2026-2027 Program Guidelines

FIRST STEPS
SOUTH CAROLINA

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This document outlines the guidelines for local First Steps Partnerships with regard to programmatic and board governance activities of the partnership. This document will be attached to the 2026-2027 grant agreement between local partnerships and South Carolina First Steps as a condition for receiving an annual funding allocation from the South Carolina First Steps Board of Trustees. It is the responsibility of the local partnership board and staff to comply with all program guidelines (Section 59-152-160(A)).

Program Guidelines

Program guidelines apply to all local First Steps partnerships that operate the strategy in question, regardless of funding source. All strategies, whether operated by the partnership in-house or by one or more vendors or partners, must adhere to board-approved program guidelines. Program guidelines sub-sections include:
1. Parenting
2. Pre-Literacy
3. Early Care and Education
4. School Transitions
5. Health

Program guidelines will be reviewed with board members and staff on at least an annual basis. Partnership staff should also review applicable guidelines with vendors on an ongoing basis as part of program monitoring.

All programs are classified (at minimum) as:

- Evidence-Based or Evidence-Informed
- High-Intensity or Not-High Intensity Program Strategy

Local Partnerships are encouraged to provide at least one Evidence-Based and High-Intensity Program Strategy.

Monitoring and Compliance

On behalf of the First Steps Board of Trustees, South Carolina First Steps will monitor local partnerships 59-152-160(A)).

Section 59-152-50

(2) review the local partnerships' plans and budgets in order to provide technical assistance and recommendations regarding local grant proposals and improvement in meeting statewide and local goals.
(3) provide technical assistance, consultation, and support to local partnerships to facilitate their success including, but not limited to, model programs, strategic planning, leadership development, best practice, successful strategies, collaboration, financing, and evaluation.

Section 59-152-70

(F) As a condition of receiving state funds, each local partnership must be subject to performance reviews by South Carolina First Steps, including, but not limited to, local board functioning and collaboration and compliance with state standards and fiscal accountability.

Section 59-152-160

(A) The South Carolina First Steps to School Readiness Board of Trustees shall establish internal evaluation policies and procedures for local partnerships for an annual review of the functioning of the partnership, implementation of strategies, and progress toward the interim goals and benchmarks.

Local partnerships will receive an on-site monitoring visit from the South Carolina First Steps at least once every four years. Each year, the local partnerships to be monitored will be selected using a weighted formula. The purpose of the monitoring visits are to ensure programmatic and operational standards are being followed and provide an opportunity for coaching and relationship building.

Review of the Formula Funding Grant

South Carolina First Steps will provide feedback to local partnerships regarding partnership functioning and performance, including progress toward achieving the objectives within the partnership's Comprehensive Strategic Plan.

Corrective Action Plans

Unmet minimum requirements for formula grant funding that correspond to Section 59-152-90 and Section 59- 152 70 of the First Steps legislation, to include findings of non-compliance with program or operational guidelines, will become part of a state board-approved Corrective Action Plan to the Local Partnership. Unmet qualifications that are not resolved within the timeframe specified in the partnership's Corrective Action Plan may result in a future non-compliance penalty to the Local Partnership's funding amount, to be determined by the state board as specified in the Formula Funding Reduction Levels Policy (See Appendix A).

