



Comprehensive Plan

2018-2020

Introduction

Per First Steps legislation (Section 52-152-70 (A)), each First Steps Partnership Board shall bring the community together to identify the area needs related to the goals of First Steps, develop a strategic long-term plan for meeting those needs, and then develop specific initiatives to implement the elements of the plan while integrating service delivery where possible. The partnership board is responsible for overseeing the implementation of the partnership's comprehensive strategic plan, which shall include direct service provision, contracting for service provision, and organization and management of volunteer programs. In addition, each partnership's comprehensive plan shall include the following core functions:

- a) service as a local portal connecting families of preschool children to community-based services they may need or desire to ensure the school readiness of their children;
- b) service as a community convener around the needs of preschool children and their families; and
- c) support of state-level school readiness priorities as determined by the State Board.

Needs and Resources Assessment: Each local First Steps partnership undergoes a community needs and resources assessment process every three years, in consultation with its local board, staff, clients and partners. A description of this process can be found online at <http://scfirststeps.com/fy-17-needs-and-resources-assessment/>.

Alignment to State First Steps Priorities: Each local First Steps partnership is a non-profit organization created in legislation in support of the statewide First Steps initiative, which is governed by a state board of trustees and supported by the State Office of First Steps. Each local plan aligns with the priorities of the South Carolina First Steps Strategic Plan, **Vision 2020** (<http://scfirststeps.com/resources-and-state-reporting/>). These priorities are:

- Increase access to quality early childhood programs and resources
- Enhance leadership development and capacity building
- Strengthen interagency accountability and public-private collaboration

Support for First Steps Legislative Goals: The strategic goals of this comprehensive plan support one or more goals of the First Steps initiative, as defined in state legislation (<http://www.scstatehouse.gov/code/t59c152.php>):

1. "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;
2. Increase comprehensive services so children have reduced risk for major physical, developmental, and learning problems;
3. Promote high-quality preschool programs that provide a healthy environment that will promote normal growth and development;
4. Provide services so all children receive the protection, nutrition, and health care needed to thrive in the early years of life so they arrive at school ready to succeed; and
5. Mobilize communities to focus efforts on providing enhanced services to support families and their young children so as to enable every child to reach school healthy and ready to succeed."

Promotion of South Carolina's Definition of School Readiness: The goals and objectives of this comprehensive plan promote one or more descriptions of school readiness (Ready Children, Ready Families and Caregivers, Ready Schools and Educators, Ready Communities) as defined in South Carolina's Profile of the Ready Kindergartner (<http://www.ican.sc>), adopted in 2015 by the South Carolina First Steps Board of Trustees and the South Carolina Board of Education as the state's readiness benchmarks.

South Carolina's School Readiness Description (Profile of the Ready Kindergartner)

1 Ready Children

- 1A Approaches to Learning & Inquiry (10)
- 1B Emotional & Social Development (12)
- 1C Physical Development, Self-Help & Motor Skills (4)
- 1D Language & Literacy Development (24)
 - o Listening, Speaking and Understanding (8)
 - o Early Reading (12)
 - o Early Writing (4)
- 1E Mathematical Thinking (9)
 - o Number Sense (5)
 - o Matching, Sorting, Classifying (4)

2 Ready Families and Caregivers

Ready Kindergartners have the foundation of family and caregivers who:

- 2A Provide safe and loving home environments in which children can grow and develop optimally.
- 2B Ensure that their children's pediatric health and dental needs are regularly addressed.
- 2C Create "language rich" homes in which conversation and written literacy are modeled daily.
- 2D Ensure that their young children receive adequate rest and a healthy diet.
- 2E Expose young children to regular and varied learning experiences in and out of the home.

3 Ready Schools and Educators

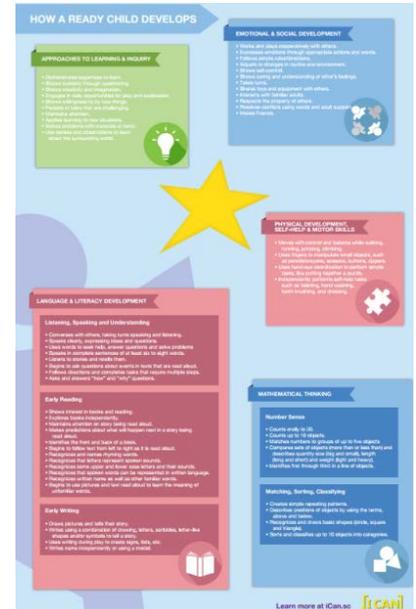
Schools and educators for the Ready Kindergartner:

- 3A Understand that each child develops on a unique timeline.
- 3B Are prepared to meet the unique, individual needs of all students.
- 3C Are highly knowledgeable in both child development and the progression of early learning.
- 3D Provide the social, emotional and academic supports needed to advance their students abilities.
- 3E Create emotionally safe and nurturing environments that are free of stress.
- 3F Are equipped to support the needs of their students' parents and caregivers.

