family literacy funds to improve literacy can be evaluated using the annual reporting documents. Annually, school districts receiving Act 135 parenting/family literacy funds are required to report on the following: (1) the number of persons/families participating in literacy services or adult education; and (2) the number of GED or high school diploma graduates. The 2002-03 report asked districts specifically to list the number of parents enrolled in adult literacy or adult education. Using the 2001-02 annual report which includes eighty-four school districts and the 2002-03 annual report which includes only sixty school districts, the following statistics as reported by the school districts is provided:

	2001-02	2002-03
Number of Families in Family Literacy	2,534	
Number of Families in Adult Education	3,523	
Number of Families in Adult Ed/Literacy		2,096
Number of High School/GED Graduates	597	313

Across school districts, there is a wide variation in the impact of the parenting/family literacy program on literacy. As Tables E and F in the appendix illustrates, many districts had no high school or GED graduates while others like Aiken, Greenville and Pickens have had significant success. The discrepancy is due in part to the focus of the Act 135 parenting/family literacy program in the district and on the various objectives of the program. Some school districts have only parenting education programs which provide brochures, group meetings, and home visits. Literacy is not the objective of the program; instead, teaching parents parenting skills is the focus. Others have a comprehensive approach to parenting/family literacy incorporating early childhood education, parent education and adult education.

Goal 3: Statewide Implementation Each school district in the state provides parent education and/or family literacy services and receives funding through the EIA for this function. Statewide implementation has occurred. Districts also use funds provided through Even Start, First Steps, and Title I; however, most districts do not receive Even Start funds with only twenty-three districts currently receiving these grants.

Goal 4: Recruiting Parents whose Children are At-Risk To date, no evidence is collected by the Department of Education to determine if, and how extensive, school districts recruit parents whose children are at-risk of school failure including children of Limited English proficiency. Also, currently there is no statewide database describing the profiles of the parents and children in parent education programs in the state. The Office of Early Childhood has indicated that in Fiscal Year 2003-04 the Department will contract with an entity to establish a web-based system for information management that will provide a profile on the parents and children in this program.

Goal 5: Developmental Screening: According to Act 135, school districts must provide developmental screening to identify potential developmental delays in preschool children. According to the 1990 U.S. Census there were 261,605 children below the age of 5 and according to the 2000 census that number had increased to 264,679 in South Carolina. The Office of Early Childhood Education asks Act 135 parenting coordinators to report on the number of developmental screenings conducted each fiscal year. In Fiscal Year 2001-02 (Table E) there were 12,374 developmental screenings performed in eighty-four districts and in 2002-03 (Table F) there were 7,266 in sixty school districts.

EOC Survey of Parent Coordinators

Legislation creating First Steps in South Carolina recognized the importance of parent and family strengthening. According to Section 59-152-30, one goal of First Steps is “to provide parents with access to the support they might seek and want to strengthen their families and to promote the optimal development of their preschool children.” On October 15, 2002, the Institute for Families in Society at the University of South Carolina issued an effective practices report on the parent education/family strengthening component of First Steps. The report documents issues that impact the success of parent education programs in this state. “Eight challenges particularly relevant to South Carolina are:

1. having a clear understanding of what parents/families want to accomplish.
2. making decisions based on each family's needs and ensuring that families are involved in this process.
3. achieving high fidelity with program design. If a program lacks quality staff and fails to adhere to program quality standards, it is likely to fail in its mission to engage families.
4. keeping accurate records and related evaluation documents.
5. developing and maintaining a client base that matches the program's purpose and function.
6. providing staff with continuing education, mentoring and supervision as part of their professional development.
7. engaging the services of culturally knowledgeable and responsive staff.
8. providing for strong leadership and continuity of funding.”

First Steps to School Readiness Effective Practices Reports, Parent Education /Family Strengthening, p.2)

The Institute further noted several keys to a successful and effective parent education program. Parent education programs need to:

1. Maintain fidelity to the program model being used whether it is an Even Start Model, Parents as Teachers (PAT) model, or Parent-Child Home;
2. Document and maintain profiles of all participants and children;
3. Know the educational experience of staff providing the services;
4. Provide combination of parent education with high quality preschool center experiences; and
5. Maintain doable case load for each provider.

Survey Instrument and Methodology:

In order to analyze the effectiveness of the program against the statutory and regulatory goals of the EIA parenting/family literacy program and in light of the results of the First Steps evaluation, a survey was designed and mailed to all Act 135 parenting and family literacy coordinators on August 29, 2003. Each district superintendent was also mailed copies of the survey and of the letter to the Act 135 parent coordinator. The Office of Early Childhood Education at the Department of Education provided the names and addresses of all Act 135 parent coordinators. To simplify the process further, the EOC also posted the survey on its website for coordinators to respond online. Coordinators were given the option of returning the survey by September 26, 2003 to the EOC via mail or electronic transfer.

The survey was designed with input from the Department of Education, First Steps, and the Alliance for South Carolina's Children. The survey instrument is in the appendix. The eleven items on the survey were designed to illicit data to determine the following:

1. In the opinion of the coordinators, is the fidelity of parent education and family literacy programs being maintained?
2. What is the quality of child care services provided to children whose parents are in family literacy programs?
3. What strategies are being implemented to recruit parents of at-risk children into the parenting or family literacy programs?
4. What demographic information is currently being collected on families and their children?
5. Do any school districts target their parenting and family literacy services to any particular at-risk population?
6. What is the educational experience of staff providing parenting/family literacy services in this State?
7. What level of collaboration currently exists between school districts and other entities providing parenting, family literacy or health services to these families?
8. What are school districts currently using to assess the effectiveness of their programs in improving school readiness and improving literacy?

Survey Results:

As of October 1, 2003, fifty-three school (53) districts had submitted and completed surveys to the EOC. Rural and urban school districts were represented in the respondents as well as school districts of varying size and

geographic locations throughout the state. Of the respondents, twenty-three indicated that they had instituted an Even Start model program. These twenty-three respondents were not the same school districts that the Office of Early Childhood Education stated were Even Start model programs. The discrepancy could be explained by the fact that the some school districts are initiating such programs in the current fiscal year. Eleven of these Even Start model programs also implement Parents as Teachers (PAT) programs. Another explanation could be confusion over what program components characterize an Even Start model.

Of the thirty school districts in the survey that do not have an Even Start model program, the majority (twenty) relied solely on the PAT programs to provide parent education. The other school districts implemented a combination of programs including Parent-Child Home.

The survey responses were then analyzed according to the eight issues:

1. In the opinion of the coordinators, is the fidelity of parent education and Even Start model being maintained? Only ten of the 53 school districts or 19% responded that the fidelity of the program model is completely maintained. These ten districts used PAT and/or Even Start Model Family Literacy programs. Nineteen districts or 36% stated that the program is completely adapted to the individual needs of the community. Many districts commented that a lack of funding prevented the district from hiring enough full-time staff to provide all components of the program. Some districts even noted that the parenting program is determined by the individual needs of schools. Some school districts implement parenting education through the Parent-Child Home program to Limited English proficient families only. The lack of fidelity to the program model was most evident by school districts that institute parenting education only programs. Overall, the lack of adherence to the program design by almost 80% of the districts will likely adversely impact the quality of the program and its effectiveness.
2. What is the quality of child care services provided to children whose parents are in family literacy programs? Overwhelmingly, districts noted that the child care services typically did not have high caregiver-child ratios and were not accessible to reliable transportation. In some rural regions of the state, school districts noted that any childcare was extremely limited.
3. What strategies are being implemented to recruit parents of at-risk children into the parenting or family literacy programs? All respondents stated that they use a variety of strategies to recruit parents of at-risk

children into the program. All districts use at least two forms of communication (word of mouth, distribution of written materials, public service announcements and referrals from other agencies). In addition, 43 or over 80% of the districts use referrals from other agencies, including, high schools, county mental health offices, Head Start, Department of Social Services, Baby Net, First Steps, Adult education, schools, churches, pediatricians, Department of Juvenile Justice, Easter Seals, hospitals, and Clemson Extension.

4. What demographic information is currently being collected on families and their children? All but four school districts maintain demographic information on families and children served.

5. Do any school districts target their parenting and family literacy services to any particular at-risk population? Districts were asked if they target or prioritize their Act 135 Parenting and Family Literacy services to any specific at-risk population. Only 15 or 28% of the districts target services to any specific at-risk population. And, of these fifteen districts, twelve target teen parents. One district targets grandparents who are the primary caregivers of children for parenting education services. Another district targets families with learning disabilities, a history of domestic violence, substance abuse, substantiated child protective services cases, intergenerational illiteracy and/or poor work history.

6. What is the educational experience of staff providing parenting/family literacy services in this State? There are 245 full-time and 81 part-time employees in these 53 school districts. Overall, three-fourths of the full-time staff has more than a high school diploma while another 58% of the part-time staff have more than a high school diploma.

