



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)
 - Listening, Speaking and Understanding (8)
 - Early Reading (12)
 - Early Writing (4)
- 1E Mathematical Thinking (9)
 - Number Sense (5)
 - 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 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:
 - Can grow and develop in the absence of fear, stress, danger and hunger.
 - Have access to needed pediatric, dental and mental health resources.
 - Spend their days in nurturing, language-rich, and developmentally supportive environments (whether a loving home, a high-quality early education setting or both).
 - Are cared for by loving adults attentive to their physical, emotional and developmental needs.



Profile of the Ready Kindergartner brochure

develop

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."



The Anderson County First Steps Comprehensive Plan process began at the annual Service Providers orientation/training on September 7, 2017, at which partnership staff shared information with collaborating partners about the purpose of the Plan and State Office of First Steps expectations. An overview of the Comprehensive Plan process was presented to the partnership board on September 19, 2017. Self-assessments were distributed and completed by seven board members/Family Literacy coordinators, 4-K teachers and partnership staff which resulted in 50 pages of data and information for staff review. During October 2017, results of the self-assessments were compiled by partnership staff and were summarized in the Comprehensive Plan Summary. These documents were sent to the partnership's assigned technical assistant, Janice Kilburn. At the November 21, 2017, board meeting staff and board members reviewed and discussed steps one and two of the Comprehensive Plan process, the Summary of Strategic Goals, local portal, community education and convener goals and objectives which were sent to the Board prior to the meeting. In addition, the board reviewed and discussed the State Office of First Steps vision, mission, and values and compared them to the partnership's current mission and vision. The Board voted to adopt the State's vision, mission, and values. During December and January, several revised drafts of the Plan were sent to the technical assistant requesting her review. Step three of the Comprehensive Plan process which encompasses development of output and outcome objectives, success metrics and action items was completed and sent to board members for review and discussion at the January 16, 2018, board meeting. Additional suggestions were made by the technical assistant, revisions were made and the final draft was sent to the State Office of First Steps on January 31, 2018. The board approved and adopted the 2018-2020 Comprehensive Plan on February 20, 2018.

The partnership's Needs and Resources Assessment/Vision 2020 Plan process was conducted from fall, 2015 to spring, 2016. Partnership staff presented data relating to family strengthening, early education, child care, Head Start and other related programs/agencies, such as Department of Social Services. The process included input from 10 education and social services agencies through surveys. Board members also completed surveys. From the input received, partnership priorities were developed and the Needs and Resources Assessment/Vision 2020 Plan was approved by the board in April, 2016.

By the end of 2020, the Anderson County First Steps Partnership envisions: 1) effectively serving as the local portal to connect Anderson County at-risk families to services that will strengthen families and promote optimal child development; 2) increased enrollment and accessibility in all Anderson County First Steps Partnership programs; 3) increased understanding and awareness in the community of state readiness priorities and how to easily access readiness tools, information, and support groups in Anderson County; and 4) increased community mobilization to address the needs of Anderson County preschool children and enhanced services to support their families.

The Anderson County First Steps Partnership wishes to thank Liz Wittebort, Family Literacy coordinator and Susan Tripp, 4-K teacher, Anderson School District One; Allison Strickland, Family Literacy coordinator and Lana Major, Director of Instructional and Support Services, Anderson School District Two; Tammy Vaughn, Family Literacy coordinator and Susan Brown, Interventionist, Anderson School District three; Charity Walker, Family Literacy coordinator; Anderson School District Four; Brenda Kelley, Director of Elementary and Childhood Programs and Priscilla Williams, Family Literacy coordinator, Anderson School District Five; Janice Kilburn, Office of First Steps technical assistant, and Deborah Sanders, Partnership Program Coordinator/Evaluator, for supporting this process by completing self-assessments, reviewing drafts, compiling data, coordinating with the Office of First Steps, making revisions, and providing other input and suggestions.


Signature of Board Chair


Signature of Executive Director

Date of Board Approval/Adoption 2/20/18

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 SC First Steps Vision 2020 vision statement for its 2018-2020 Strategic Plan
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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 SC First Steps Vision 2020 mission statement for its 2018-2020 Strategic Plan

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 mission statement for its 2018-2020 Strategic Plan

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.

#	Anderson 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	Support school readiness by serving as a local portal for connecting at-risk families of Anderson County preschool children to services designed to strengthen families and promote optimal child development utilizing a two-generational approach.	1,2,3,4	Ready Children, Ready Families, and Ready Schools and Educators 1A,1B,1C,1D,1E 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F
2	Increase enrollment and expand accessibility in all Anderson County First Steps Partnership programs utilizing the partnership's integrated community approach.	1,2,3,4	Ready Children, Ready Families, and Ready Schools and Educators 1A,1B,1C,1D,1E 2A,2B,2C,2D,2E 3A,3B,3C,3D,3E,3F
3	Increase understanding in the community of school readiness domains and assessment and make information easily accessible in all communities and for all Anderson County families through implementation of the partnership's Community Education and Outreach Plan.	5	Ready Families and Ready Communities 2A,2B,2C,2D,2E 4A,4B
4	Serve as a community convener to address the needs of all Anderson County preschool children in the community in support of state readiness priorities and mobilize communities to provide enhanced services to support all Anderson County families through implementation of Palmetto Basics.	5	Ready Families and Ready Communities 2A,2B,2C,2D,2E 4A,4B