4 Ready Communities

Communities that support the Ready Kindergartner:

- 4A Provide access to the resources necessary to ensure good health and optimal physical, social/emotional and cognitive development.
- 4B Create environments in which children:
 - o Can grow and develop in the absence of fear, stress, danger and hunger.
 - o Have access to needed pediatric, dental and mental health resources.
 - o Spend their days in nurturing, language-rich, and developmentally supportive environments (whether a loving home, a high-quality early education setting or both).
 - o Are cared for by loving adults attentive to their physical, emotional and developmental needs.



Profile of the Ready Kindergartner brochure

Profile of the Ready Kindergartner brochures are available from each local First Steps office.

Profile of the Ready Kindergartner resources: <http://www.ican.sc/>

South Carolina's Definition of School Readiness (Section 59-152-25 (G))

"School readiness' means the level of child development necessary to ensure early school success as measured in the following domains: physical health and motor skills; emotional and social competence; language and literacy development; and mathematical thinking and cognitive skills. School readiness is supported by the knowledge and practices of families, caregivers, healthcare providers, educators, and communities."



January 18, 2018

The Saluda County First Steps Board of Directors and staff developed the comprehensive plan through an intensive process of interviews, data analysis, committee meetings, and full-board meetings to discuss and approve the plan. Through-out the process, information from the most current Needs and Resources Assessment, Annual Report, and First Steps data collection site was considered and analyzed.

- October 5, 2017 – Executive Director met with Jimmy Crawford, Adult Education Director, and Sandy Butler, ESL Instructor and Parent Educator, to complete the Family Literacy Self-Assessment
- October 6, 2017 – Executive Director met with Kim Chariker, Saluda Schools EHS Director, to complete the EHS Self-Assessment
- October 11, 2017 – Executive Director met with Gail Monson and Georgia Deal via conference call to complete the NFP Self-Assessment
- October 12, 2017 – Executive Director met with Peggy Trivelas, Principal of Saluda Primary School, and Jean Winn, CTK teacher, to complete the CTK Self-Assessment
- October 17, 2017 – Executive Director met with Becky McDowell, Director of Saluda County Department of Social Services, and Perrin Bryant, DSS Case Manager Supervisor, to complete the Parent Training Self-Assessment
- October 19, 2017 – Executive Director met with Dakota Chariker, Director of ABC Academy, to complete the Quality Enhancement Self-Assessment and the Child Care Scholarship Self-Assessment
- November 2, 2017 – Program Committee members (Renee Hauser, Kim Chariker, Jimmy Crawford, Madora Stanfield), Executive Director, Dakota Chariker, and Sandy Butler met with Betty Gardiner (FS TA) for a 2-hour meeting to discuss the findings of the self-assessment
- November 27, 2017 – Betty Gardiner facilitated a 3-hour full-board meeting to analyze the findings and data gathered and begin drafting the comprehensive plan
- December 14, 2017 – Executive Director met with Betty Gardiner to review the beginning draft of the comprehensive plan
- January 22, 2017 – full-board meeting to discuss and approve the comprehensive plan

Saluda County First Steps is very efficient in integrating programs in such a way to ensure that the whole family is receiving multiple services to strengthen the family unit and enhance school readiness skills. For example, while children are attending a high-quality child care center, parents are receiving parent training. The Saluda County First Steps Board will continue to strive to serve the “whole family” through integration of its program. The Board plans to build upon this strength for the next 3 years to build

capacity for parenting skills, early educator skills and knowledge, and increase success for children entering the school system.

An opportunity for the Partnership Board is in the area of providing additional supports for the Latino community. The community and school district has been challenged in recent years with meeting the needs of its growing Latino population. The Latino population at Saluda Primary School is currently 53%. As of January 22, 2018, school enrollment in the district is 36.6% - White, 36.3% - Hispanic, and 23.8% - Black. To address the unique opportunities presented to us, over the next 3 years, the Saluda County First Steps Partnership Board plans to

- expand and enhance support to the Latino community
- work to improve collaborative efforts between agencies to ensure gaps are filled and needs are met
- explore strategies to provide additional bi-lingual staff/resources for teachers, parents, and children.

