

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

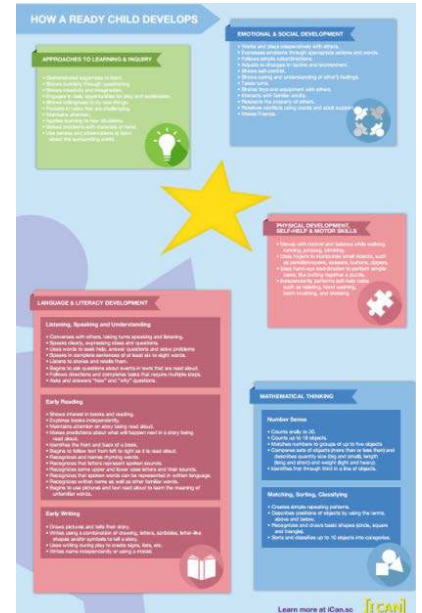
Schools and educators for the Ready Kindergartner:

- 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."



RCFS Board Chair, Penny Dininny and RCFS CEO, Rick Noble share their thoughts regarding the RCFS Comprehensive Plan:

Richland County First Steps (RCFS) has been in perpetual planning mode since its creation/inception in 1999. Beginning with Level I and Level II funding/planning and followed by a series of Strategic Plans we have now assembled this inaugural Comprehensive Plan. Of course planning is always a good idea, but high quality, effective and dynamic implementation is of equal or greater importance in making an impact and affecting change.

On the pages and charts which follow this introduction is a recap of RCFS' perpetual planning for the implementation and delivery of services designed to collectively support both South Carolina First Steps' Strategic Plan 2020 and RCFS' 2017-19 plan. We're guided by our Vision and Mission as well by our stated Values. Self-assessments of each component strategy are used to create that strategy's own basic business plan for accomplishing RCFS' overall strategic goals and objectives.

In the early years RCFS' financial resources were limited, consisting of virtually 100% state funding. Today and going forward our resources must both increase and diversify. In 2009 RCFS began its implementation of the federally funded Early Head Start program. Financially, EHS currently represents over 60% of our budget and operational capacity. This has resulted in both higher quality service provision and more secure and predictable funding.

One way to summarize our plan is to state that we intend to increase the quality and quantity of our basic core services by pursuing new and/or increased opportunities for partnerships, collaborations, grants and contracts consistent with our existing operations while securing additional funding sources that will provide long term financial commitments of support.

Over the next 3 years RCFS will continue its maturation having evolved from its own early childhood stage (0-8), its youth and teenage years (9-18), and continuing through its adult years (18-). Transitions in staff leadership and Board leadership are expected and will provide new energy as the organization continues this journey.

Richland County First Steps and our community are proud of our history and accomplishments to date, and extremely grateful for the efforts of so many people each of whom has contributed in their own way to our development and success.

Penny Dininny, RCFS Chair

Rick Noble, RCFS CEO

RCFS Board Approval March 6, 2018

David Price, RCFS Secretary

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:

Richland County First Steps Vision Statement

Every child in Richland County will arrive at school healthy and ready to succeed.

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:

Richland County First Steps Mission Statement

Getting children and families ready for school.

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 following core values for its 2018-2020 Strategic Plan:

Richland County First Steps Core Values

RCFS believes that families and all people who care for children from birth through age three have the capability to ensure that children are healthy and ready to succeed when they enter school. Therefore:

Parents and guardians will be the primary caregivers and teachers of their children.

Children, where ever they are, will have a safe and healthy learning environment.

Children will enter school mentally and physically healthy and ready to learn.

Children will develop social, emotional, cognitive, motor and language skills needed for school readiness.

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.

| # | Richland 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 | Children’s learning environments will be safe, developmentally appropriate, and contribute to school readiness. | 3, 4 | 1,2A, 2C, 3D, 3E, 4B |
| 2 | Parents and guardians will be encouraged and supported as the primary caregivers and teachers of children. | 1, 2 | 2, 4A |
| 3 | RCFS Will have the organizational capacity needed to fulfill this strategic plan. | 5 | 3, 4 |