Anderson 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			
Anderson County First Steps Partnership 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
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		Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)	Major activities to be initiated in support of the objective (to be operationalized by staff and partners)
Connect at-risk families of Anderson County preschool children to services designed to strengthen families and promote optimal child development utilizing a two-generational and integrated community approach.	1,2	Documentation includes case data, group meeting reports, referral/interventions, assessments, and satisfaction surveys.	<ul style="list-style-type: none"> ▪ Link at-risk families to needed supports in the community via phone inquiries, our website, and family literacy coordinators.
Connect preschool children of at-risk families of Anderson County to services designed to strengthen families and promote optimal child development by providing programming in support of family literacy, early education, and school transition.	1,2	Documentation includes case data, group meeting reports, home visitor reports, referral/interventions, appropriate assessments, satisfaction surveys and Program Effectiveness Reports.	<ul style="list-style-type: none"> ▪ School District family literacy coordinators recruit at-risk families through school counselors, adult education, and 3-K, 4-K, 5-K, and Head Start programs. ▪ Anderson School Districts One, Two, Three, and Four through Family Literacy programs implement Triple P (Positive Parenting Program). ▪ Anderson School District Five through the Family Literacy program implements PAT (Parents as Teachers). ▪ Anderson School District One implements two half-day 4-K classrooms.

			<ul style="list-style-type: none"> Teacher/home visitors implement Countdown to Kindergarten curriculum in all five Anderson school districts.
Promote literacy skills for at-risk families with young children by providing them with the knowledge and resources to promote literacy in their homes.	3,4	Documentation includes case data, group meeting reports, referral/interventions, assessments, and satisfaction surveys.	<ul style="list-style-type: none"> Family Literacy coordinators in Anderson School Districts Three and Four Family Literacy programs attend training and purchase materials to implement Raising a Reader curriculum. Family Literacy coordinators in Anderson School Districts One, Two, Three, Four, and Five attend training and obtain materials to implement Palmetto Basics.

Community Education and Outreach

Anderson County First Steps Partnership 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>To increase access, keep websites (state web site, partnership web site, other sites) current and designed to have maximum impact on viewers. Use effective online and social media to communicate, inform and activate by May 2018.</p>	5	<p>Number of viewers, number of likes</p>	<p>Partnership staff hires tech consultant to update and enhance partnership website.</p>
<p>To increase access, revise, produce and distribute public education materials to reflect partnership's mission, vision and values and to inform the public of available resources by December 2018.</p>	5	<p>Mailing List Printed materials, e-newsletter, and agency brochure</p>	<p>Partnership staff: 1 Compile mailing list including legislative delegation. 2. Create e-newsletter and link to website. 3. Update Agency brochure.</p>
<p>To strengthen interagency accountability and collaboration, sponsor, co-sponsor, participate in community events that reach our target audience by December 2018.</p>	5	<p>Survey to service providers Sign-in Sheets Publicity. Public relations materials</p>	<p>Partnership staff: 1. Research planned community events to be conducted by service providers. 2 Participate in two events based on research.</p>
<p>To strengthen interagency accountability and collaboration, educate and engage local and state policymakers and leaders on local impact of First Steps by May 2019.</p>	5	<p>Number of Annual Reports distributed to local and state policy makers; number of e-newsletters distributed to local and state policymakers Invitations to partnership activities (annual meeting)</p>	<p>Partnership staff: 1. Prepare annual report by October 2. Distribute annual report. Via email 3. Send e-newsletters.</p>
<p>To strengthen interagency accountability and collaboration, network, coordinate, educate, convene local community stakeholders about importance of early childhood by December 2018.</p>	5	<p>Attendance records Agendas Minutes</p>	<p>Partnership executive director: 1. Attends County Case Management meetings convened by Anderson School District One. 2. Attends Tri-County Tech Child Care Advisory</p>

(Agencies, early childhood professionals, parents, businesses, local leaders, etc.)			Committee, meetings. 3. Attends United Way Lunch and Learn meetings. 4. Convenes Local Collaboration Team Meetings. 5. Convenes 8 Board meetings each year. 6. Attends Nurse-Family Partnership Advisory Committee Meetings. 7. Attends DCEC (Developmental Center for Exceptional Children) meetings.
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Mobilizing Communities on Providing Enhanced Services to Support Families and their Young Children Anderson County First Steps Partnership 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).			
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)
To increase access and strengthen interagency collaboration, implement the Palmetto Basics in Anderson School Districts One and Two to decrease skill gaps between socio-economic, racial, and ethnic groups by May 2018.	5	Documentation includes schedule of meetings and events; sign-in logs; materials distributed.	<ul style="list-style-type: none"> ▪ Anderson School District One and Two Family Literacy coordinators attend Palmetto Basics training to implement program. ▪ Anderson School District One and Two Family Literacy coordinators convene at least 2 community meetings ▪ Anderson School District One and Two Family Literacy coordinators and staff distribute at least 200 Palmetto Basics educational materials throughout school districts and communities.
To increase access and strengthen interagency collaboration, implement the Palmetto Basics in Anderson School Districts Three and Four to decrease skill gaps between socio-economic, racial, and ethnic groups by May 2019.	5	Documentation includes schedule of meetings and events; sign-in logs; materials distributed.	<ul style="list-style-type: none"> ▪ Anderson School District Three and Four Family Literacy coordinators attend Palmetto Basics training to implement program. ▪ Anderson School District Three and Four Family Literacy coordinators convene at least 2 community meetings