Full-Time Staff

Less than High School Diploma	3	1.22%
High School Diploma	60	24.49%
Associate Degree	47	19.18%
Four-Year College Degree	90	36.73%
Advanced Degree	45	18.37%

Part-Time Staff

Less than High School Diploma	1	1.23%
High School Diploma	34	41.98%
Associate Degree	20	24.69%
Four-Year College Degree	14	17.28%
Advanced Degree	12	14.81%

7. What level of collaboration currently exists between school districts and other entities providing parenting, family literacy or health services to these families? The level of collaboration between the school districts and other entities varies across school districts. From the perspective of these school districts, there is significant collaboration occurring between First Steps and Adult Education, but very little between other family literacy organizations and faith-based communities, and even less between state mental health and DHEC offices even though most districts reported getting referrals of clients from these organizations.

Collaboration Levels with the following entities

	Mean	n=
First Steps	4.15	53
Head Start	3.34	50
Adult Education	4.56	52
Family Literacy Organization	2.98	43
Faith-Based Organization	2.78	37
DHEC	2.78	50
Mental Health	1.91	47

8. What are school districts currently using to assess the effectiveness of their programs in improving school readiness and improving literacy? The responses to this question also varied significantly between districts. Most districts provided some effectiveness measures. Eleven districts reported that no quantifiable effectiveness or outcome measurements. These eleven districts cited either the lack of a state readiness test or the implementation of a new parenting program or assessment strategy at the local level.

Of the districts who did respond with effectiveness measure, these districts pointed to a variety of effectiveness measures:

- Student scores on the Dial 3 development screening test

- Student scores on the South Carolina Readiness Assessment (Even though this test is not a measure of school readiness, some districts point to percentage of children showing evidence of school readiness while others appear to use the test results inappropriately to determine actual readiness for first grade.)
- Student scores on CSAB – It appeared by the responses that some districts still use CSAB to determine readiness for first grade.
- PACT scores. One district is tracking PACT scores of children whose parents participated in the program.

Regarding the effectiveness of the program on parents, districts also used a variety of indicators:

- PTA/PTO membership of parents involved in the program.
- Attendance of parents at parent conferences (Unclear, is whether the districts look at overall district measures of attendance at parent conferences or if the participation rate of individual parents who participated in the parent education program are documented.)
- Number of parents receiving GED or high school diplomas.
- Parent Knowledge Survey results.
- Parent Satisfaction Survey results in TABE scores.
- Gains of at least one educational functional level for adults in the program.

Finally, when asked how to improve parenting/family literacy programs in the individual districts, the majority of districts requested more funding for staff, training, and materials. However, when asked how many families are currently on a waiting list for services, the 53 school districts combined estimated only 1,033 families were on waiting lists. Some districts did not have any families on a waiting list while another district had 198 families of at-risk waiting for services. The average waiting list was 200.

It should also be noted that the average case load of providers was 22.4 across these districts. One district reported a zero average case load and two districts had only one family per staff. The district with the largest case load per staff had an average case load of 58 while another had 50.

Overwhelmingly, the districts cited the need for qualified training opportunities for staff and for support and leadership from the local community. Rural districts also cited transportation and quality child care as significant obstacles to their program's effectiveness.

Findings and Recommendations

Based on the information obtained from the Office of Early Childhood Education and from the survey of Act 135 parenting/family literacy coordinators, the analysis determines the following:

1. Because the state no longer uses CSAB to measure school readiness and because the current South Carolina Readiness Assessment test is not designed to determine absolute school readiness scores, there are no uniform state indicators used to assess the academic performance of children whose parents participated in the parenting/family literacy programs. Consequently, determining the impact of parenting/family literacy programs on student achievement in South Carolina requires using a variety of indicators and established state objectives for the program.
2. While family literacy is only one statutory objective of the program, there is no evidence of a significant improvement in adult literacy in the State since the inception of the program.
3. Parent education and/or family literacy programs are operational in every school district in the state as required by Act 135.
4. While all districts do recruit at-risk children and their parents in the program, there is no evidence to determine how extensive and successful the recruitment strategies are especially, in rural school districts where transportation is a major obstacle to parents' participation in such programs. Currently, there is also no statewide database describing the profiles of the parents and children in parent education programs in the state. Most individual districts do maintain such demographic information but it is not aggregated. The Office of Early Childhood Education is in the process of developing and implementing an on-line reporting system that will track funding, staffing, services and strategies for all Act 135 parenting/family literacy programs. The reporting system should provide greater ease in monitoring the Act 135 funds and programs and more reliable information.
5. School districts which responded to the EOC report collaboration efforts are occurring between school districts and First Steps and adult education in the provision of parenting and family literacy services. However, collaboration between districts and social services agencies are not extensive.
6. Professional development and staff training for individuals who carry out the functions of Act 135 are critically limited. While the Department of

Education provided in past fiscal years training to parent educators, due to budget constraints additional training is unlikely and any future training will be targeted to family literacy programs. Based upon expenditure data by the school districts, less than 1% of all funds allocated for parenting/family literacy are expended on professional development and training. Districts in the EOC survey cite the need for quality training opportunities for the staff.

7. There is great variation between districts in the amount of resources and programs provided to families.

Based upon these findings, the EOC would recommend that:

1. The state must establish alternative indicators to assess the impact of parenting/family literacy programs on the educational achievement of students whose parents participated in the program. Among the indicators that could be used are PACT scores and retention rates in kindergarten through grades 2. It is imperative that the state be able to determine the long term impact of this program on the educational achievement of children whose parents participate in the programs.
2. The on-line reporting system being implemented to assess Act 135 should include profiles of the persons and families who participate in the parenting/family literacy programs and indicators of academic success for both parents and children using many of the "Indicators of Program Quality for Family Literacy" as proposed. Having a unique student identifier would greatly assist the state and districts in long term tracking of these students.
3. The legislature should appropriate funds only to school districts that provide comprehensive family literacy programs using the Even Start Model. Not only is federal funding available for these programs, but also the programs provide a comprehensive approach to addressing the intergenerational cycles of poverty through adult education, early childhood education and parenting programs. Furthermore, most districts are already coordinating with First Steps and adult education in the provision of services and in the use of resources. Parent education would continue to be included in this program along with early childhood education initiatives.
4. Local school district boards of trustees and superintendents should focus their parenting education and family literacy activities on teen parents and first-time parents in order to address long term, cyclical patterns of

poverty in their community. Currently, most districts do not focus their services on a strategic subpopulation. Focusing on these subgroups would assist schools in improving graduation rates which is a state and federal objective. Local support of these programs is critical to their success.

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Appendix

SECTION 59-1-450 of the South Carolina Code of Laws. Parent education programs.

The State Board of Education, through the Department of Education and in consultation with the Education Oversight Committee, shall promulgate regulations for establishing parenting/family literacy programs to support parents in their role as the principal teachers of their preschool children. The programs must provide parent education to parents and guardians who have children ages birth through five years and who choose to participate in the programs and must include intensive and special efforts to recruit parents or guardians whose children are at risk for school failure. The program or programs also should include developmental screening for children and offer parents of children from birth through five years opportunities to improve their education if the parents do not possess a high school diploma or equivalent certificate.

The State Board of Education, through the Department of Education and after consultation with the Education Oversight Committee, shall promulgate regulations to implement parenting/family literacy programs in all school districts or consortia of school districts. Priority must be given to serving those parents whose children are considered at risk for school failure according to criteria established by the State Board of Education. From funds appropriated for the programs, an adequate number of those parenting programs funded under the Target 2000 Act shall receive priority in funding for fiscal years 1993-94 and 1994-95 and must be funded at no less than the level received in fiscal year 1992-93 contingent upon their agreeing to provide technical assistance to other districts and schools planning and implementing parenting/family literacy programs in concert with the Department of Education's technical assistance process required in this chapter. Only those projects whose evaluations show them to be most effective may be selected based on criteria developed by the State Department of Education in consultation with the Education Oversight Committee.

Beginning in fiscal year 1995-96 for districts with Target 2000 Act parenting programs and in fiscal year 1993-94 for all other school districts and district consortia, funding must be allocated to districts and consortia serving more than two thousand pupils on a base amount of not less than forty thousand dollars with any additional appropriation to be distributed based on the number of free and reduced-price lunch-eligible students in grades one through three in a district or consortium relative to the total free and reduced-price lunch-eligible students in grades one through three in the State. The programs developed in each district and consortium may draw upon lessons learned from parenting programs funded under this section.

The State Board of Education, through the Department of Education, in developing the regulations for this program shall consult with representatives of the Department of Health and Environmental Control, Department of Social Services, the South Carolina State Library, and Health and Human Services Finance Commission, and with adult education and early childhood specialists. In

developing the regulations, the State Board and State Department of Education shall consider the guidelines developed for the Target 2000 Act parenting programs and any available evaluation data.