Richland 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 | | | |
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| Richland First Steps will connect families of preschool children to services designed to strengthen families and promote optimal child development (State Priority: Core Function). | | | |
| Objective | In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.) | Success Metrics | Action Items |
| <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>Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)</p> | <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p> | <p>Explore strategies to “close the gap” between age three and five to fulfill mission of “getting children ready for school” (pending additional funds).</p> |
| <p>Goal One, Objective Six</p> | <p>Successful implementation of fully funded 4k classroom</p> | <ul style="list-style-type: none"> ▪ Apply for and be accepted as a SCFS 4K Provider. ▪ Recruit and enroll ten (10) eligible children. ▪ Look for additional funding (such as community grants) to support classroom. ▪ NOTE: RCFS was unsuccessful in the attempt to maintain a 4K classroom. Project abandoned October 2018 | |

Community Education and Outreach

Richland 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> |
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| <p>RCFS will make parent resources available online (www.rcfirststeps.org) that use clear and concise language to describe what school readiness is and what parents can do to be their children’s first and best teachers.</p> | <p>Goal Two, Objective Five</p> | <ul style="list-style-type: none"> - Website visits - Comments on new content - Likes/shares/follows on social media (primarily Facebook, Twitter, and Instagram) | <ul style="list-style-type: none"> ▪ Review content of existing site and update as needed, being mindful to use a consistent language of school readiness ▪ Promote new content via social media channels and direct contact with parents in existing RCFS programs ▪ Participate in community outreach opportunities to make parents aware of online resources ▪ Begin to research making online parent resources available in languages other than English |
| <p>Develop the “Let’s Talk” program of brief parenting sessions for all parents in Richland County through the RCFS website and other social media sites (pending funding).</p> | <p>Goal Two, Objective Five</p> | | <ul style="list-style-type: none"> ▪ Action ▪ Action ▪ Action |

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

Richland 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> |
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| <p>Expand Early Head Start center-based program to serve more children in Richland County (pending additional funds).</p> | <p>Goal One, Objective Five</p> | <p>Talks with other local providers</p> | <ul style="list-style-type: none"> ▪ Consulting agreement ▪ Delegate agency agreement |
| <p>Develop process to share data between RCFS/EHS and public schools (pending additional funds and support of Richland County public schools).</p> | <p>Goal One, Objective Seven</p> | <p>Develop model</p> | <ul style="list-style-type: none"> ▪ Begin conversations with local school districts |

Strategy: Children’s learning environments will be safe, healthy, developmentally appropriate, and contribute to school readiness.

Description: Quality Enhancement of the child care environment in selected Richland County child care centers will be accomplished through the Excellence in Care and Early Learning (ExCEL) program and through our Early Head Start program.

Integration: Our QE program is integrated with our ExCEL and our Early Head Start programs. The ExCEL program works with child care centers in Richland County, including our Early Head Start classrooms, giving technical assistance related to health and safety and best practices in early childhood education.

Collaboration: The ExCEL and Early Head Start programs collaborate with state agencies such as ABC, CCR&R and DSS to stay abreast of new initiatives, such as the new SC Early Learning Standards, as well as taking advantage of resources like Cara’s Kit through the SC Inclusion Collaborative.

| <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> |
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| <p>Provide technical assistance to 14-20 child care centers per year, while meeting or exceeding SCFS Quality Enhancement program standards.</p> | <p>Goal One, Objective One</p> | <p>SCFS data system will document 3 to 4 visits of 3 hours each per month for each center, higher than the required 2 visits.</p> | <ul style="list-style-type: none"> ▪ Technical Assistants (TAs) will set up and log visits once a week per center they serve. ▪ TAs will model/coach the director and the teachers in two classrooms. ▪ Time spent of 3 hours per visit will be divided between those 2 classrooms. |
| <p>Provide certified child care training to 14-20 child care centers per year, while meeting or exceeding SCFS Quality Enhancement program standards.</p> | <p>Goal One, Objective One</p> | <p>SCFS data system will document offered certified trainings are above the 8 hours required by SCFS.</p> | <ul style="list-style-type: none"> ▪ All TAs who present trainings for ExCEL will be a certified or a Master trainer. ▪ Trainings for the year will be lined up by the time the Child Care Training Plan is due to SCFS in the summer – showing more than 8 hours of training offered. <p>Yearly trainings for Enhancement Team centers:</p> <ul style="list-style-type: none"> ▪ A 4.5 hour ExCEL conference ▪ A 6 hour Directors’ Team Retreat ▪ 6 - 1.5 hour Directors’ Team trainings ▪ At least 4 - 1.5 hour evening trainings for teachers |
| <p>Increase the ABC Quality level of Enhancement Team centers</p> | <p>Goal One,</p> | <p>SCFS data system will</p> | <ul style="list-style-type: none"> ▪ The ABC Levels of centers accepted to the |

