

## 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

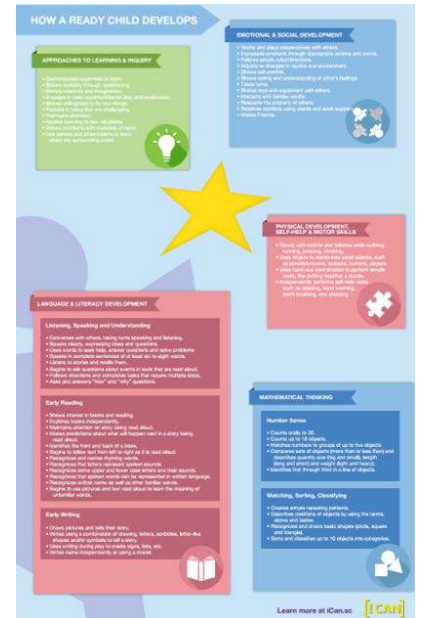
*Schools and educators for the Ready Kindergartner:*

- 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."

February 8, 2018

In an effort to develop a comprehensive, long-range plan to increase access to quality early childhood services and to strengthen interagency accountability, the Charleston County First Steps Partnership Board developed the 2018-2020 Charleston County First Steps Comprehensive Plan.

To identify the unmet needs in the Charleston community, staff analyzed information from the latest community needs and resource assessment priorities; the First Steps State Strategic Plan Priorities; the FY17 Resource Development Plan; and self-assessment of each program strategy currently being implemented. At the Charleston County First Steps Partnership Board planning retreat, this information helped determine which of the five legislative goals have the greatest need for services in our community. With support from the State TA Specialists, the Board developed six strategic goals for 2018-2020.

The Board then determined which of the strategic goals addressed the SCFS Legislative Goals and the SC Profile of the Ready Kindergartner Benchmarks. Objectives for each goal and the required action steps were developed. The final Comprehensive Plan was presented to the entire board and approved on February 8, 2018.

Over the next three years, the Board will continue to initiate and nurture community partnerships to meet the needs of the children we serve and to promote school readiness. By the year 2020, the tri-county area will have a greater awareness about First Steps and the impact we are making on the children and families in Charleston County.

Regards,



Richardine Singleton-Brown, Board Chair  
Charleston County First Steps Partnership Board



Sherry W. Gilliam, Interim Executive Director  
Charleston County First Steps to School Readiness

## Vision, Mission, and Values

Source: *Guiding Principles and Best Practices for South Carolina Nonprofits, 4<sup>th</sup> 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.

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### 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:

**Charleston County First Steps Vision Statement**

All children in Charleston County will be healthy and successful in school.

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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 following mission statement for its 2018-2020 Strategic Plan:

**Charleston County First Steps Mission Statement**

Our mission is to improve the quality of child care, expand early education programs, provide access to health services and offer family support. We work to ensure Charleston County's youngest children reach school healthy and ready to learn.

## 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:

### Charleston County First Steps Core Values

- We recognize that parents are their children's first teachers.
- All children deserve high quality child care.
- All families need and deserve access to quality health care and other community resources.

## 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.

#	<b>Charleston County First Steps Strategic Goals, 2018-2020</b>	<b>FS Legislative Goal(s) Addressed</b> (abbreviate as Goal 1, 2, etc.)	<b>Profile of the Ready Kindergartner Benchmark(s) Addressed</b> (abbreviate as 1A, 2B, etc.)
1	Develop a solid fundraising plan that includes diverse funding streams ... grants, special events, donor solicitation, etc.	1,2,3,4	
2	Expand program services in order to reach children in rural areas and families with extenuating circumstances.	1,3,4,5	4A, 4B
3	Ensure that all partnership child care centers are high quality and that all children and families receive high quality services.	2,3,4,5	2E, 4A, 4B
4	Expand opportunities for high quality staff development	1,2,3,4	2E, 3A,3B,3C,3D,3E, 3F
5	Increase parent engagement and training to ensure parents function as their child's first teachers and as leaders in their community.	1,5	4A, 4B
6	Strengthen Local Portal and Community Convener efforts in order to support and enhance high quality child care programs.	1,2,3,4,5	4A, 4B