			<ul style="list-style-type: none"> ▪ Anderson School District Three and Four Family Literacy coordinators and staff distribute at least 200 Palmetto Basics educational materials throughout school districts and communities.
To increase access and strengthen interagency collaboration, implement the Palmetto Basics in Anderson School District Five to decrease skill gaps between socio-economic, racial, and ethnic groups by May 2020.	5	Documentation includes schedule of meetings and events; sign-in logs; materials distributed.	<ul style="list-style-type: none"> ▪ Anderson School District Five Family Literacy coordinators attends Palmetto Basics training to implement program. ▪ Anderson School District Five Family Literacy coordinator convenes at least 1 community meetings ▪ Anderson School District Five Family Literacy coordinator distributes at least 100 Palmetto Basics educational materials throughout school districts and communities.

Anderson School District One Family Literacy Program

Description: As part of the partnership’s “integrated community” concept, the purpose of the strategy is to provide a comprehensive Family Literacy program for eligible families in Anderson Area 1 (Williamston and Powdersville) administered by Anderson School District One. The four components of a quality evidence-based Family Literacy program include: adult education, early childhood education, parent education, and PACT (parent and child interaction). Service activities include sixteen hours a week of center based services such as Basic/Adult Education, ESL, Computer Literacy, Parent Training (1 hour/week -Triple P, Motherread, and Active Parenting curriculum), developmentally appropriate child care in district K3 (½ program), K4 (½ program) or K5 (full-day program) early education following State Department of Education Best Practices and curriculum guidelines or DSS Licensed child care, parent child interaction time(1 hour/week), family nights, field trips, and referrals to community agencies.

Integration: This strategy integrates with the following programs from other partnerships:

- Family Literacy strategies in Anderson School Districts Two, Three, Four, and Five (in-house)
- Countdown to Kindergarten and two OFS-funded half-day 4-K classes which supports the SC Profile of the Ready Kindergartner along with SC Read to Succeed Act which was developed by (SCDE) to support development, implementation, evaluation, and continuous refinement of a comprehensive state literacy plan for prekindergarten through grade twelve to improve reading achievement with research-based, outcomes-oriented strategies and interventions
- Nurse-Family Partnership (free community service for qualifying teen moms) in which participants in the program receive monthly home visits using either the Partners for a Healthy Baby or Parents as Teachers home-visiting curriculum, along with 24 hours of prescriptive group education with their peers. Supporting adolescent parents to prevent a repeat pregnancy, complete their high school education, acquire job skills, and improve their parenting skills helps them become self-sufficient and better able to support themselves and their families. It also establishes a strong, stable foundation upon which their child will be raised.
- United Way educational goals for Anderson County which includes: Early learning as a priority in the home before entering kindergarten. Children are ready to learn and succeed once they enter into the educational system; Fewer teen pregnancies among our youth; encourage good decision making for life; and Youth graduating from school on time and ready to be productive citizens in society.

Collaboration: Anderson 1 & 2 Adult Education Center is a collaborating partner in meeting the needs of our participants. Parents attend their GED sessions during the day or at night while also having the opportunity to participate in the Family Literacy class which focuses on parenting skills and parent/child interaction activities. Anderson School District One, faith-based and community-based daycares, DDSN, Babynet, and Anderson County AnMed Hospital all help to identify families in need of Family Literacy services. Without these partnerships, the Family Literacy program would not be able to operate.

Objective	In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)	Success Metrics	Action Items
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		Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)	Major activities to be initiated in support of the objective (to be operationalized by staff and partners)
Increase the number of children and adults served per year to 7 children and 7 adults by the end of 2020. At least 50% of clients served will participate in the program for at least 75% of clients served will participate in the program for at least 120 hours.	1,2,3,4	Documentation includes case data, retention reports	<ul style="list-style-type: none"> ▪ Increase awareness of program through school counselors, adult education staff, 4-K and 5-K classes, community flyers. ▪ Obtain and utilize AnMed newborn cards.
Implement the Triple-P curriculum to ensure that Anderson	1,2,3,4	Documentation includes	<ul style="list-style-type: none"> ▪ Attend and complete Triple P training sessions.