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| <p>through focus on Conscious Discipline (CD) skills, developmentally appropriate practices (DAP) and early childhood best practices.</p> | <p>Objective Two</p> | <p>document the starting ABC Level of Enhancement Team centers and whether their level went up at the end of the year, or by the start of the following program year.</p> | <p>Enhancement Team are documented in the SCFS data system using the ABC Quality website.</p> <ul style="list-style-type: none"> ▪ Eight or more hours of DSS certified training is offered to all staff of ExCEL Enhancement Team centers in Conscious Discipline, best practices and DAP. ▪ TAs coach and model best practices and CD skills in the classroom for the teachers. ▪ Directors' Team trainings include a focus on CD and other administrative topics that can improve a center's ABC Level. ▪ Extra Environment Rating Scale assessments are conducted when a center is seeking ABC Level A. ▪ The ABC assessment tool is currently being remade. We look forward to being trained on the tool and will use the best tool to help centers reach higher levels of ABC quality. |
| <p>Provide a developmentally appropriate environment, activities, and experiences for each child involved in the Early Head Start classroom.</p> | <p>Goal One, Objective Two</p> | <ul style="list-style-type: none"> ● ITERS / ECERS assessment – each classroom will maintain a score of 5 or higher ● Monthly Individualized Lesson Plans will be written and implemented for each child | <ul style="list-style-type: none"> ● ITERS / ECERS assessment in each classroom 3 times each year (March, July, and November) ● Action Plans written individually for each classroom based on ERS assessment. ● Technical assistance will be offered to each classroom based on their action plan. ● Monthly individualized lesson plans reviewed monthly for appropriateness and implementation by Center Director and/or Education & Disabilities Coordinator. |
| <p>Enhance the learning environments through implementation of developmentally appropriate early literacy activities.</p> | <p>Goal One, Objective Four</p> | <p>ITERS / ECERS assessment – each classroom will maintain a score of 5 or higher on all language and literacy indicators.</p> <ul style="list-style-type: none"> ● Monthly books from Richland Library will be given | <p>ITERS / ECERS assessment in each classroom 3 times each year (March, July, and November)</p> <ul style="list-style-type: none"> ● Action Plans written individually for each classroom based on ERS assessment. ● Technical assistance will be given to each classroom based on their action plan. ● Through a contract, Richland Library provides a |

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| | | <p>to each family with suggestions from the librarians about what to highlight while reading the book with their child.</p> <ul style="list-style-type: none">● Professional Development | <p>book for each family monthly to build their home library. Titles are chosen based on review of assessment data. Suggestions are given for things to highlight throughout the book.</p> <ul style="list-style-type: none">● Professional development is provided annually for all staff. This includes literacy based training provided from Richland Library and based on Head Start Early Learning Outcomes Framework (HSELOF) guidelines. |
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Strategy: Parents and guardians will be encouraged and supported as the primary caregivers and teachers of their children.

Description: RCFS offers home visitation to families throughout the county through the Family Strengthening program. Families living in Lower Richland are served by state funded home visitors and receive weekly, one-hour visits. Families living in other areas of Richland County are served by federally funded home visitors (Early Head Start) and receive weekly, 90 minute visits. Families are encouraged to enroll as early in the pregnancy as possible (preferable before the third trimester), and stay enrolled until the child ages into the next step. For Lower Richland, this is school entry (meaning family can be served from pregnancy to child’s entrance into school services/programs). For Early Head Start families, it means services from pregnancy until the child transitions at age three to Head Start, school district, or private care.

Supportive service contracts include Dietician/Nutritionist, Nurse Consultant, and Mental Wellness.

Integration: Family Strengthening is operated in-house by highly qualified home visitors. Each home visitor has attended Parents as Teachers Foundational and Model Implementation training. In addition, each home visitor has a minimum of an Associate Degree (one grandfathered in prior to 2014 with a non-related degree program).

Family Strengthening home visits are offered through two funding options, Early Head Start and state funding. All home visitors, called Family Support Advocates, work together on family conferences and events. In addition, FSA’s attend Final Friday trainings for professional development (10 trainings each year).

For families enrolled through Early Head Start, there are two program options: home based and center based. The center based option is open for parents who are working or in school full time. Care is provided Monday through Friday, 8:30 am – 4 pm. Many enrolled families transition between the program options as needed (example: a parent who secures employment may transition from home based to center based).