By December, 1993, the chairman of the Human Services Coordinating Council shall convene a committee consisting of supervisors of programs dealing with early childhood and parenting from the Department of Education, Department of Health and Environmental Control, the Department of Social Services, the South Carolina State Library, and the Health and Human Services Finance Commission; at least one representative from each of these agencies who administer these programs at the county and district level; and adult education and early childhood specialists. The Executive Director of the Finance Commission shall chair this committee. By July 1, 1994, this committee shall report to the Education Oversight Committee and the Joint Committee on Children ways to better coordinate programs for parenting and literacy and recommend changes to each agency's state regulations or provisions of law which would better promote coordination of programs. The Department of Health and Environmental Control, the Department of Social Services, and the Health and Human Services Finance Commission shall direct their employees at the county and district levels to cooperate with school district officials in establishing parenting/family literacy programs.

REGULATIONS GOVERNING PARENTING/FAMILY LITERACY PROGRAMS

43-265. Parenting/Family Literacy.

(Statutory Authority: S.C. Code Ann. Section 59-5-60(1) (1990) and 59-139-10(A)(1) (Supp. 1998))

I. Program Goals

- A. To strengthen parent involvement in the learning process of preschool children ages birth through five years
- B. To promote school readiness of preschool children
- C. To offer parents special opportunities to improve their literacy skills and education
- D. To identify potential developmental delays in preschool children by offering developmental screening

II. Requirements

- A. Each school district must design and implement a parenting or family literacy program to support parents of children ages birth through five years in their role as principal teachers of their preschool children.
- B. Intensive and special efforts must be made to recruit parents whose children are at risk for school failure.

III. Program Components

A. Parent Education

Programs must provide parent education that

- 1. enhances the relationships between parents and children and connects the value of interactions to literacy experiences;
- 2. provides literacy development of parents and children;
- 3. promotes interaction of parents with schools and the wider community;
- 4. develops understanding of child development; and
- 5. provides support services that address health, nutrition, transportation, childcare, and other related issues.

B. Family Literacy

Family literacy uses a more holistic and integrated approach to serving families. Districts must use this approach for families requiring more intense experiences to change intergenerational patterns associated with low literacy and undereducation. The South Carolina definition is consistent with federal legislation. Family literacy is clearly and consistently defined in the Adult Education and Family Literacy Act of 1998, Even Start, Head Start and the Reading Excellence Acts. These acts define "family literacy services" as services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

- 1. Interactive literacy activities between parents and their children

2. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
3. Parent literacy training that leads to economic self-sufficiency
4. An age appropriate education to prepare children for success in school and life experiences

C. Evaluation

Districts must participate in evaluation efforts coordinated by the State Department of Education. This will include tracking children of participating parents through first grade to determine the program's impact on school readiness. The evaluation should include a variety of other indicators, such as

1. increased level of school readiness,
2. improved parenting skills,
3. change in the educational level of parent participants,
4. parent satisfaction with the program,
5. number of developmental screenings completed and referrals, and
6. efforts to identify and recruit families of children at risk of school failure.

IV. Service Delivery Methods

The methods for service delivery will vary in specific type, mix, and intensity according to community needs and priorities.

A. Home Visits

Programs must provide instructional home visits that

1. provide individualized parenting or family literacy training for parents and preschool children;
2. build on the strengths that are apparent in a familiar setting;
3. demonstrate that the home is the child's first and most important learning environment; and
4. increase the intensity of program activities as well as increase access to services for some families.

B. Group Meetings

Programs must provide group meetings to

1. encourage parent mentoring,
2. develop support networks, and
3. provide parenting information.

V. Funding

Funding will be allocated as determined by the General Assembly.

VI. Coordination

Collaboration and coordination with other local agencies and community organizations must be integrated into all phases of program development, design, and implementation. School districts must consult with a local advisory committee to plan and develop parenting and family literacy services to maximize resources and avoid duplication of effort. This may include district early childhood, adult education, literacy, Success By 6, Head Start, Department of Social Services, and other community services.

VII. Professional Development

The State Department of Education will provide or coordinate activities to train parent educators in developing and implementing parenting and family literacy initiatives. Nationally validated program and curriculum training, such as Parents As Teachers, Motherhead, Parent-Home-Child, etc., must be included. Appropriate ongoing staff development activities must be incorporated in the district's Strategic Plan as required by Act 135.

VIII. Guidelines

Additional information relating to the implementation of this regulation, including service delivery methods, developmental screening instruments, and at-risk factors/criteria is contained in the "Guidelines for Implementing Parenting/Family Literacy Programs," available at the State Department of Education. The State Board of Education will review and update the "Guidelines" as needed.



South Carolina Department of Education Guidelines for Implementing Parenting/Family Literacy Programs as Required in Act 135

Parenting/Family Literacy programs are to be developed with the overall purpose of supporting parents/guardians of children ages 0-5 years in their role as the principal teachers of their preschool children. Programs must be designed to serve children, parents (or guardians), and parents and children together as a family unit.

To demonstrate and emphasize the significance of a parent's role as a child's first and most important teacher, a district or consortium should use a variety of service delivery methods, such as:

- ◆ home visitation to provide parent training
- ◆ group activities for the parent and for the parent and child
- ◆ community services, both volunteer and agency-sponsored
- ◆ general case management
- ◆ diagnostic screening
- ◆ adult education and family literacy enhancement

Methods for service delivery will vary in specific type, mix, and intensity according to the assessed needs of the families served.

Specific components of a parenting/family literacy program should include each of the following:

I. Programs must provide parent education to parents and guardians who have children 0-5 years of age and who choose to participate.

The program should:

- A. Establish a well-rounded parent/family literacy program to include but not be limited to the following areas: pre- and post-natal care, child health and nutrition, child development (cognitive, social, emotional, motor, and language), developmentally appropriate parent-child interactions.
- B. Provide homebased and centerbased learning experiences for both children and parents. Group activities are expected to take place in locations and settings which are most conducive to participation by parents and their children.

- C. Instill the concept that the parent is the child's first and most important teacher by utilizing such curricula as Parents as Teachers (PAT), The Bowdoin Method, Mother-Child-Home Program, MotheRead, Transactional Intervention Program, and Family-Oriented Structured Preschool Activity in their entirety or modified and/or combined in a manner that best meets the identified needs of the target population.
- D. Provide a program that reinforces and strengthens the family's literacy habits through a holistic approach.
- E. Provide activities for parents, such as parenting skills workshops (discipline, nutrition, stress management, etc.) and parent support groups.
- F. Promote the role of parents as advocates in their children's ongoing educational process.

II. Programs must include intensive and special efforts to recruit and give priority to serving those parents of children 0-5 who are considered at risk for school failure.

- A. For purposes of Parenting/Family Literacy Programs, children "at-risk" are defined as those experiencing any of, but not limited to, the following criteria:
 - ◆ Demonstrate significant developmental delays
 - ◆ Experience instability and inadequate basic capacity within the home and/or family
 - ◆ Poverty
 - ◆ Limited English proficiency
 - ◆ Teen parent
 - ◆ Poor health (physical, mental, emotional)
 - ◆ Child abuse and neglect
 - ◆ Inadequate parenting skills/practices
 - ◆ Inadequate access to needed family services
- B. Identify families via intra-district collaboration (e.g., 3- and 4-year-old, special education, Chapter 1, Adult Education, and Vocational Education programs, as well as guidance counselor and principal referrals).
- C. Identify families via referrals from local service and health agencies, churches, Head Start, civic organizations, community centers, etc.

- D. Implement an awareness campaign for parents of children ages 0-5 which includes, but is not limited to, such tools as public service announcements, flyers, brochures, and press releases.
- E. Participate regularly and document activity in local interagency network or council (may need to be established).

III. Programs must provide developmental screening of children at least annually; this may be accomplished through existing programs that conduct screening, such as BabyNet, Child Find, Head Start, Health Department (Women, Infants, Children; Early and Periodic Screening and Diagnostic Treatment), and Department of Social Services.

A. Suggested screening measurements include the following:

- ◆ vision, speech, and hearing
- ◆ Batelle Developmental Screening (0-8 years)
- ◆ Denver Developmental Screening (0-6 years) or
- ◆ Denver Revised Prescreening Developmental Questionnaire
- ◆ DIAL-R Developmental Screening (2-6 years)
- ◆ Early Accomplishment Profile (LAP) (0-36 months)
- ◆ Brigance

IV. Programs should offer parents of children 0-5 years of age opportunities to improve their educational level if the parents do not possess a high school diploma or equivalent certificate.

Programs should:

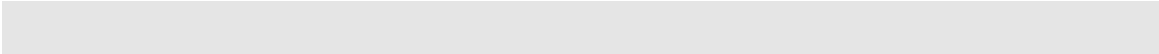
- A. Provide educational services for adult literacy enhancement (self-improvement), GED, High School diploma, job training/support and counseling to meet the individualized needs of the parent.
- B. Determine parents' short- and long-term goals and assist them in the development of strategies for meeting these goals.
- C. Collaborate with local and state service agencies, such as Department of Social Services' Work Support, JTPA, Alcohol and Drug Commissions, and Vocational Schools.