General Program Guidelines

1. Implement program strategies in accordance with South Carolina First Steps Partnership and Program Guidelines, exercise due diligence when selecting program strategies and, when establishing new program strategies, commit to allowing sufficient time for successful implementation (min. 2 years recommended).
2. Program strategies, including those funded by private and non-state funds, must support one or more First Steps goals (Section 59-152-90(C)(c); Section 59-152-150(C)) and address unmet needs identified in the partnership's needs and resource assessment and Comprehensive Strategic Plan. Partnership funds granted by the South Carolina First Steps Board must comply with provisions for use of grant funds contained in the First Steps legislation (Section 59-152-100(A)).
3. Program strategies must utilize the South Carolina First Steps benchmarks and objectives (Profile of the Ready Kindergartner) (Section 59-152-90(C)(b)).
4. **Local partnerships must meet 75% of projected to serve for each program implemented by the end of the program year.**
5. At least 75% of state funds appropriated for programs must be used by the local partnership for "evidence- based" programs. Not more than 25% of state funds appropriated for programs to a local partnership may be used for "evidence-informed" programs (Section 59-152-100(B)). Per First Steps legislation, this provision is based upon the list of evidence-based and evidence-informed programs adopted by the South Carolina First Steps Board of Trustees, posted to the South Carolina First Steps web site.
6. Program strategies must be adequately resourced (staff, funding).
7. Partnerships must closely monitor program vendors/contractors to ensure compliance with operational guidelines. Partnerships should review contract provisions and the scope of work each year to ensure all program model components and operational guidelines are addressed. Vendor contracts for program strategies shall include as an attachment, the applicable current year's First Steps program guidelines for that strategy.
8. State funds appropriated for Partnership services are intended for use within the geographical boundaries of each individual partnership. Partnership strategies may - on a limited basis and with approval by the partnership's board - serve clients not geographically located within the partnership's service area if strong justification exists for such services to be provided. Examples include but are not limited to: high-risk families living just outside the county but within close proximity to partnership programs; and child care providers not located within the county but serving a substantial number of high-risk children from the partnership's service area. In such cases, partnership staff are required to inform, coordinate, and collaborate with the local First Steps partnership in which the client is located.
9. Partnership executive directors and staff must ensure complete and accurate data is collected to measure program results and client satisfaction, including accurate and complete data entered in the First Steps Data Collection System as required.
10. Program strategies using local district resources within a school district must be conducted only with approval of the district's board of trustees (Section 59-152-100(D)).
11. Partnership staff and volunteers who work directly with children shall be subject to SLED checks prior to hiring. Contractors must be able to provide this documentation upon request.
12. Per the partnership's grant agreement with South Carolina First Steps, partnerships are responsible for reporting suspected child abuse, neglect, or dependency, as defined and required by applicable law.
13. Partnerships shall keep a waiting list of all program applicants who cannot be served due to the program's reaching its service capacity.

SOUTH CAROLINA FIRST STEPS APPROVED RISK FACTORS:

*Child is defined as a preschool-aged child from the prenatal stage to entry into five-year-old kindergarten. (Section 59- 152-25(E))

First Steps Risk Factors
The child has been abused.
The child has been neglected.
The child is in foster care or kinship care.
The child or family is enrolled in or eligible for Temporary Assistance for Needy Families (TANF).
The child or family is enrolled in or eligible for Supplemental Nutrition Assistance Program (SNAP).
The child or family is enrolled in or eligible for Women, Infants, and Children Nutrition Program (WIC).
The child has a disability or developmental delay as documented by a physician or standardized assessment (not a screening tool).
The child is blind or visually impaired.
The child is deaf or hearing impaired.
The child is eligible for IDEA Part B or Part C.
The child's mother or primary caregiver was 20 years old or younger at the time of the child's birth.
The child's mother or primary caregiver did not have a high school diploma or GED at the time of the child's birth.
The child's parent or caregiver has had a substance abuse issue during the child's lifetime.
The child's parent or caregiver has had depression or another mental health condition during the child's lifetime.
The child's parent or caregiver has an intellectual disability.
The child has been exposed to domestic violence within their family.
The child had a low birth weight (under 5.5 lbs) with serious medical complications.
English is not the primary language spoken in the child's home.
The child has a single parent or caregiver.
The child is experiencing homelessness.
The child has experienced numerous family relocations or transiency.
The child has a parent who is currently incarcerated or has been incarcerated within the last 12 months.
The child has experienced the death of a parent, caregiver, or sibling.
The child's parent or caregiver is currently serving in the military away from home or has returned home from military duty within the last two years.
The child is an immigrant or refugee.
The child has a parent or caregiver who was born in another country and entered the U.S. within the last five years.
The child has been removed from child care or preschool for behavioral reasons.
The child is enrolled in or eligible for Medicaid.
The child's parent or caregiver is eligible for Medicaid and is either pregnant or within one year after giving birth.

PARENTING PROGRAMS

Program Name	Parents as Teachers		Code	201
Program Area	Parenting			

Program Description

Parents as Teachers promotes the early development and health of children by supporting and engaging their parents and caregivers. As a result of its presence in communities, children receive developmental screenings, parents have access to resources, and families gain the opportunity to participate in home visits and group socialization. All children in the home that have not yet entered Kindergarten shall be served by the program.