The Partnership Board recognizes that this is not just a 4K/5K issue, but a K-12 issue. We must begin as early as possible to ensure that our vision “every Saluda County child will be prepared to succeed in school” is met, and to ensure that our children become successful adults.

Thank you to all board members, collaborating partners, clients, and staff for your assistance in drafting a strong comprehensive plan to guide the partnership for the next 3 years.

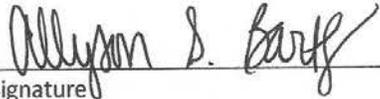
The comprehensive plan was approved by the board on January 22, 2017.

Regards,

Deborah Padgett

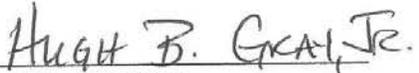
Deborah Padgett
Executive Director
Saluda County First Steps

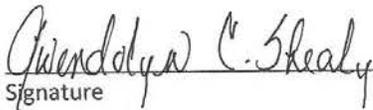
Signatures of Saluda County First Steps Partnership Board

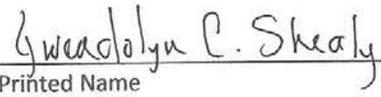

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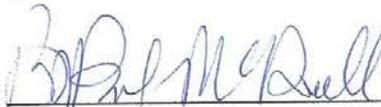

Allyson Bartley, Chair
Saluda County First Steps

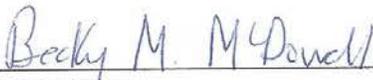

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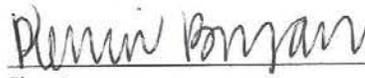

Hugh Gray, Vice Chair
Saluda County First Steps

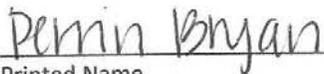

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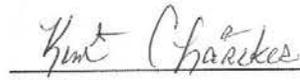

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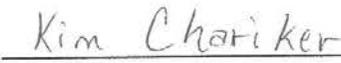

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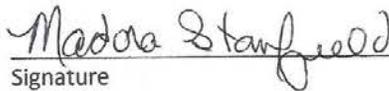

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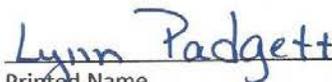

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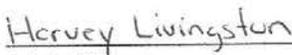

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James C. Crawford

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JAMES C. Crawford

Printed Name

Dakota Chariker

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Dakota Chariker

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Abby Duggins

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Abby Duggins

Printed Name

Christy Marshall

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Christy Marshall

Printed Name

Tracey W. Caughman

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Tracey W. Caughman

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Vision, Mission, and Values

Source: *Guiding Principles and Best Practices for South Carolina Nonprofits, 4th Edition* (TogetherSC, 2017)
<http://www.togethersc.org/?page=GPBP>

In order to engage in strategic thinking that steers the organization in a **mission-focused direction**, the local partnership board must clearly define its mission, vision and values and use these statements to guide planning and action.

Mission and vision statements capture the essence of your organization's beliefs and values, and define its place in the world. A **vision statement** explains the overall goal of your organization looking into the future, while the **mission statement** outlines the present plan to realize the vision.

VISION

Communicates the desired future we seek for the community we serve.

SC First Steps Vision 2020 Vision Statement

Every South Carolina child will be prepared for success in school.

- The partnership board adopts the following vision statement for its 2018-2020 Strategic Plan:

Saluda County First Steps Vision Statement

Every Saluda County child will be prepared to succeed in school.

MISSION

Describes the purpose that guides everything we do.

SC First Steps Vision 2020 Mission Statement

Collaborating with other entities, First Steps helps South Carolina families and caregivers prepare their children for school success by maximizing public and private community resources to deliver, enhance and expand high-quality early childhood services.

- The partnership board adopts the following mission statement for its 2018-2020 Strategic Plan:

Saluda County First Steps Mission Statement

Collaborating with other entities, Saluda County First Steps helps families and caregivers **prepare their children to succeed in school** by maximizing public and private community resources to deliver, enhance and expand high-quality early childhood services.

VALUES

Core values and beliefs reflect how our people – and the organization itself – behaves.

SC First Steps Vision 2020 Core Values

The years of early childhood are a critical window of development during which much of human potential is shaped.

Families are the single most important influence on the development of their young children.