V. All sections of the above components should be evaluated annually. The evaluation component of the Parenting/Family Literacy program should be consistent with, and supportive of, the evaluation component of the district's strategic plan.

The evaluation should include a variety of indicators, such as the following:

- ◆ Change in educational level of parent participants
- ◆ Parent satisfaction with the program
- ◆ Number of developmental screenings completed and referrals
- ◆ Efforts to identify and recruit families of children at risk of school failure

ADDITIONAL COMPONENTS OF A STRONG PROGRAM

1. A program coordinator with sufficient understanding of child development, parenting, and family literacy who devotes a minimum of 20 hours per week to administration of the program.
 2. Extensive training for all paid staff and volunteers.
 3. Annual data collection to measure program effectiveness.
- 

South Carolina Department of Education
Office of Early Childhood Education
Act 135 Parenting/Family Literacy
2001-2002

Goal: The major goal of this initiative is to support parents in their role as principal teachers of their children ages birth through five years.

The following data are based on reports submitted by 85 school districts.

Number of Families Enrolled:

- 13,527 Parenting instruction in their home (regularly scheduled monthly, bimonthly, or weekly home visits)
- 20,597 Children impacted by home parenting instruction
- 29,012 Group parenting instruction (group meetings, workshops)
- 29,658 Children impacted by group parenting instruction
- 6,057 Comprehensive family literacy and/or adult education
- 597 Parents graduated with a GED or high school diploma

Support Services

- 12,374 Preschool children received developmental screenings
- 150,240 Families received instructional newsletters
- 6,569 Families received childcare services during parenting and family literacy classes
- 1,339 Received transportation services to parenting or family literacy classes

Training Provided for District Staff

- The Office of Early Childhood provided a series of six regional workshops and seminars for district parenting and family literacy educators.
- The Office of Early Childhood conducted a two-day statewide conference on Parent Education and Family Literacy to showcase effective program strategies and activities for implementing quality programs.
- The Office of Early Childhood conducted a weeklong Early Childhood Language and Literacy Summer Institute for principals,

4K and 5K teachers, instructional assistants, and parenting/family literacy educators.

- 369 district staff are certified through the Parents As Teachers National Center
- 159 district staff are certified through the Parent-Child Home National Center

Results

- Increased level of school readiness:
Sixty-five (65) school districts submitted CSAB data comparisons to demonstrate increased level of school readiness among program participants. Although district parenting and family literacy programs target families in greatest need, 53 of the 65 districts indicate that children whose parents have participated in these programs have met the CSAB readiness standard at rates higher than the overall first grade population.
- 98% Improved parenting skills
- 100% Increased parent participation in children's education
- 98% Improved parent-child interaction
- 592 parents enrolled in parenting and family literacy programs received GED or high school diploma
- Over 500 participants attended the 2-day statewide conference on Parent Education and Family Literacy
- Over 600 participants attended the week-long Early Childhood Language and Literacy Summer Institute
- 155,355 instructional packets were distributed to parents (Read Aloud, Readiness, Character Education, etc.)
- 98% of parents enrolled in parenting/family literacy initiatives received library cards

**Education Oversight Committee
Survey of Act 135 Parenting/Family Literacy Programs**

NOTE: Data collected from this survey will not be used to identify individual school districts in any reports. District specificity is important in guaranteeing a representative sample and in addressing issues of geography and size.

School District: _____

Coordinator: _____

1. What is the district program model used in your district?

- _____ Even Start Model Family Literacy
- _____ Parenting Education Only (Please indicate which particular parenting program is used.)
 - Parents as Teachers _____
 - Parent-Child Home _____
 - Other (Specify) _____

2. How is the program model implemented in your district? Please check one of the following responses and provide any other description as needed.

- _____ The program is completely adapted to the individual needs of our community.
- _____ The program is moderately adapted to the individual needs of our community.
- _____ The fidelity of the program model is completely maintained.

Comments:

3. In general, please check below the characteristics of those preschool or child care facilities which provide services to children whose parents participate in your family literacy program. Please check all that apply.

- _____ Well-trained, caring child care workers

- Safe physical environments
- Adequate nutrition to children
- Provide stimulating play environments with age-appropriate or educational toys
- High caregiver-child ratios
- Accessible to reliable transportation
- Licensed or ABC-enhanced
- Other (Specify) _____

4. What strategies do you implement to recruit parents of at-risk children into your program? Please check all that apply.

- Word of mouth
- Distribution of written materials
- Public service announcements
- Referrals from other agencies (Please list agencies _____)
- Other (Specify) _____

5. The Department of Education provides guidelines for implementing Act 135 Parenting and Family Literacy programs that include criteria for defining at-risk children. Does your district target or prioritize its Act 135 Parenting and Family Literacy services to the parents of children from any of the following at-risk populations? Please check all that are targeted.

- Parents/guardians of children enrolled in early childhood education
- First-time parents
- Single parents
- Teen Parents
- Parents/guardians with low literacy and/or low educational attainment
- Hispanic parents/guardians
- All of the above
- None of the above
- Other (Specify) _____

6. How many families are currently on a waiting list for parenting/family literacy services in your district? _____

Using the Department of Education guidelines for implementing Act 135 Parenting and Family Literacy programs that include criteria for defining at-risk children, of the total number of families on the waiting list, what percentage of these families have at-risk children? Please check only one of the following responses.

- 100% are at-risk

- _____ Between 75 and 100%
- _____ About 50%
- _____ Less than 50%
- _____ Do not know

7. Does your district maintain demographic information on participants and their children? _____

Is the information shared with other educators or providers during referrals for service? ____

If yes, with whom is it shared?

8. What is the average case load for staff providing direct services to parents?

In your opinion, is this case load appropriate for the number of clients to be served? _____

If no, in your opinion, what would be a more appropriate case load for each provider? _____

9. Please indicate the total *number* of paid full-time and paid part-time staff who have the corresponding education level of the staff.

<u>Total Number of Full-Time Staff Having:</u>	_____	<u>Total Number of Part-Time Staff Having:</u>	_____
Less than High School Diploma	_____	Less than High School Diploma	_____
High School Diploma	_____	High School Diploma	_____
Associate Degree	_____	Associate Degree	_____
Four-Year College Degree	_____	Four-Year College Degree	_____
Advanced Degree	_____	Advanced Degree	_____

10. Please complete the following table to show how the Act 135 parenting/family literacy program in your district collaborates with agencies or organizations in the community. Please check the level of collaboration that best describes the relationship between your program and the entity using a scale of 0 to 5. Check only one number on the scale for each entity listed. Please identify any "other" entities and give examples of such collaboration.

- 0 = No collaboration
- 1 = Sharing of information only
- 2 = Coordination of services (transportation, scheduling, etc.)
- 3 = Share resources (people, work space, funding, etc.)
- 4 = Share activities (training, planning, grant writing, etc.)
- 5 = Integration (combine or modify program components to achieve shared goals)

ENTITY	0	1	2	3	4	5	EXAMPLES
First Steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Head Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adult Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Family Literacy Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Faith-based Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DHEC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

11. In your opinion, how could your district's parenting/family literacy program be improved?

Please check all that apply.

- More funding for _____ (Please specify)
- More collaboration between federal, state and local programs
- More qualified training opportunities for staff
- More intensive efforts to recruit parents of at-risk children
- More support and leadership from local community
- Other (Specify) _____

Comments:

12. What quantifiable evidence do you have to show the effectiveness of parenting or family literacy programs? For example, in your school district, what impact has the program had on school readiness, student academic achievement, on parental involvement in public schools, etc.? Please be specific.

TABLE A

	FY 1989-90 Allocation	FY 1990-91 Allocation	FY 1991-92 Allocation	** FY 1992-93 Allocation	** FY 1993-94 Allocation	FY 1994-95 Allocation	FY 1995-96 Allocation	FY 1996-97 Allocation	FY 1997-98 Allocation
Original Projects:									
Aiken *	79,296	92,488	93,875			143,000	139,000	101,000	86,900
Anderson 5 *	73,501	92,445	93,831			106,590	90,602	77,012	65,460
Beaufort *	40,375	86,670	87,970			134,906	114,670	97,470	82,850
Calhoun *	59,500	92,500	93,887			93,875	79,794	67,825	48,083
Georgetown *	73,990	92,488	93,875			126,692	107,688	91,535	77,805
Laurens 56 *	51,100	92,448	93,834			99,136	79,759	66,795	57,626
Pickens *	83,383	92,158	93,540			104,284	84,391	71,732	60,972
Salkehatchie (Hampton 1 & Allendale)	61,430	92,516	93,903						
Spartanburg 2	73,600	92,488	93,875						
Spartanburg 4 *	55,524	89,376	90,716			90,716	77,109	65,543	55,712
Sumter 2 *	43,809	88,890	90,223			137,424	116,814	**	84,396
Sumter 17	33,711	92,110	93,491						
Union *	85,756	90,394	91,749			91,749	91,749	66,987	**
York 4 *	49,794	79,138	80,325			80,325	**	58,035	49,330
Additional Projects Funded:									
Darlington *		91,952	93,331			124,049	105,443	89,627	76,184
Greenville *		91,999	93,378			253,000	230,920	166,840	141,814
Greenwood 50 *		73,360	74,460			109,438	93,807	75,490	64,167
Lee		92,488	93,875						
Lexington 1 *		92,488	93,875			93,875	84,817	67,825	57,651
Lexington 4 *		92,062	93,442			93,000	79,426	67,512	57,385
Marion 1 and 2 *		164,551	167,019			167,019	141,966	120,671	102,570
TOTAL	864,769	1,965,009	1,994,474			2,049,078	1,717,955	1,351,899	1,168,905

Sources: Department of Education publications -- "Target 2000: Parent Education Program, Status Report," and Parent Education Technical Assistance Sites, 1994-95, 1995-96, 1996-97, 1997-98, and 1998-99"

* Technical Assistance Sites. ** Funding not provided.