Collaboration: Collaborating partners for this strategy include Bernice Scott Health Center (Eastover), Horrell Hill Elementary, St. Michaels and All Angels Episcopal Church, and Richland Library. Office and meeting spaces are provided by the Health Center and Horrell Hill Elementary while training space is provided by St. Michaels and All Angels. Richland Library provides ongoing professional development and parent support through monthly book titles chosen based on data from child assessment tools. These books are distributed to families each month with the intention of building a home library.

| <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> |
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| <p>Increase the retention of families so that duration of services is two years or greater. This will progressively increase the parenting skills of families served by the Family Strengthening program.</p> | <p>Goal Two, Objective One</p> | <p>Positive change in parent behaviors as seen through KIPS, ACIRI and LSP assessments. Other progress markers include duration of time in program and goal of 90% attendance.</p> | <ul style="list-style-type: none"> ▪ KIPS and ACIRI assessments completed three times each year (checkpoints). ▪ Family Partnership Agreements updated using checkpoint data. ▪ Supports added for families as needed based on data. ▪ LSP assessment completed on entry and annually thereafter. |

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| <p>Increase the engagement of families in parent support programs.</p> | <p>Goal Two, Objective Two</p> | <p>Increased participation by parents and caregivers. Indications of this include participation at family events, high percentage of completed home visits, and leadership by families in program (parent committee, Policy Council, Health Advisory, School Readiness and Board).</p> | <ul style="list-style-type: none"> ▪ Implement and maintain parent/caregiver incentive structure (encouraging participation) ▪ Outreach to partner agencies (such as WIC, school districts, housing authority) to enroll eligible families into programs. |
| <p>Improve the health, well-being and self-sufficiency of families who experience multiple risk factors that reduce opportunities for school readiness.</p> | <p>Goal Two, Objective Three</p> | <p>Utilize LSP (Life Skills Progression model) to determine action plans.</p> | <ul style="list-style-type: none"> ▪ Create Family Partnership Agreements based on family needs and resources available. |
| <p>Encourage and facilitate children’s access to health care such as well baby visits, hearing and vision screenings, nutrition, development and social emotional screenings.</p> | <p>Goal Two, Objective Four</p> | <p>Each family will complete a health and nutrition screening to be reviewed by Nurse Consultant and Registered Dietician. Each family encouraged to participate in required health visits as indicated on the state’s EPSDT schedule of events. ASQ (3 and SE-2) will be administered as indicated.</p> | <ul style="list-style-type: none"> ▪ Completion of required screenings at intake and annually thereafter (more often as needed). ▪ Complete, create and monitor action plans as needed after review of health and nutrition history screenings. ▪ As needed, additional referrals made for care (example: BabyNet). |

Organizational Capacity

Description: Richland County in South Carolina has 23,743 children under age five (KIDS COUNT 2017), of which 22.3% are living poverty. With a budget just over \$2m, funded by state, federal and private/public donations, RCFS serves these children through home visitation, child care enhancement and training, and classroom care. We do this with 38 FTE's. RCFS has been in existence since 2001.

Integration: RCFS programs are held to high standards and use data driven practices to improve caregiver skills. RCFS offers staff extensive professional development and training to build internal capacity.

Collaboration: RCFS partners and seeks out partners to fill the gap where services are lacking.

| 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 | | | |
| RCFS recruits and retains a highly qualified and motivated work force through competitive compensation and retirement benefits | 2 | Maintain competitive compensation, benefit and retirement plans. Offer professional development opportunities | <ul style="list-style-type: none"> ▪ Monitor turnover rates, keep below 33% ▪ Participate in comparable compensation and benefit studies and update compensation/benefits plans as needed ▪ Secure acceptable retirement plan ▪ Offer PD as budget allows |
| Strengthen the effectiveness of the Board of Directors to fulfill the RCFS mission and implement this strategic plan | Legislative Goal 5 | fill key board seats, annual board self-evaluation, board fulfillment of roles and responsibilities, knowledgeable board of directors about the importance of early childhood education & role of RCFS | <ul style="list-style-type: none"> ▪ Board Governance and Development Committee will recruit board members based on their skills, knowledge, and expertise. ▪ Board Governance and Development Committee will establish training opportunities for board meetings based on input from the board. ▪ All Board members, including legislative appointees, will receive in-depth board orientation prior to their first meeting. ▪ Board members will participate in an annual board retreat. |
| Secure new office space that provides offices, storage, meeting rooms, and is convenient to families | 2 | Completed | <ul style="list-style-type: none"> ▪ Moved in June 2017 to better office space with storage, training room and location. |