The work of supporting families and caregivers is a collaborative effort between state and local stakeholders within the public, private and faith sectors.

School readiness is the result of a child's development in many areas, with each contributing to the child's success.

Services must be individualized and adaptable to meet the unique needs of children and families.

We value, and demonstrate in our collaborative work and advocacy, diverse perspectives in the development of public policy and programs.

To achieve desired results, services must be high-quality and grounded in strong evidence. First Steps operates within a culture of accountability.

- The partnership board adopts the SC First Steps Vision 2020 core values for its 2018-2020 Strategic Plan

Saluda County First Steps Core Values

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STRATEGIC GOALS

Strategic goals set the direction for how the organization intends to implement its mission and address the needs of its focus population(s) for the duration of the plan.

#	Saluda County First Steps Strategic Goals, 2018-2020	FS Legislative Goal(s) Addressed (abbreviate as Goal 1, 2, etc.)	Profile of the Ready Kindergartner Benchmark(s) Addressed (abbreviate as 1A, 2B, etc.)
1	Increase the number of children under 5 and their families in Saluda county who benefit from quality early childhood services, throughout the continuum of pre-birth to school entry.	1, 3	1, 2A, 2E, 3
2	Improve the safety and well-being of children in Saluda by strengthening families.	1	2A
3	Increase community awareness and support for Saluda County First Steps.	5	4

Saluda County First Steps Partnership

2018-2020 COMPREHENSIVE PLAN

Organized by the partnership’s current and proposed programs and services, as well as the core functions common to all First Steps partnerships (serving as a local portal connecting families of preschool children to services; serving as a community convener in support of the needs of preschool children and their families; and supporting state readiness priorities).

Local Portal			
Saluda County First Steps will connect families of preschool children to services designed to strengthen families and promote optimal child development (State Priority: Core Function).			
Objective Each objective addresses one or more priorities of the SC First Steps Strategic Plan, <i>Vision 2020</i> : 1) Increase access; 2) Build capacity; 3) Strengthen interagency accountability & collaboration	In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)	Success Metrics Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)	Action Items Major activities to be initiated in support of the objective (to be operationalized by staff and partners)
Increase participation of Latino families in early childhood and family support services.	1	# new families/children enrolled in programs.	<ul style="list-style-type: none"> ▪ Work with partners to identify areas where intensive services can be provided, ▪ Implement an Early Enhanced Education Program to assist Latino 4K and 5K children in overcoming the language barrier to increase their success in school.
Continue to fill the gaps to ensure continued, efficient operation of the Saluda Schools EHS program.	1	Federal evaluation of EHS Continued operation of EHS	<ul style="list-style-type: none"> ▪ Work with EHS director to identify funding gaps. ▪ Work to ensure seamless transition from EHS to 4K program (public or private).
Implement Early Enhanced Education Program to assist with ensuring non-English speaking students are on grade-level by the end of the school year.	1	Formal school assessments	<ul style="list-style-type: none"> ▪ Draft plan to meet needs of youngest Latino population. ▪ Work with school district to identify largest areas of need ▪ Integrate with parent training program.
Plan for ED transition	3	Succession Plan Office Manual	<ul style="list-style-type: none"> ▪ Work with Board Chair to create a transition plan for ED to work with and train ED-elect on major activities such as, renewal and budget plan, creating BSP, drafting contracts, Annual Report. ▪ Complete Office Manual by December 2018.

Community Education and Outreach

Saluda County First Steps will increase understanding in the community of school readiness domains and assessment, and “what works” to help young children succeed, and will make information easily accessible in all communities and for all families. (State Priority: SCFS Strategic Plan)

<p style="text-align: center;">Objective</p> <p>Each objective addresses one or more priorities of the SC First Steps Strategic Plan, <i>Vision 2020</i>: 1) Increase access; 2) Build capacity; 3) Strengthen interagency accountability & collaboration</p>	<p style="text-align: center;">In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)</p>	<p style="text-align: center;">Success Metrics</p> <p>Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)</p>	<p style="text-align: center;">Action Items</p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
<p>Participate in at least 2 community events per year to distribute materials/information regarding FS programs/activities.</p>	<p style="text-align: center;">3</p>	<p>Attendance # added to SCFS contact list</p>	<ul style="list-style-type: none"> ▪ Identify public events in which to participate. ▪ Provide materials/information at these events. ▪ Participation in Saluda County Community Coalition, Saluda Services Network, DSS Treatment Advisory.
<p>Increase support for Saluda County First Steps by \$500 per year up to \$2000 by year 2020 (1% of state allocation).</p>	<p style="text-align: center;">3</p>	<p># of fund raising activities Amount of funds raised</p>	<ul style="list-style-type: none"> ▪ Send out year-end fundraising letters. ▪ Participate in Midlands Gives ▪ Identify other avenues for raising funds.
<p>Increase online and social media presence to reach at least 150 people on FaceBook.</p>	<p style="text-align: center;">3</p>	<p>Likes, hits, share, participate in promoted events/activities.</p>	<ul style="list-style-type: none"> ▪ Post current pictures of families and children involved in FS programs and activities. ▪ Post articles of interest to FB page.