## Charleston 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).

<b>Local Portal</b>			
Charleston County First Steps will connect families of preschool children to services designed to strengthen families and promote optimal child development (State Priority: Core Function).			
<b>Objective</b>	<b>In Support of Partnership Strategic Goal(s)</b> (abbreviate as 1, 2, etc.)	<b>Success Metrics</b>	<b>Action Items</b>
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)
Develop and maintain a clearinghouse list of available community resources.	1,2,3,4,5,6	Resource list	<ul style="list-style-type: none"> <li>▪ Create list of current community resources used</li> <li>▪ Add new resources as they become available</li> <li>▪ Review list quarterly to insure its accuracy</li> </ul>
Be accessible and responsive to requests for assistance from the community.	2,3,4,5,6	Updated website and Facebook page Updated brochures and flyers	<ul style="list-style-type: none"> <li>▪ Publicize hours of operation on agency website and social media</li> <li>▪ Maintain up-to-date contact information on agency brochures and flyers</li> </ul>

## Community Education and Outreach

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

<p style="text-align: center;"><b>Objective</b></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 &amp; collaboration</p>	<p style="text-align: center;"><b>In Support of Partnership Strategic Goal(s)</b> (abbreviate as 1, 2, etc.)</p>	<p style="text-align: center;"><b>Success Metrics</b></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;"><b>Action Items</b></p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
<p>Promote First Steps programming and expand public awareness</p>	<p>2,3,4,5,6</p>	<ul style="list-style-type: none"> <li>▪ Data to support increase in number of events supported</li> <li>▪ Website information Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff will participate in and host community events to showcase First Steps programs\</li> <li>▪ Staff will attend and present at community meetings and serve on agency panels, boards, etc.</li> <li>▪ Ensure bylaws are accessible to the public on CCFS’s website</li> <li>▪ Post quarterly newsletters on CCFS’s website</li> <li>▪ Post program events and information on CCFS’s Facebook page</li> <li>▪</li> </ul>
<p>Build capital through in-kind and community donations</p>	<p>1,2,3,4,5,6</p>	<ul style="list-style-type: none"> <li>▪ Data to support increase in in-kind and number of community donations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase the Board’s digital imprint</li> <li>▪ Implement fundraising activities</li> <li>▪ Submit donation solicitation letters</li> <li>▪ Continue to request a financial contribution from Partnership Board</li> <li>▪ Include information on how to donate monetarily and through in-kind services in the quarterly newsletter</li> <li>▪ Establish a signature annual event to raise funds for CCFS programming</li> </ul>



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

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

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<p>Meet the unmet needs that impact preschool children and their families within our service area</p>	<p style="text-align: center;">2,3,4,5,6</p>	<p>Pre- and post-community assessment to determine gains</p>	<ul style="list-style-type: none"> <li>▪ Conduct community assessment to identify the unmet needs within our service area</li> <li>▪ Develop two to three goals and an action plan to address the needs</li> </ul>
<p><b>Expand</b> the number of agencies in the collaborative group</p>	<p style="text-align: center;">2,3,4,5,6</p>	<p>An increase in the number of agencies that attend meetings Sign-in sheets</p>	<ul style="list-style-type: none"> <li>▪ Assess the list of current agencies</li> <li>▪ Identify and invite new agencies, i.e. Cradle to Career, Bright Start, etc. to join our efforts</li> <li>▪ Invite EDs from Berkeley and Dorchester Counties FS</li> </ul>
<p>Provide an avenue for agencies in the community to share resources and disseminate information</p>	<p style="text-align: center;">2,3,4,5,6</p>	<p>Agendas, meeting notes, evaluations, sign-in sheets</p>	<ul style="list-style-type: none"> <li>▪ Plan format for meetings</li> <li>▪ Send meeting Invitations to EDs from FS and administrators from other agencies</li> <li>▪ Conduct quarterly meetings</li> </ul>

## Quality Enhancement

**Description:** Twice a month, the Technical Assistant provides customized, intensive support at each Quality Enhancement (QE) center and conducts a quarterly tri-county directors’ forum which is open to all center-based, faith-based, family home, and group home child care providers. QE center directors must attend all forums and are expected to participate in the program for at least 3 years. QE center directors and lead teachers are trained in research-based curriculum and assessment tools.