School District One Family Literacy program meets Office of First Steps evidence-based mandate by May 2019.		training records, purchase orders, and case data reports.	<ul style="list-style-type: none"> ▪ Purchase curriculum materials. ▪ Recruit eligible participants.
75% of participants will show an increase in the use of positive parenting techniques as indicated by pre/post assessment results by May 2019.	1,2,3,4	Documentation includes parenting group meeting/PACT reports, pre/post Triple P parenting scale reported on FSDC.	<ul style="list-style-type: none"> ▪ Conduct Triple P parenting group meetings. ▪ Conduct one-on-one PACT sessions.
75% of children will show an increase in language and literacy skills as indicated by the ASQ-3 and PPVT pre/post assessments by May 2018.	1,2,3,4	Documentation includes parenting group meeting reports, results of pre/post ASq-3 and PPVT-4 assessments.	<ul style="list-style-type: none"> ▪ Conduct Triple P parenting group meetings. ▪ Conduct one-on-one PACT sessions.
75% of participants will be referred or connected with needed community services by May 2018.	1,2,3,4	Documentation includes referral/interventions reported on FSDC.	<ul style="list-style-type: none"> ▪ Make referrals for clients to connect them with community services.
To increase access and strengthen interagency collaboration, implement the Palmetto Basics in Anderson School Districts One to decrease skill gaps between socio-economic, racial, and ethnic groups by May 2018.	5	Documentation includes schedule of meetings and events; sign-in logs; materials distributed.	<ul style="list-style-type: none"> ▪ Anderson School District One Family Literacy coordinator attends Palmetto Basics training to implement program. ▪ Anderson School District One Family Literacy coordinator convenes at least 1 community meetings ▪ Anderson School District One Family Literacy coordinators and staff distribute at least 100 Palmetto Basics educational materials throughout school districts and communities

Anderson School District Two Family Literacy Program

Description: As part of the partnership’s “integrated community” concept, the purpose of the strategy is to provide a comprehensive evidence-based Family Literacy program for eligible families in Anderson Area 2 (Belton and Honea Path) administered by Anderson School District Two. The four components of a quality evidence-based Family Literacy program include: adult education, early childhood education, parenting, and PACT (parent and child interaction). Clients receive 4 to 7 hours of adult education/high school curriculum per day depending on their individual program. Clients receive up to 4 hours of parenting training per month utilizing the Triple P curriculum. The early education component is 6.5 hours each day in 4K. Clients receive at least 4 hours per month of PACT training.

Integration: This strategy is integrated with the partnership’s Countdown to Kindergarten program, Nurse-Family Partnership and Anderson School Districts One,

Three, Four, and Five.

Collaboration: Collaborating partners are: Anderson County First Steps Partnership - Funding Partner; Anderson County Library - Library which provides literature for READY kits, groups, workshops, other packets, and personal visits/ Family Learning promotes library programming; DSS/ABC which provides clients with DSS license childcare lists/website information. and assist in completing ABC applications/discussions and programming for court ordered clients (district 4K programs are DSS licensed); Anderson County Adult Education (Districts. 1 and 2) which shares resources and coordination with staff for student information on testing, attendance, and other pertinent information. AnMed Health which shares new birth information with us via the mother's permission to assist with recruitment; and Anderson District Two-4K from which clients are recruited through parenting events and 4K recruitment efforts (Parenting Liaison-Title 1).

<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>Increase the number of children and adults served per year to 11 children and 11 adults by the end of 2020. At least 75% of clients served will participate in the program for at least 9 months.</p>	<p style="text-align: center;">1,2,3,4</p>	<p>Documentation includes case data, retention reports</p>	<ul style="list-style-type: none"> ▪ Increase awareness of program through school counselors, adult education staff, 4-K and 5-K classes, community flyers. ▪ Obtain and utilize AnMed newborn cards.
<p>Implement the Triple-P curriculum to ensure that Anderson School District Two Family Literacy program meets Office of First Steps evidence-based mandate by May 2019.</p>	<p style="text-align: center;">1,2,3,4</p>	<p>Documentation includes case data, group meeting reports, referral/interventions, assessments, and satisfaction surveys.</p>	<ul style="list-style-type: none"> ▪ Attend and complete Triple P training sessions. ▪ Purchase curriculum materials. ▪ Recruit eligible participants.
<p>Meet one-on-one with a minimum of 3 parents/clients who have children in the at-risk 4-K program and have identified as a potential client in need of service by May 2018.</p>	<p style="text-align: center;">1,2,3,4</p>	<p>Documentation includes meeting dates, eligibility forms/surveys, and FSDC reports.</p>	<ul style="list-style-type: none"> ▪ Identify at-risk children in 4-K classes. ▪ Schedule meetings with potential clients. ▪ Conduct meetings and complete eligibility forms/surveys.
<p>Attend at least 2 community meetings or events and share information about the Family Literacy program in District 2 and provide flyers or information packets to community organizations by May 2018.</p>	<p style="text-align: center;">5</p>	<p>Documentation includes meeting agendas, flyers, and information packets.</p>	<ul style="list-style-type: none"> ▪ Research community events. ▪ Prepare program information. ▪ Prepare packets.
<p>To increase access and strengthen interagency collaboration, implement the Palmetto Basics in Anderson School Districts One to decrease skill gaps between socio-economic, racial, and ethnic groups by May 2018.</p>	<p style="text-align: center;">5</p>	<p>Documentation includes schedule of meetings and events; sign-in logs; materials distributed.</p>	<ul style="list-style-type: none"> ▪ Anderson School District Two Family Literacy coordinator attends Palmetto Basics training to implement program. ▪ Anderson School Two Family Literacy coordinator convenes at least 1 community

			meetings <ul style="list-style-type: none"> Anderson School District Two Family Literacy coordinator and staff distribute at least 100 Palmetto Basics educational materials throughout school districts and communities
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Anderson School District Three Family Literacy Program