Mobilizing Communities on Providing Enhanced Services to Support Families and their Young Children

Saluda County First Steps will serve as a community convener to address the needs of preschool children in the community, in support of state readiness priorities (State Priority: Core Function).

<p style="text-align: center;">Objective</p> <p>Each objective addresses one or more priorities of the SC First Steps Strategic Plan, <i>Vision 2020</i>: 1) Increase access; 2) Build capacity; 3) Strengthen interagency accountability & collaboration</p>	<p style="text-align: center;">In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)</p>	<p style="text-align: center;">Success Metrics</p> <p>Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)</p>	<p style="text-align: center;">Action Items</p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
<p>Participate in at least 30% of the Saluda Shared Services Network meetings through-out the year.</p>	<p style="text-align: center;">3</p>	<p>Attendance</p>	<ul style="list-style-type: none"> ▪ Attend meetings. ▪ Identify resources of Saluda Shared Services Network to help support First Steps (volunteer services, serving on board, etc)
<p>Increase the number of families in Saluda County who understand how to support their child’s development and school readiness.</p>	<p style="text-align: center;">1, 2</p>	<p>Development of short-term home visit program.</p>	<ul style="list-style-type: none"> ▪ Explore developing short-term home visit program modeled after CTK. ▪ Explore becoming a Palmetto Basics affiliate community.
<p>Increase number of books available and read to children.</p>	<p style="text-align: center;">3</p>	<p># of books distributed</p>	<ul style="list-style-type: none"> ▪ Provide books at community events. ▪ Provide books to 4K and EHS programs. ▪ Promote shared reading message through participation in community events, online media, etc.

Countdown to Kindergarten

Description: Personal visits between teacher, child, and parent to introduce/master readiness skills needed to be successful in kindergarten. Each child receives 5 personal visits and a school tour as part of the program. The program is conducted the summer prior to kindergarten entry. Children participate for one summer only.

Integration: Strategy is operated by the school district.

Collaboration: school district

<p style="text-align: center;">Objective</p> <p>Each objective addresses one or more priorities of the SC First Steps Strategic Plan, <i>Vision 2020</i>: 1) Increase access; 2) Build capacity; 3) Strengthen interagency accountability & collaboration</p>	<p style="text-align: center;">In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)</p>	<p style="text-align: center;">Success Metrics</p> <p>Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)</p>	<p style="text-align: center;">Action Items</p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
<p>Expand target audience to include children in 4K programs that have not mastered essential skills for entry to 5K and children that have had no exposure to high-quality child care or any other form of early education by 5K registration in 2018.</p>	<p style="text-align: center;">1</p>	<p>Testing of 5K students to assess achieving grade level in math and reading. Tools used will include: Kindergarten Readiness Assessment (KRA) and Measures of Academic Progress (MAP).</p>	<ul style="list-style-type: none"> ▪ Meet with principal and other key school district personnel to implement a plan to identify participants.
<p>Work with school district to ensure at least 50% of children served in CTK are served by their 5K teachers by 2020.</p>	<p style="text-align: center;">1</p>	<p># of 5K teachers providing services.</p>	<ul style="list-style-type: none"> ▪ Meet with Dr. Abbey Duggins to discuss issue of 5K teachers providing CTK services.
<p>Increase the number of children served per year to at least 30 by the end of 2020. At least 75% of children served will participate in the program for at least 5 home visits.</p>	<p style="text-align: center;">1</p>	<p>CTK surveys completed by teacher CTK Home Visit Record</p>	<ul style="list-style-type: none"> ▪ Recruit families to receive services.
<p>Between the summers of 2018 – 2020, serve at least a total of 80 children for the 3-year period.</p>	<p style="text-align: center;">1</p>	<p># of program participants</p>	<ul style="list-style-type: none"> ▪ Enter demographic information into FSDC.