**Integration:** Services are contracted through a consultant and integrated with Child Care Training. The trainer provides six certified trainings per year that qualify for SCDS credit hours based on areas identified on a program’s Quality Improvement Plan. Raising A Reader is implemented in all QE classrooms, while LENA Grow is implemented in select classrooms.

**Collaboration:** Efforts are coordinated with ABC Quality and Licensing, Foster Grandparents, Charleston County libraries, SC Beginnings, Coastal Kids Dental and Braces

<p style="text-align: center;"><b>Objective</b></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 &amp; collaboration</p>	<p style="text-align: center;"><b>In Support of Partnership Strategic Goal(s)</b> (abbreviate as 1, 2, etc.)</p>	<p style="text-align: center;"><b>Success Metrics</b></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;"><b>Action Items</b></p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
<p><b>Increase</b> the overall quality of QE centers by providing more time for coaching/mentoring by Technical Assistance provider.</p>	<p>3,4</p>	<p>Pre- and Post- center quality assessments Parent surveys RAR and LENA Grow data</p>	<ul style="list-style-type: none"> <li>▪ Decrease the number of centers served and increase the number of classrooms at participating centers</li> <li>▪ Adopt and implement a coaching and reflective supervision framework</li> <li>▪ Identify a center quality assessment to use</li> <li>▪ Develop and conduct parent surveys</li> <li>▪ Implement RAR and LENA Grow in all QE classrooms</li> </ul>
<p><b>Increase</b> QRIS, Infant/Toddler Environment Rating Scale (ITERS) and Early Childhood Environment Rating Scale (ECERS) scores</p>	<p>3,4</p>	<p>Advancement of at least one level on the SC ABC Quality QRIS Scale Increase in ITERS and ECERS scores by at least 2 points</p>	<ul style="list-style-type: none"> <li>▪ Conduct pre-ITERS/ECERS assessments</li> <li>▪ Provide intensive TA for teachers and directors</li> <li>▪ Provide reflective supervision and coaching for teachers</li> <li>▪ Conduct post-ITERS/ECERS assessments</li> </ul>

## Child Care Training

**Description:** The Child Care Trainer provides ten high-quality certified training sessions to child care teaching staff throughout the tri-county area (20 hours).  
**Integration:** Services are contracted through a consulting agency. Six trainings (12 hours) per year are held exclusively for staff from Quality Enhancement (QE) centers. Topics are based on providers' Quality Improvement Plans and coincide with the training/coaching provided by the QE Technical Assistant. All QE centers are required to attend the trainings. EHS-CCP Curriculum Coaches provide support during some training sessions.  
**Collaboration:** SC Center for Child Care Career Development certifies all training hours, which may be applied toward yearly training requirements; the City of North Charleston and Charleston County libraries provide free training space