Description: As part of the partnership’s “integrated community” concept, the purpose of the strategy is to provide a comprehensive evidence-based Family Literacy program for eligible families in Anderson Area 3 (Starr and Iva) administered by Anderson School District Three. Adult Education is offered 15 hours weekly through collaboration with the Anderson School District Five Adult Education center. Early Education is provided in a variety of ways based on family needs. Preschool clients who qualify are offered district K4 classes (35 hours weekly), Head Start K3 classes (30 hours weekly) or alternate child care with support of First Steps staff through Ages and Stages Learning Activities. Parent Education is provided utilizing Triple P and alongside many curriculum materials determined by parent needs as indicated through informal monthly goal setting. Additional curriculum materials include but are not limited to Active Parenting Now, Raising a Reader, CELL - Center for Early Literacy Learning, Every Child Ready to Read, Practical Parent Education, Creative Curriculum and Text 4 Baby. Parent Child interaction is offered a minimum of once a month in addition to sending a monthly calendar of activities for parents and children to complete together as well.

Integration: This strategy integrates with the Family Literacy strategies in Anderson School Districts One, Two, Four, and Five, Countdown to Kindergarten program, and Nurse-Family Partnership. This strategy is contracted. Anderson School District Three partners with ASD5 for adult education services and with Head Start to offer Raising A Reader services in order to provide high quality children’s books and evidence-based programming for parents.

Collaboration: Collaborating partners are: Anderson County First Steps Partnership - Funding Partner; Anderson School District Three support services (program coordinator, office space and in-kind contributions, director of special services, school psychologist; early childhood coordinator, school nurses, 4-K and 5-K teachers, speech/language therapist, guidance counselors); Head Start - Refer for services, share facility space for Head Start classrooms and family meetings, collaborate to meet individual needs of students Referral source for Family Literacy program; Adult Education - Share facility space and materials; and Parent Education which provides parenting meetings, parent/child interactive time, and refer parents for online and school district based GED related and career ready services.

Objective	In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)	Success Metrics	Action Items
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		Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)	Major activities to be initiated in support of the objective (to be operationalized by staff and partners)
Increase the number of children and adults served per year to 8 children and 8 adults by the end of 2020. At least 50% of clients served will participate in the program for at least 9 months.	1,2,3,4	Documentation includes case data, retention reports	<ul style="list-style-type: none"> Increase awareness of program through school counselors, adult education staff, 4-K and 5-K classes, community flyers. Obtain and utilize AnMed newborn cards.
Implement the Triple-P curriculum to ensure that Anderson	1,2,3,4	Documentation includes case	<ul style="list-style-type: none"> Attend and complete Triple P training sessions.

School District Three Family Literacy program meets Office of First Steps evidence-based mandate by May 2019.		data, group meeting, referral/interventions, assessments reports, and satisfaction surveys.	<ul style="list-style-type: none"> ▪ Purchase curriculum materials. ▪ Recruit eligible participants.
Implement the Raising a Reader curriculum to ensure that Anderson School District Three Family Literacy program meets Office of First Steps evidence-based mandate by serving at least 20 Head Start 3-K families by May 2019.	1,2,3,4	Documentation includes, group meeting, referral/interventions, assessments reports, and surveys.	<ul style="list-style-type: none"> ▪ Collaborate with Head Start 3-K families. ▪ Collaborate with Flat Rock Elementary 4-K families. ▪ Collaborate with Starr Elementary 4-K families.
Install and maintain at least 3 Born Learning Trails in Service Area 3 by May 2020.	5	Documentation includes photos of trails and learning stations; surveys.	<ul style="list-style-type: none"> ▪ Partner with Anderson Count United Way, Crescent HS Beta Club, and Anderson School District Three and surrounding communities. ▪ Promote Profile of the Ready Kindergarten and iCan.SC at trail events.
To increase access and strengthen interagency collaboration, implement the Palmetto Basics in Anderson School District Three to decrease skill gaps between socio-economic, racial, and ethnic groups by May 2019.	5	Documentation includes affiliate agreement, brochures and information materials, sign-in sheets, agendas, public relations materials	<ul style="list-style-type: none"> ▪ Partner with the Upstate Palmetto Basics organization ▪ Family Literacy coordinator attends Palmetto Basics training ▪ disseminate readiness information through 100% of our newborn recruitment packets ▪ Conduct at least 1 community event.