TABLE B**EIA Parenting/Family Literacy Program (3513)**

Dist ID	District Name	FY 00 Revenue	FY 01 Revenue	FY 02 Revenue	FY03 Revenue
0160	ABBEVILLE	\$ 57,143.00	\$ 59,559.00	\$ 59,872.00	\$47,278.00
0201	AIKEN	\$ 127,717.00	\$ 140,080.00	\$ 146,923.00	\$135,641.00
0301	ALLENDALE	\$ 53,619.00	\$ 55,538.00	\$ 16,629.00	\$13,123.00
0401	ANDERSON 01	\$ 56,456.00	\$ 58,776.00	\$ 60,011.00	\$58,411.00
0402	ANDERSON 02	\$ 51,110.00	\$ 52,676.00	\$ 53,039.00	\$52,085.00
0403	ANDERSON 03	\$ 50,991.00	\$ 52,540.00	\$ 52,655.00	\$50,354.00
0404	ANDERSON 04	\$ 48,153.00	\$ 49,303.00	\$ 49,587.00	\$40,361.00
0405	ANDERSON 05	\$ 76,347.00	\$ 81,470.00	\$ 84,136.00	\$82,864.00
0501	BAMBERG 01	\$ 33,676.00	\$ 35,065.00	\$ 34,968.00	\$33,140.00
0502	BAMBERG 02	\$ 25,070.00	\$ 26,177.00	\$ 25,991.00	\$24,414.00
0619	BARNWELL 19	\$ 26,195.00	\$ 26,982.00	\$ 26,718.00	\$25,965.00
0629	BARNWELL 29	\$ 23,931.00	\$ 24,569.00	\$ 26,007.00	\$23,302.00
0645	BARNWELL 45	\$ 51,170.00	\$ 52,744.00	\$ 53,143.00	\$52,777.00
0701	BEAUFORT	\$ 105,945.00	\$ 115,239.00	\$ 105,227.00	\$102,753.00
0801	BERKELEY	\$ 137,512.00	\$ 151,257.00	\$ 160,589.00	\$144,295.00
0901	CALHOUN	\$ 52,932.00	\$ 54,755.00	\$ 54,921.00	\$54,571.00
1001	CHARLESTON	\$ 235,085.00	\$ 262,582.00	\$ 273,333.00	\$240,251.00
1101	CHEROKEE	\$ 74,286.00	\$ 79,119.00	\$ 82,218.00	\$79,182.00
1201	CHESTER	\$ 74,286.00	\$ 79,119.00	\$ 75,525.00	\$73,139.00
1301	CHESTERFIELD	\$ 77,721.00	\$ 83,038.00	\$ 83,194.00	\$75,527.00
1401	CLARENDON 01	\$ 30,124.00	\$ 31,420.00	\$ 31,089.00	\$29,564.00
1402	CLARENDON 02	\$ 60,010.00	\$ 62,831.00	\$ 62,835.00	\$59,669.00
1403	CLARENDON 03	\$ 24,541.00	\$ 25,311.00	\$ 25,854.00	\$24,944.00
1501	COLLETON	\$ 77,183.00	\$ 82,424.00	\$ 85,286.00	\$75,598.00
1601	DARLINGTON	\$ 100,539.00	\$ 109,071.00	\$ 114,048.00	\$106,435.00
1701	DILLON 01	\$ 20,906.00	\$ 21,587.00	\$ 21,211.00	\$20,580.00
1702	DILLON 02	\$ 63,654.00	\$ 66,988.00	\$ 66,844.00	\$63,486.00
1703	DILLON 03	\$ 31,400.00	\$ 32,452.00	\$ 33,675.00	\$32,449.00
1802	DORCHESTER 02	\$ 81,514.00	\$ 87,365.00	\$ 84,240.00	\$81,573.00
1804	DORCHESTER 04	\$ 54,963.00	\$ 57,072.00	\$ 57,501.00	\$54,351.00
1901	EDGEFIELD	\$ 59,951.00	\$ 62,763.00	\$ 61,963.00	\$58,222.00
2001	FAIRFIELD	\$ 62,848.00	\$ 66,068.00	\$ 66,112.00	\$51,436.80
2101	FLORENCE 01	\$ 99,792.00	\$ 108,219.00	\$ 108,818.00	\$101,715.00
2102	FLORENCE 02	\$ 23,871.00	\$ 24,717.00	\$ 24,670.00	\$23,706.00
2103	FLORENCE 03	\$ 66,073.00	\$ 69,748.00	\$ 69,005.00	\$66,813.00
2104	FLORENCE 04	\$ 27,365.00	\$ 28,333.00	\$ 28,373.00	\$27,983.00
2105	FLORENCE 05	\$ 26,283.00	\$ 26,869.00	\$ 28,962.00	\$29,166.00
2201	GEORGETOWN	\$ 89,160.00	\$ 96,089.00	\$ 96,198.00	\$66,226.88
2301	GREENVILLE	\$ 210,000.00	\$ 233,960.00	\$ 237,182.00	\$222,033.00
2450	GREENWOOD 50	\$ 76,288.00	\$ 81,402.00	\$ 83,055.00	\$58,090.80
2451	GREENWOOD 51	\$ 22,077.00	\$ 22,741.00	\$ 23,389.00	\$22,527.00
2452	GREENWOOD 52	\$ 27,153.00	\$ 27,788.00	\$ 29,092.00	\$27,670.00
2501	HAMPTON 01	\$ 54,366.00	\$ 56,390.00	\$ 53,631.00	\$54,256.00
2502	HAMPTON 02	\$ 33,985.00	\$ 35,563.00	\$ 36,496.00	\$34,406.00
2601	HORRY	\$ 161,286.00	\$ 178,381.00	\$ 180,216.00	\$161,762.00
2701	JASPER	\$ 57,531.00	\$ 60,002.00	\$ 62,207.00	\$62,628.00
Dist ID	District Name	FY 00 Revenue	FY 01 Revenue	FY 02 Revenue	FY03 Revenue