<p style="text-align: center;"><b>Objective</b></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 &amp; collaboration</p>	<p style="text-align: center;"><b>In Support of Partnership Strategic Goal(s)</b> (abbreviate as 1, 2, etc.)</p>	<p style="text-align: center;"><b>Success Metrics</b></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;"><b>Action Items</b></p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
<p><b>Increase</b> accessibility to high quality professional development to teachers and caregivers</p>	<p style="text-align: center;">3,4</p>	<p>Increase in number of trainings and participants verified through sign-in sheets, SC-CCCCD rosters Center, completion certificates and classroom and teacher evaluations ITERS and ECERS pre- and post-assessments</p>	<ul style="list-style-type: none"> <li>▪ Increase the number of training days and hours offered to teachers</li> <li>▪ Plan and provide training sessions that include all SCDCSS required professional development areas (Curriculum, Guidance, etc.)</li> <li>▪ Survey teachers to determine interest in Saturday trainings and plan accordingly</li> <li>▪ Develop and provide access to web-based training modules and professional development</li> <li>▪ Evaluate the true effectiveness of trainings provided (evidence of practice change)</li> </ul>
<p><b>Increase</b> healthy social-emotional development and decrease challenging behaviors in preschool children served</p>	<p style="text-align: center;">3,4,5</p>	<p>Attendance verified through sign-in sheets Pre- and post- teacher and parent surveys</p>	<ul style="list-style-type: none"> <li>▪ Provide trainings on social-emotional development, guidance and challenging behaviors to teachers and invite parents to also attend.</li> <li>▪ Insure training includes explicit strategies in social-emotional development</li> <li>▪ Publicize and invite parents to training(s)</li> </ul>

## Parents As Teachers - EHS

**Description:** Early Head Start home-based services provided to families with at least one readiness risk factor.

**Integration:** Parents As Teachers is an in-house home visitation model, integrated with the Early Head Start home-based option

**Collaboration:** Charleston County School District (CCSD) contracts with CCFS to provide EHS home-based option using the Parents As Teachers program model. The program collaborates with the Kindergarten Readiness Network, Charleston County libraries, Low Country Diaper Bank, SC Thrive, North Charleston Fire Museum, Molina Healthcare and Fetter Health Care.

<p style="text-align: center;"><b>Objective</b></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 &amp; collaboration</p>	<p style="text-align: center;"><b>In Support of Partnership Strategic Goal(s)</b> (abbreviate as 1, 2, etc.)</p>	<p style="text-align: center;"><b>Success Metrics</b></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;"><b>Action Items</b></p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
<p>Provide a seamless transition process for children transitioning from home-based EHS program to Head Start or EHS-CCP centers</p>	<p style="text-align: center;">3</p>	<p>End of program year transition data</p>	<ul style="list-style-type: none"> <li>▪ Schedule meeting with EHS-CCP and CCSD administrators and staff to develop efficient transition plans.</li> <li>▪ Develop a timeline for implementation of plan.</li> </ul>
<p><b>Increase</b> family attendance for home visits and socializations and retention in the PAT-EHS program</p>	<p style="text-align: center;">3,5</p>	<p>Pre- and post- program enrollment data Comparison of attendance data each year</p>	<ul style="list-style-type: none"> <li>▪ Research strategies other programs are using for family retention</li> <li>▪ Collaborate with CCSD to develop retention strategies</li> <li>▪ Develop a clearly defined attendance policy</li> <li>▪ Offer incentives to families who meet a certain % of the attendance requirement</li> </ul>
<p><b>Improve/increase</b> collaboration between CCFS and CCSD</p>	<p style="text-align: center;">6</p>	<p>Staff surveys</p>	<ul style="list-style-type: none"> <li>▪ Conduct regularly scheduled meetings between CCSD and CCFS staff to discuss issues, challenges and solutions</li> </ul>
<p>Meet the small financial emergency needs of families</p>	<p style="text-align: center;">1,6</p>	<p>Parent surveys, program evaluations</p>	<ul style="list-style-type: none"> <li>▪ Develop a list of community resources that may be able to assist during emergency situations.</li> <li>▪ Allocate funding to be used when no other resources are available (to purchase bus passes, etc. when transportation is needed)</li> <li>▪ Develop policies and procedures on how emergency funds will be used</li> </ul>