Anderson School District Four Family Literacy Program

Description: As part of the partnership’s “integrated community” concept, the purpose of the strategy is to provide a comprehensive evidence-based Family Literacy program for eligible families in Anderson Area 4 (Pendleton, Sandy Springs and Townville) administered by Anderson School District Four. Service activities include 18 hours a week center-based services including Basic/Adult Education, ESL, Credit Recovery, Parent Training, developmentally appropriate child care on site, interactive literacy activities, and referrals to community agencies. Parents attend the program Monday-Thursday, 8:15 AM-12:45 PM. Our goal is to serve families as long as necessary for them to meet their goals. We strive to serve families at least 120 hours.

Integration: This strategy integrates with the Family Literacy strategies in Anderson School Districts One, Two, Three, and Five, Countdown to Kindergarten program, and Nurse-Family Partnership.

Collaboration: Collaborating partners are: Anderson County First Steps Partnership - Funding Partner; Anderson School District Four - Building for family literacy program, lunches for families, technological support, referrals to program; and Adult Education Center - provides a teacher, materials, and GED software.

Objective	In Support of	Success Metrics	Action Items
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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	Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)	Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)	Major activities to be initiated in support of the objective (to be operationalized by staff and partners)
Increase the number of children and adults served per year to 10 children and 10 adults by the end of 2020. At least 75% of clients served will participate in the program for at least 120 hours.	1,2,3,4	Documentation includes case data, retention reports	<ul style="list-style-type: none"> ▪ Increase awareness of program through school counselors, adult education staff, 4-K and 5-K classes, community flyers. ▪ Obtain and utilize AnMed newborn cards.
Implement the Triple-P curriculum to ensure that Anderson School District Four Family Literacy program meets Office of First Steps evidence-based mandate by May 2019.	1,2,3,4	Documentation includes case data, group meeting, referral/interventions, assessments reports, and satisfaction surveys.	<ul style="list-style-type: none"> ▪ Attend and complete Triple P training sessions. ▪ Purchase curriculum materials. ▪ Recruit eligible participants.
75% of parents will increase knowledge of parenting skills by May 2018.	1,2,3,4	Documentation includes group meeting reports, Triple P parenting pre/post surveys, TABE scores, Best Plus scores and Family Literacy in Adult Education Academic and Parenting Goals.	<ul style="list-style-type: none"> ▪ Conduct Triple P parenting group meetings. ▪ Conduct one-on-one PACT sessions. ▪ Assess parents utilizing appropriate curriculum assessment tools.
75% of children will increase their school readiness skills by May 2018. If there is a delay, children will be referred.	1,2,3,4	Documentation of receiving early intervention services and ASQ-3 and PPVT pre/post assessments, and referral/interventions data reports.	<ul style="list-style-type: none"> ▪ Conduct Triple P parenting group meetings. ▪ Conduct one-on-one PACT sessions. ▪ Make necessary referrals for special needs children. ▪ Assess children utilizing appropriate curriculum assessment tools.
Implement Raising a Reader program and connect to community resources through referrals and guest speakers; share resources and information with community partners by May 2019.	5	Documentation includes community meeting/attendance records, and surveys.	<ul style="list-style-type: none"> ▪ Collaborate with Pendleton Elementary 3-K, 4-K, and 5-K teachers/classes. ▪ Invite guest speakers. ▪ Share RAR information with community partners through community events/meetings.
To increase access and strengthen interagency collaboration, implement the Palmetto Basics in Anderson School District Four to decrease skill gaps between socio-economic, racial,	5	Documentation includes schedule of meetings and events; sign-in logs; materials	<ul style="list-style-type: none"> ▪ Anderson School District Four Family Literacy coordinators attend Palmetto Basics training to implement program.

and ethnic groups by May 2019.		distributed.	<ul style="list-style-type: none"> ▪ Anderson School District Four Family Literacy coordinator convenes at least 1 community meeting. ▪ Anderson School District Four Family Literacy coordinator and staff distribute at least 100 Palmetto Basics educational materials throughout school districts and communities.
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Anderson School District Five Family Literacy Program

Description: As part of the partnership’s “integrated community” concept, the purpose of the strategy is to provide a comprehensive evidence-based Family Literacy program for eligible families in Anderson Area 5 (City of Anderson) administered by Anderson School District Five. For the Early Childhood Education component of Family Literacy, First Steps funds staffing an infant/toddler room at South Fant School of Early Education for the young children of the teen mothers or fathers. First Steps provides funding for two early childcare staff members trained through District Five as well as ECD 101 training. This service is provided to our families five days each school week for 8.25 hours each day. The children are engaged in age-appropriate activities daily. Activities include services to families that meet all four components of the Family Literacy Program. Families participating in the First Steps Program offered at South Fant School of Early Education must be enrolled at T.L. Hanna High School, Westside High School, Anderson Five Charter School, or the Adult Education Center. We provide interactive literacy individually during home visits and in group settings during monthly meetings with each participating family.

Integration: This strategy integrates with the Family Literacy strategies in Anderson School Districts One, Two, Three, and Four and Countdown to Kindergarten program.