TABLE B

2801	KERSHAW	\$ 73,779.00	\$ 78,540.00	\$ 80,440.00	\$ 71,744.00
2901	LANCASTER	\$ 85,008.00	\$ 91,352.00	\$ 86,158.00	\$ 84,311.00
3055	LAURENS 55	\$ 63,415.00	\$ 66,715.00	\$ 66,495.00	\$ 63,981.00
3056	LAURENS 56	\$ 55,919.00	\$ 58,162.00	\$ 57,536.00	\$ 55,893.00
3101	LEE	\$ 60,488.00	\$ 63,376.00	\$ 64,369.00	\$ 61,149.00
3201	LEXINGTON 01	\$ 73,361.00	\$ 78,063.00	\$ 79,778.00	\$ 75,216.00
3202	LEXINGTON 02	\$ 76,825.00	\$ 82,015.00	\$ 79,917.00	\$ 76,034.00
3203	LEXINGTON 03	\$ 50,095.00	\$ 51,518.00	\$ 52,620.00	\$ 50,385.00
3204	LEXINGTON 04	\$ 55,023.00	\$ 57,140.00	\$ 59,139.00	\$ 43,001.00
3205	LEXINGTON 05	\$ 57,621.00	\$ 60,105.00	\$ 61,649.00	\$ 62,093.00
3301	MCCORMICK	\$ 23,826.00	\$ 24,903.00	\$ 24,694.00	\$ 21,179.00
3401	MARION 01	\$ 110,463.00	\$ 59,832.00	\$ 61,894.00	\$ 60,299.00
3402	MARION 02	\$ -	\$ 54,925.00	\$ 54,991.00	\$ 49,856.00
3403	MARION 03	\$ 14,721.00	\$ 15,211.00	\$ -	
3404	MARION 04	\$ 10,761.00	\$ 11,108.00	\$ -	
3407	MARION 07	\$ -	\$ -	\$ 26,862.00	\$ 23,427.00
3501	MARLBORO	\$ 73,062.00	\$ 77,722.00	\$ 78,906.00	\$ 67,624.00
3601	NEWBERRY	\$ 69,538.00	\$ 73,701.00	\$ 73,886.00	\$ 68,765.00
3701	OCONEE	\$ 77,841.00	\$ 83,174.00	\$ 85,251.00	\$ 57,579.67
3803	ORANGEBURG 03	\$ 64,072.00	\$ 67,465.00	\$ 68,657.00	\$ 64,642.00
3804	ORANGEBURG 04	\$ 61,862.00	\$ 64,943.00	\$ 65,380.00	\$ 62,093.00
3805	ORANGEBURG 05	\$ 88,144.00	\$ 94,930.00	\$ 93,827.00	\$ 88,749.00
3901	PICKENS	\$ 86,024.00	\$ 92,511.00	\$ 91,805.00	\$ 85,381.00
4001	RICHLAND 01	\$ 192,705.00	\$ 214,229.00	\$ 209,361.00	\$ 182,218.00
4002	RICHLAND 02	\$ 80,200.00	\$ 85,866.00	\$ 88,215.00	\$ 86,137.00
4101	SALUDA	\$ 51,110.00	\$ 52,676.00	\$ 52,202.00	\$ 41,774.50
4201	SPARTANBURG 01	\$ 53,171.00	\$ 55,027.00	\$ 56,420.00	\$ 53,533.00
4202	SPARTANBURG 02	\$ 59,742.00	\$ 62,524.00	\$ 64,787.00	\$ 60,236.00
4203	SPARTANBURG 03	\$ 51,737.00	\$ 53,392.00	\$ 53,143.00	\$ 52,337.00
4204	SPARTANBURG 04	\$ 49,468.00	\$ 50,802.00	\$ 51,749.00	\$ 49,976.00
4205	SPARTANBURG 05	\$ 58,696.00	\$ 61,331.00	\$ 61,371.00	\$ 58,127.00
4206	SPARTANBURG 06	\$ 65,833.00	\$ 69,475.00	\$ 71,167.00	\$ 71,660.00
4207	SPARTANBURG 07	\$ 86,143.00	\$ 92,647.00	\$ 94,176.00	\$ 86,357.00
4302	SUMTER 02	\$ 102,480.00	\$ 111,286.00	\$ 100,556.00	\$ 69,202.85
4317	SUMTER 17	\$ 81,006.00	\$ 86,786.00	\$ 89,574.00	\$ 81,951.00
4401	UNION	\$ 63,714.00	\$ 67,056.00	\$ 67,646.00	\$ 65,208.00
4501	WILLIAMSBURG	\$ 85,367.00	\$ 91,761.00	\$ 92,816.00	\$ 85,822.00
4601	YORK 01	\$ 59,025.00	\$ 61,706.00	\$ 60,255.00	\$ 58,725.00
4602	YORK 02	\$ 52,185.00	\$ 53,903.00	\$ 54,677.00	\$ 52,714.00
4603	YORK 03	\$ 83,037.00	\$ 89,103.00	\$ 91,561.00	\$ 83,587.00
4604	YORK 04	\$ 46,481.00	\$ 47,394.00	\$ 46,798.00	\$ 46,511.00
	TOTAL	\$ 5,736,156.00	\$ 6,110,517.00	\$ 6,117,366.00	\$5,606,201.50
	Minimum	\$ 10,761.00	\$ 11,108.00	\$ 16,629.00	\$13,123.00
	Maximum	\$ 285,085.00	\$ 262,582.00	\$ 273,333.00	\$240,251.00
	Mean	\$ 67,484.19	\$ 71,052.52	\$ 71,969.01	\$65,955.31

SOURCE: Department of Education

TABLE D	1995 CSAB Data			1996 CSAB Data			1997 CSAB Data			1998 CSAB Data			1999 CSAB Data		
	% Ready for School General Population	% Ready for School Program Participants	# Program Participants Entering 1st Grade	% Ready for School General Population	% Ready for School Program Participants	# Program Participants Entering 1st Grade	% Ready for School General Population	% Ready for School Program Participants	# Program Participants Entering 1st Grade	% Ready for School General Population	% Ready for School Program Participants	# Program Participants Entering 1st Grade	% Ready for School General Population	% Ready for School Program Participants	# Program Participants Entering 1st Grade
Abbeville															
Aiken	66.0%	76.2%	21	69.9%	89.5%	20	74.9%	90.4%	21	79.7%	85.7%	14	84.3%	75.0%	28
Allendale							72.0%	92.9%	28	77.2%	90.5%	21	78.0%	90.0%	30
Anderson 1							72.0%	92.9%	28	70.5%	66.7%	15	73.5%	100.0%	5
Anderson 2							87.7%	84.2%	57	90.4%	85.1%	47	89.1%	92.1%	38
Anderson 3										86.8%	94.6%	56	87.8%	93.7%	64
Anderson 4										76.7%	85.7%	7	75.2%	83.9%	31
Anderson 5	72.3%	77.6%	67	73.3%	80.7%	53	78.9%	86.6%	15	86.5%	80.0%	50			
Bamberg 1							73.3%	81.1%	53	78.8%	86.2%	29	82.2%	84.6%	26
Bamberg 2													96.9%	100.0%	3
Barnwell 19										90.5%	100.0%	6	85.6%	100.0%	4
Barnwell 29							73.0%	100.0%	19	73.3%	100.0%	2	82.9%	100.0%	5
Barnwell 45							86.0%	91.0%	11	80.2%	62.5%	16	85.5%	83.3%	6
Beaufort	76.0%	89.0%	55	80.6%	84.0%	61	90.2%	94.1%	17	91.9%	89.7%	29	87.0%	88.6%	35
Berkeley													85.5%	90.4%	73
Calhoun	72.9%	78.9%	38	85.4%	87.5%	24	77.6%	100.0%	10	77.6%	87.7%	30	82.3%	84.4%	45
Charleston							78.5%	80.0%	59	79.2%	81.3%	75	85.2%	88.0%	118
Cherokee													80.4%	80.8%	530
Chester													85.0%	90.0%	20
Chesterfield							79.3%	69.2%	13	79.6%	82.6%	23			
Clarendon1										88.4%	92.0%	174	87.3%	93.7%	192
Clarendon 2							83.7%	100.0%	5	77.7%	100.0%	11	80.2%	92.9%	14
Clarendon 3							87.0%	88.0%	25	79.2%	92.0%	25	88.5%	100.0%	15
Colleton							76.5%	57.1%	7	81.8%	55.6%	9	87.0%	72.2%	18
Darlington	58.2%	70.0%	20	73.1%	89.0%	22				70.6%	100.0%	3	77.0%	100.0%	1
Dillon 1							75.6%	84.6%	13	80.0%	100.0%	12	80.0%	88.9%	9
Dillon 2													76.5%	76.9%	13
Dillon 3										78.9%	81.0%	42	82.2%	87.5%	32
Dorchester 2										82.3%	66.7%	15	82.4%	90.1%	81
Dorchester 4													86.7%	71.4%	7
Edgefield							81.9%	100.0%	7	83.4%	100.0%	6	87.1%	100.0%	5
Fairfield													83.7%	100.0%	2
Florence 3							90.4%	93.3%	15	87.9%	61.1%	18	85.3%	87.0%	23
Florence 5							75.8%	76.2%	97	74.4%	83.3%	42	90.4%	97.4%	39
Georgetown	78.5%	89.0%	18	84.2%	89.0%	18	87.4%	89.3%	28	91.2%	89.3%	28	90.1%	100.0%	16
Greenville													84.6%	80.0%	40
Greenwood 50	68.7%	72.0%	25	72.7%	93.5%	38				79.0%	86.0%	321	81.7%	95.4%	329
Greenwood 51							80.0%	83.3%	6	81.8%	90.0%	20	78.5%	50.0%	2
Greenwood 52							81.4%	66.7%	3	82.6%	50.0%	2	84.7%	57.1%	7
Hampton 1							83.4%	84.6%	13	81.6%	84.6%	13	84.6%	78.9%	19
Hampton 2										72.7%	80.8%	26	74.0%	83.3%	18
Horry													85.4%	90.9%	11
Jasper							59.3%	82.4%	17						