<p><b>Increase</b> networking with EHS home-based staff in other EHS programs</p>	<p>4</p>	<p>Meeting agendas, conference and institute attendance</p>	<ul style="list-style-type: none"> <li>▪ Research state and regional EHS home-based meeting and conference opportunities</li> <li>▪ Permit staff to attend state and regional meetings/conferences</li> <li>▪ Have staff join the MyPeers EHS home-based staff online network offered by OHS</li> <li>▪</li> </ul>
<p><b>Increase</b> parent-child interactions and engagement by 50%</p>	<p>3,5</p>	<p>Pre and post Starling and RAR data</p>	<ul style="list-style-type: none"> <li>▪ Implement the Raising A Reader program with all families</li> <li>▪ Fully implement the Starling Program with all families</li> <li>▪</li> </ul>

## Parents As Teachers

**Description:** Parents As Teachers (PAT) is a home visitation early intervention strategy designed to equip families with the knowledge and skills necessary to promote the school readiness, healthy development and long-term success of their preschool-aged children. Eligible families receive a minimum of two visits per month (24 per year) and are expected to participate in the program for at least two full years.

**Integration:** This strategy is operated in-house and all PAT families also participate in Raising A Reader.

**Collaboration:** The program collaborates with the Kindergarten Readiness Network, Charleston County libraries, Low Country Diaper Bank, SC Thrive, Molina Healthcare and Fetter Health Care.

<b>Objective</b>	<b>In Support of Partnership Strategic Goal(s)</b> (abbreviate as 1, 2, etc.)	<b>Success Metrics</b> Evidence for demonstrating progress, or achievement, of this objective (assessments, surveys, evaluations, focus groups, or other documentation)	<b>Action Items</b> 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			
Expand services in rural and underserved areas of the county	2,3,6	Increase in number of families from rural and underserved communities	<ul style="list-style-type: none"> <li>▪ Hire more staff</li> <li>▪ Recruit families in rural and underserved areas</li> </ul>
Provide onsite vision and hearing screening for at least 90% of children in the program	3	Data demonstrating completion of hearing and vision screenings	<ul style="list-style-type: none"> <li>▪ Purchase the OAE machine and SPOT Vision Screener 4</li> <li>▪ Include screenings in initial family visit</li> </ul>
Maintain PAT Quality Endorsement	3,4	Achievement of Quality Endorsement status at renewal	<ul style="list-style-type: none"> <li>▪ Identify PAT protocols, a timeline, and policies and procedures to increase the required % for implementing Quality Standards by the time the renewal process begins in summer 2019.</li> </ul>
Increase parent-child interactions and engagement by 50%	3,5	Pre and post Starling and RAR data	<ul style="list-style-type: none"> <li>▪ Implement the Raising A Reader program with all families</li> <li>▪ Fully implement the Starling Program with all families</li> </ul>

## Raising A Reader

**Description:** Early literacy and parent engagement program that works to improve the reading readiness skills of young children.

**Integration:** The RAR program is operated in-house and implemented in all QE classrooms, all EHS-CCP classrooms, select CCSD Head Start/Early Head Start classrooms, and by all PAT parent educators.

**Collaboration:** RAR program collaborates with CCSD and Charleston County libraries.

<p style="text-align: center;"><b>Objective</b></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 &amp; collaboration</p>	<p style="text-align: center;"><b>In Support of Partnership Strategic Goal(s)</b> (Abbreviate as 1, 2, etc.)</p>	<p style="text-align: center;"><b>Success Metrics</b></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;"><b>Action Items</b></p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
<p>Expand Raising A Reader programs to include at least 15% more children and families each year.</p>	<p style="text-align: center;">1,2,3,4,5</p>	<p>RAR data documentations</p>	<ul style="list-style-type: none"> <li>▪ Acquire more funding for supplies and personnel</li> <li>▪ Hire full-time staff and engage volunteers to assist with program</li> <li>▪ Develop a plan to gradually add children, starting with all children at current QE centers</li> </ul>

## Early Head Start-Child Care Partnership (EHS-CCP)

**Description:** The EHS-CCP program provides family-centered Early Head Start services to low-income, high risk families. The program empowers low-income families with the education, tools and assistance they need to break the cycle of poverty by partnering with local child care centers to provide high-quality child care so parents can work and/or go to school.