Childcare Scholarships

Description: Access to quality child care is essential for children while away from their primary caregivers. In addition to regular monitoring of child care providers that receive First Steps scholarships, First Steps conducts at least one developmental screening each year with scholarship children and connects families to needed services within the community. Saluda County First Steps ensures that children receiving scholarships are receiving full-time (year-round, 5 days a week) high-quality child care that promote healthy social/emotional development and mastery of pre-school readiness skills. Saluda County First Steps integrates the Child Care Scholarship Program with its Parent Training Program.

Integration: Parenting Skills Training – all scholarship recipient families are required to complete Parenting Skills Training

Collaboration: ABC Academy – serve scholarship children; Saluda Schools Early Head Start – referrals to ensure continuity of high-quality care for children that age out of Early Head Start, but are too young for a formal 4K program.

<p style="text-align: center;">Objective</p> <p>Each objective addresses one or more priorities of the SC First Steps Strategic Plan, <i>Vision 2020</i>: 1) Increase access; 2) Build capacity; 3) Strengthen interagency accountability & collaboration</p>	<p style="text-align: center;">In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)</p>	<p style="text-align: center;">Success Metrics</p> <p>Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)</p>	<p style="text-align: center;">Action Items</p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
<p>Reduce the number of children, by at least 2, who fall through the gap between aging out of Early Head Start and being too young to enter a formal 4K program.</p>	<p style="text-align: center;">1</p>	<p>Number of Saluda Schools Early Head Start children enrolled in ABC Academy program or Saluda Learning Center</p>	<ul style="list-style-type: none"> ▪ Meet with directors of ABC Academy and Saluda Schools Early Head Start to begin discussion of a plan to transfer children from EHS to ABC Academy program. ▪ Draft budget proposal to cover 100% of childcare cost, if child is already enrolled in EHS. ▪ Saluda Schools EHS Family Advocate to inform Saluda Learning Center of potential candidates for their 4-year old program.
<p>Provide scholarships for up to 2 children whose parents are enrolled in the Family Literacy Program or other adult education program by start of program year 2019. Purpose of providing child care is to ensure parents are able to participate in adult education program. Parents must meet eligibility requirements for child care scholarship enrollment.</p>	<p style="text-align: center;">1</p>	<p>Number of parents able to participate in FL due to childcare being available.</p>	<ul style="list-style-type: none"> ▪ Meet with director of ABC Academy to ensure slots are available and draft a plan. ▪ Meet with director of adult education to draft a plan. ▪ Draft budget proposal to cover up to 75% - 100% of childcare cost based on income of parent/family.
<p>By the end of 2020, serve at least 6 children for the 3-year period.</p>	<p style="text-align: center;">1</p>	<p># of program participants</p>	<ul style="list-style-type: none"> ▪ Enter demographic information into FSDC.

Early Head Start

Description: Saluda Schools Early Head Start (EHS) programs serve infants and toddlers under the age of 3. EHS programs provide intensive comprehensive child development and family support services to low-income infant and toddlers and their families.

Integration: school district, BabyNet, South Carolina First Steps

Collaboration: Speech Therapy – Midlands Therapy, Early Intervention Services – Carolina Behavior & Beyond, Early Intervention Services – Easter Seals, Mental Health Consulting – Hope Garvin, SCFS EHS Mental Health Consultant

<p style="text-align: center;">Objective</p> <p>Each objective addresses one or more priorities of the SC First Steps Strategic Plan, <i>Vision 2020</i>: 1) Increase access; 2) Build capacity; 3) Strengthen interagency accountability & collaboration</p>	<p style="text-align: center;">In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)</p>	<p style="text-align: center;">Success Metrics</p> <p>Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)</p>	<p style="text-align: center;">Action Items</p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
<p>Support the federally-funded EHS program fill funding gaps to ensure the continued and efficient operation of the Saluda Schools Early Head Program.</p>	<p>1, 2</p>	<p>Continued operation of program.</p>	<ul style="list-style-type: none"> ▪ Meet with EHS Director to discuss financial gaps; what is being done by EHS to close gap; identify support that can be provided by local FS to ensure continued operation of program. ▪ Draft budget to assist with filling financial gaps.
<p>By the end of 2020, at least 25 children will have received EHS services through-out the 3-year period.</p>	<p>1</p>	<p># of program participants</p>	<ul style="list-style-type: none"> ▪ Work with EHS Director to verify number of children who have received high-quality EHS services within a 3-year period.