Collaboration: Collaborating partners are: Anderson County First Steps Partnership - Funding Partner; Anderson School District Five - Funding Partner and provides in-kind contributions and services; South Fant School of Early Education which provides space for the infant/toddler room; Golden Harvest Food Bank - Golden Harvest provides food-filled bags for the Backpack/SnackPack Program which the Anderson County United Way delivers; .Anderson County Library - Anderson District Five Family Literacy Program promotes services provided by the library. The book mobile visits our school every Tuesday. South Fant offers juvenile library card applications at Family Literacy Meetings with assistance to our Hispanic families. The library provides pamphlets and other literature; Dept. of Health and Environmental Control - Upon request, they offer free literature on parenting, health, nutrition, and safety. This material is used for Family Literacy Nights and home visits; and Expanded Food & Nutrition Ed. Program Anderson Cluster - EFNEP offers information on good nutrition and budgeting at every Family Literacy Meeting. A representative meets with teen parents after each meeting. They provide refreshments and gifts at the end of the year for the Teen Celebration Meeting.

Objective	In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)	Success Metrics	Action Items
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		Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)	Major activities to be initiated in support of the objective (to be operationalized by staff and partners)
Increase the number of children and adults served per year to 9 children and adults by the end of 2020. At least 75% of	1,2,3,4	Documentation includes case data, retention reports	<ul style="list-style-type: none"> ▪ Increase awareness of program through school counselors, adult education staff, 4-K and 5-K

clients served will participate in the program for at least 9 months.			classes, community flyers.
Implement the PAT curriculum to ensure that Anderson School District Five Family Literacy program meets Office of First Steps evidence-based mandate by May 2019.	1,2,3,4	Documentation includes case data information, home visits, group meetings, referral/interventions, assessments reports, and satisfaction surveys.	<ul style="list-style-type: none"> ▪ Maintain Parents as Teachers certifications and attend required training sessions.
Conduct bi-weekly home visits with each client by May 2019.	1,2,3,4	Documentation includes home visit reports, pre/post PAT assessments, PEP assessments, ASQ-3 assessments, and LSP.	<ul style="list-style-type: none"> ▪ Schedule bi-weekly home visits with each client. ▪ Complete home visitors log. ▪ Assess parents and children's progress with appropriate curriculum assessments.
Send brochures to community organizations or attend at least 2 community events to share information about the Family Literacy program by May 2018.	5	Documentation includes the finished brochure and timeline for disseminating brochures throughout the community.	<ul style="list-style-type: none"> ▪ Prepare Family Literacy program information/brochures. ▪ Disseminate through community partners/community events.
To increase access and strengthen interagency collaboration, implement the Palmetto Basics in Anderson School District Five to decrease skill gaps between socio-economic, racial, and ethnic groups by May 2020.	5	Documentation includes schedule of meetings and events; sign-in logs; materials distributed.	<ul style="list-style-type: none"> ▪ Anderson School District Five Family Literacy coordinator attends Palmetto Basics training to implement program. ▪ Anderson School District Five Family Literacy coordinator convenes at least 1 community meetings ▪ Anderson School District Five Family Literacy coordinator distributes at least 100 Palmetto Basics educational materials throughout school districts and communities.

Anderson School District One Early Education 4-K Half-Day Classes

Description: Anderson School District One provides Early Education/Half-Day four-year-old kindergarten classes at Spearman Elementary School for 36 children. First Steps funds these classes because Anderson School District One has not been included in the 4-K class statewide expansion under the SC Department of Education or CERDEP. The strategy is evidence-based and follows all state guidelines and follows best practice including High Scope, Creative Curriculum, ECERS, etc.

Integration: This strategy integrates with the Early Education component of the Family Literacy strategy in Anderson School District One and with the Countdown to Kindergarten strategy where summer home visits are designed to link incoming kindergarteners and their families with their kindergarten teacher during the coming year. This provides a strong foundational relationship creating a safe and trusting environment so students are able to grow, learn, and develop.

Collaboration: Anderson School District One is a collaborating partner in this strategy providing the space and qualified personnel.

<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>Increase the number of children and families served per year to 38 children and 38 families by the end of 2020. At least 75% of clients served will participate in the program for at least 9 months.</p>	<p style="text-align: center;">1,2,3,4</p>	<p>Outputs report; Performance Effectiveness Report outcomes report</p>	<ul style="list-style-type: none"> ▪ Anderson School District One identify and eligible children based on Office of First Steps and SC Department of Education requirements and guidelines. ▪ Anderson School District One personnel recruit children and families based on Office of First Steps program standards
<p>Conduct two 4-K half-day classes at Spearman Elementary School by May 2018.</p>	<p style="text-align: center;">1,2,3,4</p>	<p>Documentation includes contract with Anderson School District One</p>	<ul style="list-style-type: none"> ▪ Implement classes based on SC Department of Education requirements and guidelines. ▪ Enter student data into the PowerSchool data system.
<p>75% of 4-K students will have 2 or more risk factors that contribute to early school failure by May 2018.</p>	<p style="text-align: center;">1,2,3,4</p>	<p>Documentation includes Dial-4; Performance Effectiveness Report outcomes report</p>	<ul style="list-style-type: none"> ▪ Assess eligibility utilizing Office of First Steps Risk Factor forms and Dial-4.
<p>90% of 4-K students will show an increase in literacy skills needed to advance to 5-K by May 2019.</p>	<p style="text-align: center;">1,2,3,4</p>	<p>PALS, PPVT assessments results as reported in Performance Effectiveness Report outcomes report</p>	<ul style="list-style-type: none"> ▪ Assess children's progress by utilizing appropriate curriculum assessment tools.