School District	1995 CSAB Data			1996 CSAB Data			1997 CSAB Data			1998 CSAB Data			1999 CSAB Data		
	% Ready for School General Population	% Ready for School Program Participants	# Program Participants Entering 1st Grade	% Ready for School General Population	% Ready for School Program Participants	# Program Participants Entering 1st Grade	% Ready for School General Population	% Ready for School Program Participants	# Program Participants Entering 1st Grade	% Ready for School General Population	% Ready for School Program Participants	# Program Participants Entering 1st Grade	% Ready for School General Population	% Ready for School Program Participants	# Program Participants Entering 1st Grade
Lancaster							82.0%	85.7%	21	83.0%	89.7%	29			
Laurens 55										80.1%	100.0%	3			
Laurens 56	65.9%	76.2%	21	64.7%	88.0%	18	77.2%	88.0%	18	77.8%	86.1%	72	79.2%	89.1%	138
Lee							69.2%	100.0%	3				74.9%	73.3%	15
Lexington 1	80.3%	100.0%	26	83.4%	91.3%	69	83.8%	94.8%	58	88.0%	97.2%	36	89.9%	96.3%	27
Lexington 2										84.1%	100.0%	3	81.6%	100.0%	5
Lexington 3				76.2%	94.9%	23	73.0%	75.0%	20	85.1%	75.0%	52	84.2%	44.4%	9
Lexington 4	62.9%	84.6%	26				73.5%	85.3%	29	76.2%	66.7%	42	79.5%	88.5%	26
Lexington 5										87.1%	81.1%	95	88.5%	86.6%	90
Marion 1 and 2	63.5%	68.0%	28	73.1%	84.6%	31									
Marion 1										90.0%	92.0%	36			
Marion 2							70.0%	76.7%	43	79.0%	85.3%	34			
Marion 3							80.9%	40.0%	5	78.0%	25.0%	4	61.7%	50.0%	2
Marlboro							74.9%	91.5%	47						
McCormick							80.3%	82.0%	28	91.8%	91.3%	23	78.2%	86.1%	36
Oconee							74.5%	60.0%	5				82.3%	83.3%	12
Orangeburg 3							87.8%	61.1%	36	80.6%	85.7%	14			
Orangeburg 4							87.4%	84.6%	26				88.6%	93.8%	32
Pickens	77.5%	80.0%	30	78.0%	77.0%	17	80.0%	82.0%	11	80.3%	83.3%	6	84.3%	93.3%	30
Richland 1										79.0%	75.9%	390			
Richland 2													81.5%	71.0%	17
Saluda										60.2%	55.0%	141	82.9%	90.0%	10
Spartanburg 1							80.5%	85.0%	150	77.4%	78.9%	142	87.8%	87.7%	81
Spartanburg 2										83.1%	76.5%	17	88.8%	81.8%	11
Spartanburg 3													82.7%	88.9%	9
Spartanburg 4	80.6%	84.2%	38	78.1%	78.5%	28	83.0%	74.0%	39	75.5%	66.7%	36	83.1%	76.9%	13
Spartanburg 5										91.1%	68.9%	61	91.3%	60.0%	5
Spartanburg 6							92.0%	88.0%	50	93.3%	88.0%	50	91.7%	89.1%	64
Spartanburg 7							74.7%	100.0%	2				76.5%	80.0%	5
Sumter 2	62.6%	94.4%	22	69.7%	77.7%	9	80.3%	82.0%	29	72.7%	66.7%	9	83.4%	96.7%	240
Sumter 17										81.6%	90.0%	10	80.4%	89.3%	28
Union	79.0%	92.0%	38	74.9%	85.0%	60	73.0%	85.0%	60	73.0%	84.6%	65	85.4%	83.3%	30
Williamsburg													87.5%	100.0%	9
York 3													87.6%	100.0%	1
York 4	78.1%	84.0%	54	86.0%	90.0%	41	84.7%	87.2%	39	84.9%	94.3%	35	88.6%	86.6%	30
Average:	72.3%	84.8%		76.0%	85.2%		79.0%	81.1%		81.3%	78.9%		83.4%	83.9%	
TOTAL:			527			532			1258			2578			2901

Source: South Carolina Department of Education, Act 135 Parent Education/Family Literacy reports. For 1995 and 1996 CSAB Data from Technical Assistance Sites. 1997 CSAB data reported by 44 school districts of which 34 indicated a greater percentage of program children scored "ready" than that of the general population. 1998 CSAB data reported by 57 districts of which 37 indicated a greater percentage of program children scored "ready" than that of the general population. 1999 CSAB data reported by 66 districts of which 46 indicated that children whose parents participated in parenting/family literacy met the CSAB readiness standard at rates higher than the overall first grade population.

TABLE E

Coordinator	District	Mon HVF	Mon HVC	BiMon HVF	BiMon HVC	Other HVF	Other HVC	GRPF	GRPC	Trans	Tr-Ch	FL-P	FL-C	AE/HS	AE-C	Grads	Dev. Screening	ChildCare	News	Waiting List
GFloyd	Abbeville	12	14	4	5			6	6		143			12	4	3	27	4		2
GGraham	Aiken	0	0	0	0	10	10	270	320	175	225	283	310	41	60	21	96	180	700	5
JGregory	Allendale	13	8	39	40	13	17	28		12		27	49	11	12	1	40	9	700	21
TRichbour	Anderson 1	60	88			23	37	408	593								472	420	4,335	50
DMizzell	Anderson 2	21	26					426	763	1	1	0	0	0	0	0	112	0	720	0
Vsimpson	Anderson 3									0	0						66	0	220	2
MCoffman	Anderson 4	17	23			16	25										3		375	0
NDavis	Anderson 5	12	39	651	115	15	15	303	445								86			
RKearse	Bamberg 1	2	33	36	52	62								2	2	2			200	20
MJones	Bamberg 2			161				8		10		26	28	13	28	1	17	10	2	0
V.Zissette	Barnwell 19	1	1	4	7	47	62	44	63	10	17			7	19	3	64	12	365	17
EHolmes	Barnwell 29	31	51	24	24	16	25	45	50							2	75		650	6
BBedford	Barnwell 45	47	51			48	53	41	17	48	71						14	17	9	0
KBroxton	Beaufort	163	243	75	119			1556	1530	24		103	156	120	187	27	831	95	670	153
JHurt	Berkeley			105	150			105	150	20	32	109	160				81	160	816	29
EMcFadde	Calhoun	148	180	74	90			30	42	10	22			10	13	7	28	79	111	7
CTrammell	Charleston							674	839										500	0
Kbagwell	Cherokee	102	134	19	24			85	119	4	0	121	158	24	24	7	32	11	3,000	0
Dshannon	Chester	0	0	74	86			170	86	90	109	28	41	53	67	0	78	23	6,050	
Fellerbe	Chesterfield					521						19	25	65	73		41	80	1,300	0
CSkelley	Clarendon 1					25	28	44	30	6		25	28	25	28	8	46	25	20	0
JNelson	Clarendon 2	24	24					20	24	6	6	30	24	3	3	2	10		850	71
MHoward	Clarendon 3	4	6	14	17			22	10	2	2	8					0	24	0	0
LMoore	Colleton	13	16	0	0	33	42	223	346	0	0	0	0	0	0	0	48	0	1,250	
BAyers	Darlington	18	21	8	12	28	31	185	462	35	38	28	31	22		8	64	15	200	0
KMoody	Dillon 1					16	21	3	10								9		1,600	
WMcQueen	Dillon 2	26	6			70	70	58		39	13						182			5
CLeGette	Dillon 3					24	24	24	24								24			0
HMBurrell	Dorchester 2	26	32	20	22	43	44	371	518	6	6	9	9			7	53	35	1,580	18
DFootman	Dorchester 4	20	26	6	8	69	74	40	52	0	0	42	49	37	29	8	69	0	yes	15
LBaker	Edgefield	52	71					52	71			27	35	27	35	7	70	35	27	15
Bcrumblin	Fairfield	20	27	0	0	12	16	36	7	6	7			1	1	50	33	20	10	0
Tcaulder	Florence 1						321	110	95	24	21	110	95	86	95	14	95			0
Cbenton	Florence 2					521	483	263	257	24	21	119	104	95	104	14	257		9	0
DOliver	Florence 3	38	38	12	12	84	109	421	514	58	122	50	63	50	63	5	172	165	1,935	23
Mthomas	Florence 4							8	25	0	0	55	55	0	0	0	39	0	9	25
Rlundy	Florence 5	80	100			40	40	60	60	40	45	80	80	90	30	65	90	10	750	5
LPressley	Georgetown	75	110	8	8			38	44	29	28			1	1	1	72		104	32
RCorley	Greenville	605	711	92	137	1560	4350	6513	10689	15	22	177	218	177	253	43	1999	3750	10,000	587
GCannon	Greenwood 50	47	55	25	29	1	2	1075	1084	0	0	10	10	11	11	0	73	7	10,260	60
Mcrawford	Greenwood 51	8	11	12	17	42	59	14	15	2	3	9	6	1	1	1	28	21	124	0
SNewstead	Greenwood 52	7	13	3	8	5	8	10	18	16	29			9	12	0	7		170	0