Family Literacy Program

Description: Family [literacy](#) programs offer an integrated and family-friendly approach, helping both parents and children to improve their literacy skills. Family literacy services integrate all of the following: adult education, family strengthening, childcare through EHS, parent and child time together through EHS, story time modelled for parents to go home and replicate with child (includes book and materials for related literacy activity). Family Literacy prepares adults for better jobs and/or education opportunities, language proficiency, assimilation into the community, and an increased capacity to navigate public systems to meet family needs.

Integration: EHS provides child care. FS staff provides family strengthening education. School district provides adult education.

Collaboration: Migrant program; Clemson Extension – nutrition class; DHEC – nutrition and cooking class

Medicaid – insurance information

Molina Healthcare – information on dental care for children and adults

Re-Discover – workshop on women empowerment

School district – administrative management of program (adult education director), space, utilities, testing staff, testing materials, facility and grounds maintenance, administrative support of program.

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<p>Increase number of child care slots for at least 2 children to enroll in a high-quality center while parents are attending Family Literacy. Children may receive multiple years of service to allow parents continued access to adult education. By the end of 2020, at least 2 children will have received high-quality child care during the 3-year period.</p>	<p style="text-align: center;">1</p>	<p>Number of children receiving scholarships parent participates in Family Literacy Program.</p>	<ul style="list-style-type: none"> ▪ Meet with Adult Educator Director to determine number of slots that may be needed. ▪ Meet with EHS director and EHS Family Advocate to determine if possible to collaborate with FL program to serve children of FL parents. ▪ Meet with ABC Academy Director to determine if slots could be available through scholarships. ▪ Enter demographic information into FSDC.
<p>Increase enrollment in FL program by at least 2 students by Fall 2018. At least 75% of clients served in the program will complete 60 hours of adult education.</p>	<p style="text-align: center;">1</p>	<p>Increase in enrollment. Hours of adult education completed.</p>	<ul style="list-style-type: none"> ▪ Incentivize enrollment by offering child care to participants. ▪

Parent Training Program

Description: *Positive Parenting Program* and *Make Parenting a Pleasure* are evidence-based, group-based parenting education and support programs for parents with children 0-8 years of age. Focus of the program is for parents to: learn practical stress management and communication skills; gain greater understanding of their child; learn effective parenting skills and positive approaches to discipline; and build a support network.

Integration: Parenting skills training is offered as part of the suite of services provided by DSS to high-risk families and indicated families/clients. Other components of the suite of services offered by DSS include: mental health services, alcohol and drug counseling, family counseling, anger management services/support. FS partners with high-quality child care centers to strengthen parenting skills to families receiving child care scholarships.

Collaboration: Wendy Chaney (Family Counseling); Aiken / Barnwell Mental Health; Westview Behavioral Health Systems; Beckman Mental Health; Edgefield Mental Health; Lexington Mental Health; Westview Alcohol and Drug; School-based Counseling; Dickerson Center (West Columbia); Aiken Advocacy Center (counseling and forensic interview); Beyond Abuse (Greenwood – counseling and forensic interview); Westview Behavioral Health (anger management); LRACDC (Lexington – drug and alcohol, parenting, family counseling); Insights (Lexington – parenting, anger management)

Objective	In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)	Success Metrics Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)	Action Items Major activities to be initiated in support of the objective (to be operationalized by staff and partners)
Each objective addresses one or more priorities of the SC First Steps Strategic Plan, <i>Vision 2020</i> : 1) Increase access; 2) Build capacity; 3) Strengthen interagency accountability & collaboration			
Increase the number of families served per year by at least 3 by the end of 2020.	1, 2	# enrolled	<ul style="list-style-type: none"> ▪ Expand # of sessions per year. ▪ Target new populations – foster families, Latino families.
At least 80% of enrolled families will complete the parent skills training program.	1	% completing program	<ul style="list-style-type: none"> ▪ Complete pre-and post-assessments. ▪ Enter data into FSDC.
By the end of 2020, at least 60 families will receive services throughout the 3-year period.	1	# of program participants	<ul style="list-style-type: none"> ▪ Enter demographic data into FSDC.

Quality Enhancement/Child Care Training

Description: The quality of care young children receive is crucial to their healthy development and school readiness. Child care providers strive to provide high quality care, but may lack the resources that are commonly available to publicly-funded early childhood programs, such as educational materials, on-site professional development, and other support. **First Steps' Child Care Quality Enhancement (QE) is intended to produce measurable improvements in the quality of care provided to young children.** Participating child care providers must serve a high percentage of at-risk children, and are selected through a competitive process that requires a strong level of commitment to the QE process.