100% of 4-K students will be screened for any possible development delays and referred for extra support if needed by May 2018.	1,2,3,4	Documentation includes Dial-4, PALS, and outputs report as reported in the Performance Effectiveness outcomes report.	<ul style="list-style-type: none"> ▪ Assess children’s progress by utilizing appropriate curriculum assessment tools.
100% of families participating in the 4-K program will have some type of contact with the 4K teacher and be given a list of local support services by May 2019.	1,2,3,4	Documentation includes home visit reports, parent-teacher conferences, outputs report as reported in the Performance Effectiveness outcomes report.	<ul style="list-style-type: none"> ▪ Conduct home visits with each 4-K family. ▪ Conduct teacher-parent conferences. ▪ Encourage parent participation as volunteer in the classroom, on field trips, as guest speakers, and/or materials/supplies donor.

Countdown to Kindergarten

Description: Countdown to Kindergarten (CTK) is a First Steps program based on other successful school transition models from around the country. 1. Home visitation – Teachers make five visits over the summer to the homes of participating at-risk four-year-olds and their families (prior to entering five-year-old kindergarten classes; 2. School visitation – The sixth visit with the families involves going to the child’s assigned school so that she/he and the family will be familiar with the school, classroom, and its learning environment; and, 3. Assessment and Education Plans – Teachers who conduct home visits prepare individual plans based on assessments and home visitor observations that describe a student’s strengths and weaknesses with regard to school readiness and recommend referral action if necessary. They also prepare and submit three progress reports during the year based on the Early Learning Observations Scale. This plan is also shared with the guidance counselor at the student’s school.

Integration: This strategy integrates with the Family Literacy strategies in Anderson School Districts One, Two, Three, Four, and Five, and the United Way of Anderson County community impact program.

Collaboration: The Partnership collaborates with Anderson School District 1, Anderson School District 2, Anderson School District 3, Anderson School District 4, and Anderson School District 5 to identify, recruit, and serve targeted families and children in the Countdown to Kindergarten program. The United Way of Anderson County and the SC Office of First Steps provide funding. Kaplan Educational Services provides in-kind services including a reduced cost for CTK Toolkits which contain learning materials and books for each child. The Department of Social Services and other local organizations have provided services as needed including shelter for at least one homeless CTK participating family.

Objective	In Support of Partnership Strategic Goal(s) (abbreviate as 1, 2, etc.)	Success Metrics	Action Items
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		Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)	Major activities to be initiated in support of the objective (to be operationalized by staff and partners)
Increase the number of children and adults served per year to	1,2,3,	Case data: family information	<ul style="list-style-type: none"> ▪ Implement Countdown to Kindergarten

52 children and 52 adults by the end of 2020. At least 90% of clients served will complete all 6 home/school visits.		form; home visitors logs.	<ul style="list-style-type: none"> ▪ curriculum in all five Anderson school districts ▪ School Districts recruit, select families and home visitors ▪ Partnership staff provides oversight
75% of CTK child participants will meet or exceed 5K standards by May 2019.	1,2,3,	Home visitors/5-K teachers provide three ELORS progress reports throughout the year; teacher surveys	<ul style="list-style-type: none"> ▪ Home visitors submit first progress report by August 15, 2018. ▪ Home visitors submit second progress report by December 31, 2018. ▪ Home visitors submit third progress report by May 31, 2019.
75% of parents will have a good understanding of kindergarten expectations at their child's school by May 2019.	1,2,3,	Parental pre/post surveys	<ul style="list-style-type: none"> ▪ Parents complete and enter online pre-survey by July 10, 2018. ▪ Parents complete and enter online pre-survey by August 15, 2018.
75% of parents will read aloud to their children at least 5 times a week. Documentation includes parent pre-post surveys by May 2019.	1,2,3,	Parental pre/post surveys	<ul style="list-style-type: none"> ▪ Parents complete and enter online pre-survey by July 10, 2018. ▪ Parents complete and enter online pre-survey by August 15, 2018.
Increase the % of CTK risk factors by 15% by conducting a training session to Inform and educate all five school district school counselors and staff that select CTK participants about the CTK risk factors by May 2019.	1,2,3,	Training session sign-in sheet and training materials, family eligibility and other CTK forms.	<ul style="list-style-type: none"> ▪ Schedule training session and prepare training materials emphasizing family eligibility. ▪ Conduct one training session with school district personnel by May 31, 2019