	District	Mon HVF	Mon HVC	BiMon HVF	BiMon HVC	Other HVF	Other HVC	GRPF	GRPC	Trans	Tr-Ch	FL-P	FL-C	AE/HS	AE-C	Grads	Dev. Screening	ChildCare	News	Waiting List
DKinard	Hampton 1	10	11			39	57	20	34	20	35						120		336	3
LDeLoach	Hampton 2	82	110					40	50	0	16	16	16	8			71			2
Shardee	Horry		47		94		3478	4000		24		48	48	1420	600	115	1078	31	22,190	0
ShGarvin	Jasper	25	5	160	167			85	103	50	65	40		30	45	4	167	93	1,050	15
Cham	Kershaw	7	8					277	348	51	74	11	11	123	201	38	22	63		0
KDurbn	Lancaster	335	289	48	48	234	80	238	160	12	2	54	240	4	na	20	160	40	71	na
Ubyrd	Laurens 55			20	18			5	12								20		1,600	
NRoland	Laurens 56	25	30	7	9	52	64	49	57	29	34			2	2		103	14	48	14
BJordan	Lee			105	110			9	4	18	22	23	27	23	27	2	119	22	206	14
CHodge	Lexington 1	202	235	5	7	9	16	1038	1668	9	14	14	19	20	27	6	112	296	40	52
Ghenderson	Lexington 2	48	61					163	215	0	0			10	15	2	57	7	219	0
M. Scott	Lexington 3	69	75	35	45			88	11	0	0	40	57	40	57	7	120	111	9	0
PSaylor	Lexington 4					160	160	160	160			11	12	11	12	1	160		x	20
DHinson	Lexington 5	1017	1052					972	973			36	84	25	2	9	212		47,510	6
LCrosby	McCormick	77	82					12	20	4	12	70	90	46	55	5	90	20	600	15
HSmith	Marion 1&2			113	130	21	21	63	87	53	75	63	87			7	148		63	22
Jpace, Pgr	Marion 2	0	0	20	24	35	40	54	98	54	97						35	93	0	24
K. Scott	Marion 7	21	25											3	3		15	1	9	5
QMcCollum	Marlboro					200	200	100	150	30	60	59	48	69	48		108	150		43
Ecrump-Sa	Newberry	28	31	78	138	2	2	276	111	0	0	n/a	n/a	0	0	0	291	0	2250	0
SOwen	Oconee	48	71	68	103	507	507	372	421	0	0	17	17	17	17	4	68	4	785	5
PBryant	Orangeburg 3	225	225	110	110	92	92	15	62	10	27	26	42	16	31				1,748	58
Rkennerly	Orangeburg 4	62	69	40	51	0	0	226	224	13	21	41	25	7	7	0	48	6	2,032	26
DRaggins	Orangeburg 5	0	0	0	0	478	526	347	347	0	0	n/a	n/a	3	5	3	526	3	1,200	20
MGaston	Pickens	68	94	19	27	8	13	386	401	44	50	80	101	105	101	18	146	101	2,000	26
CMcGill	Richland 1	118	185	50	70	17	29	153	153	9	13	87	146	204	157	6	127	11	6,555	2,000
Ptolson	Richland 2	97	97	1	2	6	12	131	131	0	0	0	0	0	0	0	0	0	415	0
PWard	Saluda	2	2	27	27	0	0	11	11	0	0	17	15	20	17	0	0	0	1,000	0
CGibson	Spartanburg 1	22	45	65	85	31	53	311	423	4	10	n/a	n/a	2	2	0	220	30	1,000	37
PDobbins	Spartanburg 2																			
Cpage	Spartanburg 3	8	11	35	43	18	21	40	45	0	0	n/a	n/a	14	10	5	67	0	48	33
Dmassingf	Spartanburg 4	0	0	27	32	0	0	40	53	5	10	21	31	21	23	6	27	38	0	51
BSnow	Spartanburg 5	105	120	0	0	0	0	105	120	0	0	n/a	n/a	5	8	0	120	50	105	25
DGutshall	Spartanburg 6	35	35	20	24	100	100	3645	1890	0	0	n/a	n/a	2	4	0	246	0	900	37
MAnderson	Spartanburg 7	0	0	61	79	14	17	75	96	55	62	75	96	78	105	4	83	96	0	28
MHallums	Sumter 2	0	0	235	290	0	0	702	615	20	50	83	171	25	69	17	450	0	1,053	0
Vbrown	Sumter17	7	9	142	163	0	0	294	129	37	37	n/a	n/a	81	4	1	217	0	640	40
MFoster	Union	0	0	0	0	30	57	64	73	0	0	31	51	31	51	2	45	0	852	37
CBrock	Williamsburg	55	58					350	400	55		55	58	20	85	5	475	30	6,000	25
PSanders	York 1	15	21	25	32	0	0	68	84	6	12	0	0	1	2	0	34	0	1,141	10
BMorton	York 2	68	91	31	42	11	15	49	68	9	13	21	35	21	35	0	87	19	350	25
CHunt	York 3	200	264	29	36	10	12	70	93	0	0	0	0	1	2	0	202	25	1,500	20
PWolfe	York 4/Fort Mill	234	388	32	35	28	32	129	180	6	9	0	0	22	25	3	375	8	950	25
	TOTAL	5,007	6,004	3,074	3,023	5,446	11,570	29,012	29,658		1,803	2,534	3,261	3,523	3,009	597	12,374	6,569	156,240	3,931

- Home Visits - Families
- Home Visits - Children Impacted
- Group Meetings - Families
- Group Meetings - Children Impacted
- Family Literacy - Families
- Family Literacy - Children
- AEF** Adult Education - Families
- AEC** Adult Education - Children Impacted
- Grads** Graduates - High School / GED
- Dev Screening** Developmental Screenings
- Childcare** Childcare during Family Literacy & Parent Mtgs
- News** Monthly Newsletters Distributed
- Transportation** Transportation to Family Literacy & Parent Mt'gs

Source: Office of Early Childhood Education

TABLE F

2002-03

District	Number Families Served by Home Visits	Number Children Receiving Developmental Screenings	Number Persons Provided Literacy Services	Number GED or High School Graduates	Number of Families on Waiting List
Abbeville	45	15	15	24	2
Aiken	20	70	303	23	10
Allendale	119	92	23	8	19
Anderson 1	170	244	14	0	85
Anderson 2	30	39	5	3	2
Anderson 3	61	325	2 *		
Anderson 4	50	23	21	0	0
Anderson 5	90	112	0	0	0
Bamberg 1					
Bamberg 2	15	20	22	1	0
Barnwell 19	56	76	1	0	13
Barnwell 29	66	78	0	1	0
Barnwell 45	48	62	0	0	0
Beaufort	195	864	111	20	60
Berkeley	267	293	100	10	33
Calhoun					
Charleston	10	18	36	0	0
Cherokee	69	82	13	5	10
Chester	132	125	15	5	5 to 10
Chesterfield					
Clarendon 1	25	46	25	8	0
Clarendon 2	2	12	3	4	36
Clarendon 3	25	24	0	0	3
Colleton	54	69	0	0	2
Darlington	80	123	56	0	0
Dillon 1					
Dillon 2					
Dillon 3	29	29 *		0	16
Dorchester 2	113	20	8	5	8
Dorchester 4					
Edgefield	57	88	27	2	1
Fairfield					
Florence 1	219	219	115	21	25
Florence 2					
Florence 3					
Florence 4					
Florence 5	60	80	15	4	20
Georgetown					
Greenville	801	770	277	63	420

TABLE F

2002-03					
District	Number Families Served by Home Visits	Number Children Receiving Developmental Screenings	Number Persons Provided Literacy Services	Number GED or High School Graduates	Number of Families on Waiting List
Greenwood 50	90	56	24	2	0
Greenwood 51	33	33	5	1	0
Greenwood 52	16	7	0	1	0
Hampton 1					
Hampton 2	90	60	90	2	5
Horry					
Jasper					
Kershaw	10	5	57	2	11
Lancaster					
Laurens 55	84	118	0	0	54
Laurens 56	91	117	1	1	23
Lee	67	131	62	0	12
Lexington 1					
Lexington 2	117	117	30	6	10
Lexington 3					
Lexington 4	103	103	26	0	17
Lexington 5	231	315	2	0	2
McCormick					
Marion 1	107	115	51	5	30
Marion 2	18	11	18	3	0
Marion 7	12	2	30	5*	
Marlboro					
Newberry	152	318*			33
Oconee					
Orangeburg 3					
Orangeburg 4					
Orangeburg 5	77	37	0	0	0
Pickens	81	85	81	22	810
Richland 1					
Richland 2	131	54	0	0	7
Saluda	45	48	24	3	20
Spartanburg 1	115	152	2	0	110
Spartanburg 2	70	81			18
Spartanburg 3	87	86	0	0	42
Spartanburg 4					
Spartanburg 5	102	129	200	21	10
Spartanburg 6	121	172	5	1	65
Spartanburg 7	104	95	64	5	38
Sumter 2	225	95	8	9	0

TABLE F

2002-03

District	Number Families Served by Home Visits	Number Children Receiving Developmental Screenings	Number Persons Provided Literacy Services	Number GED or High School Graduates	Number of Families on Waiting List
Sumter 17					
Union	33	33	29	0	23
Williamsburg	54	54	4	2	7
York 1	58	38	20		0
York 2	148	34	34	6	12
York 3	255	228	13	2	39
York 4	276	319	9	7	50

TOTAL **6,111** **7,266** **2,096** **313** **2,213**

SOURCE: Office of Early Childhood Education