Integration: Training, Child Care Scholarships, Parent Skills Training

Collaboration: CCR&R, ABC Voucher Program, CACFP

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<p>Ensure child's development is documented at least 2x year; show progress or identify any potential delays.</p>	<p>1</p>	<p>QIP Age-appropriate assessment tool such as Brigance, ASQ, etc.</p>	<ul style="list-style-type: none"> ▪ Select age-appropriate development tool. ▪ Provide training on use of tool. ▪ Provide materials needed to document child's development/progress.
<p>Teachers will strengthen their skills to use STEM methods in the classroom, moving away from passive instruction and embracing more interactive play, critical thinking, asking questions, and investigating in the early education classroom. At least 50% of child care teachers will increase their QIP scores in areas of interaction and curriculum activities.</p>	<p>1</p>	<p>QIP Observation Coach's notes</p>	<ul style="list-style-type: none"> ▪ Observe and monitor skill weaknesses that may need to be addressed through the QIP tool. ▪ Plan professional development training to address weaknesses or strengthen current skill set. ▪ Plan professional development training and classroom coaching to model STEM concepts in the classroom.
<p>Strengthen teacher's skills in moving from theory to practical knowledge in the classroom based on current training. At least 50% of teachers will be able to demonstrate practical knowledge of theories learned at most recent training.</p>	<p>1</p>	<p>QIP Observation Coach's notes</p>	<ul style="list-style-type: none"> ▪ Provide training that can be immediately applied in the classroom. ▪ Work with QE-TA to ensure training concepts are discussed and plans are implemented to turn knowledge into practice. ▪ Review QIP annually and update as needed.
<p>Through the Quality Enhancement Program, at least 40 families will receive high-quality child care services by the end of 2020 throughout the 3-year period.</p>	<p>1</p>	<p># of children served by the client-center</p>	<ul style="list-style-type: none"> ▪ Enter student enrollment into the QE section of FSDC.

**NEW STRATEGY – STARTING 2018-2019 Program Year
Enhanced Early Education (3201)**

Description: A large percentage of non-English speaking children are enrolled in the 4K and 5K public school programs in Saluda County. This language barrier becomes a hurdle for children to overcome while also learning and mastering the required skills to succeed in school. Intent of this program is to enhance learning opportunities and assist with learning the English language. This program will also help promote non-English speaking parents’ connection to the school, thereby increasing support of their child’s education.

Integration: Public school program, Parent Training program, ESL adult education program

Collaboration:

<p align="center">Objective</p> <p>Each objective addresses one or more priorities of the SC First Steps Strategic Plan, <i>Vision 2020</i>: 1) Increase access; 2) Build capacity; 3) Strengthen interagency accountability & collaboration</p>	<p align="center">In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)</p>	<p align="center">Success Metrics</p> <p>Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)</p>	<p align="center">Action Items</p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
<p>Strengthen competencies in overcoming language barriers that will help to prepare child for school success. At least 10 children will progress in learning the English language by the end of the school year.</p>	<p align="center">1</p>	<p>Observation World-Class Instructional Design and Assessment (WIDA) <i>(measures student’s ability to understand and use English)</i></p>	<ul style="list-style-type: none"> ▪ Meet with school principal to identify students and families who would benefit from participating in program. ▪ Secure bi-lingual staff to operate program. ▪ Draft budget to cover costs of program.
<p>At least 50% of children in program will illustrate progress of required skills to achieve grade-level by end of the school year.</p>	<p align="center">1</p>	<p>Measures of Academic Progress (MAP)</p>	<ul style="list-style-type: none"> ▪ Meet with school principal to identify areas in which skill mastery is required for school success. ▪ Identify public school teacher to mentor FS staff on presenting material to students. ▪ Work with principal to draft a plan for working with the students.
<p>At least 80% of the parents of children enrolled in program will complete 12 hours of group-based parent training.</p>	<p align="center">1, 2</p>	<p>Attendance records</p>	<ul style="list-style-type: none"> ▪ Recruit families for the program. ▪ Ensure bi-lingual staff is available to operate program. ▪ Draft parent agreement to ensure compliance with program and document consequences if compliance not met. ▪ Draft budget for parent training component of program.
<p>By the end of 2020, through-out the 3-year time period, at least 30 families will receive enhanced early education services.</p>	<p align="center">1</p>	<p># of program participants</p>	<ul style="list-style-type: none"> ▪ Enter demographic data in FSDC.