**Integration:** This strategy is operated in-house and integrated with Raising A Reader.

**Collaboration:** The program collaborates with several agencies: local private child care centers, Charleston County School District, MUSC, PASOs, HALOs, One80 Place, WIC offices, Charleston County Health Department, SC Department of Social Services, ABC Quality, SC Childcare Licensing, SC Center for Child Care Career Development, BabyNet, Lowcountry Pregnancy Center, SC Voucher Program, My Sister’s House, JUMMP, and Trident Technical College (TTC).

<p style="text-align: center;"><b>Objective</b></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 &amp; collaboration</p>	<p style="text-align: center;"><b>In Support of Partnership Strategic Goal(s)</b> (Abbreviate as 1, 2, etc.)</p>	<p style="text-align: center;"><b>Success Metrics</b></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;"><b>Action Items</b></p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
Reach and maintain funded enrollment	2,3,4	Enrollment data	<ul style="list-style-type: none"> <li>▪ Seek Policy Council and Board approval to expand service area zip codes</li> <li>▪ Recruit additional partnership centers and teachers</li> <li>▪ Continue implementation of current recruitment and enrollment plan</li> <li>▪ Action</li> </ul>
Recruit and retain qualified teaching staff	2,3,4,6		<ul style="list-style-type: none"> <li>▪ Recruit teaching staff through employment agencies and social media</li> <li>▪ Support teachers in achieving required credentials, certification, or degrees through ProSolutions, TTC, Back to Basics, etc.</li> <li>▪ Request more funds from the Office of Head Start to increase teacher compensation</li> </ul>
Expand the number of children and families served	2,3,4		<ul style="list-style-type: none"> <li>▪ Complete updated community assessment</li> <li>▪ Seek Policy Council and Board approval to increase number of enrollment slots on grant application. Submit grant.</li> <li>▪ Recruit additional partnership centers and teachers</li> </ul>



## Family Literacy

**Description:** A family literacy program for adults with one or more preschool-aged children (or pregnant and expecting a child at the time of enrollment) who are at risk of early school failure. Focus is on improving English proficiency; literacy in one’s native language as needed; increasing parent interaction with English speaking community; increasing family awareness of standard English speaking culture; increasing child’s academic skills; strengthening family bonds, communication and relations; helping parents’ become reading role models to their children; and increasing parents’ positive interaction with children.

**Integration:** Services are contracted through Trident Literacy Association.

**Collaboration:**

<p style="text-align: center;"><b>Objective</b></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 &amp; collaboration</p>	<p style="text-align: center;"><b>In Support of Partnership Strategic Goal(s)</b> (Abbreviate as 1, 2, etc.)</p>	<p style="text-align: center;"><b>Success Metrics</b></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;"><b>Action Items</b></p> <p>Major activities to be initiated in support of the objective (to be operationalized by staff and partners)</p>
<p><b>Increase</b> parent and child English proficiency and literacy levels, frequency and duration of positive parent-child interactions, and a family’s ability to navigate education and health care systems in English each year, based on pre- and post- tests.</p>	<p style="text-align: center;">2,3,5</p>	<ul style="list-style-type: none"> <li>▪ Scores on the Basic English Skills Test (BEST) or Tests of Adult Basic Education (TABE)</li> <li>▪ Ages and Stages (ASQ), Peabody Picture Vocabulary Test (PPVT) and the Pre-K Checklist scores</li> <li>▪ Pre and post parent-child interaction assessments</li> <li>▪ Parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administer the BEST or TABE to the adult participants in the program</li> <li>▪ Assess children using the ASQ, PPVT and the Pre-K Checklist</li> </ul>
<p>Enhance participants’ job skills.</p>	<p style="text-align: center;">5</p>	<ul style="list-style-type: none"> <li>▪ Pre and post job skills assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide WorkKeys Career Readiness Skills training</li> </ul>