Local partnerships funding Parents as Teachers (PAT) shall work in collaboration with SC First Steps (in its capacity as South Carolina's State Office for Parents as Teachers) to ensure full compliance with national model guidelines. Fidelity of implementation in SC includes maintaining PAT affiliate status, meeting the 21 Essential Requirements of the Evidence Based Model, and the 81 PAT National Center Quality Standards. First Steps' home visitation strategies are designed to equip adults with the knowledge and skills necessary to promote the school readiness, healthy development, and long-term success of their preschool-aged children.

Unit of Service		Evidence Based?	High Intensity?
☒Families	☐Adults	☒Yes	☒Yes
☐Children	☐Providers	☐No	☐No

Data Collection Requirements

☒Client-level ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere? ☐Yes ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

Note: ***Newly enrolled families should contain an expectant mother and/or a child under 36 months of age.*** If unique and/or emergency circumstances warrant, Partnerships may enroll families with children aged three-years or older.

Risk Factors

*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1: Duration	Visits will last one hour (or up to 90 minutes when visiting families with more than one enrolled child).

Note: In households in which two or more age appropriate children reside, parent educators are permitted – but not required – to conduct separate visits designed to address the development of individual children. Alternately, curriculum information relating to the needs of each child may be combined into a single visit of greater duration.

*Visit Criteria 2: Frequency 1	Families with 1 stressor will receive at least 12 personal visits annually. Families with 2 or more stressors will receive at least 24 personal visits annually. (ER 12)
Visit Criteria 3: Location 1	While home-based visitation is expected as the primary method of service delivery, visits may be approved for delivery at an alternate location (a

childcare center, family resource center, etc.) as either the documented needs of the family or safety of the visitor dictate.

Note: The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of families is maintained.

Visit Criteria 3: Location 2	At a family's discretion and supervisor approval virtual visits will also be considered acceptable and count as a home visit. The reason must be documented in the Home Visit Record.

Group Connections

*Group Connection Criteria 1: Duration	Group connections should last 1 – 2 hours. The minimum for compliance is 1 hour.
*Group Connection Criteria 2: Frequency	Affiliates will deliver 12 group connections across the program year. (ER 14)
Group Connection Criteria 3: Frequency Measurement Criteria	Affiliate delivers at least 75% group connections during the program year. To count a group connection, at least one family must attend. The families in attendance may or may not already be enrolled in PAT services. For example, a family may be in attendance as part of the affiliate's recruitment efforts. *All Group Connections must be documented using the Group Connection Planning Guides and Records. (ER 14)

Retention Criteria: What are this program's goals for client retention?

Retention Criteria 1	75% of families must be retained for at least 18 consecutive months of program participation.
*Retention Criteria 2	60% of families must receive 75% of the visits.

Note: Families "on hold" for more than 2 months, initiated by the family and based on the family situation, are considered withdrawn, and their enrollment period starts over if they choose to re-enroll.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Parent Educator	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	*18
*Required Certifications and/or Training					

- All parent educators in SC, must have a minimum of a high school diploma or equivalency and at least two years' previous related supervised work experience with young children and/or parents. (ER 2)
- New parent educators must document successful completion of/initial certification in PAT's Foundational and Model Implementation Training. PAT portal must identify staff member as Model Certified (ER 6)
- Parent educators with caseloads that include children aged 3-5 must also maintain the Foundational 2 (3-5) certification.
- Each parent educator shall successfully complete his/her annual recertification and an additional twenty hours of professional development. (ER 8)
- Each parent educator shall complete training in required screening and assessment tools (ASQ-3, ASQ:SE-2, LSP, and HFPI).
- All PAT staff members will receive mandated reporter training within the first 90 days of hire and annually thereafter. This training must be delivered by the University of South Carolina Children's Law Center.
- All training (for both program and individual staff members) must be documented on-site.

*Note: Case load count (ER 13)
- First-year parent educators working 32 or more hours per week should serve a minimum of ten (10) families and no more than fifteen (15).
- Second year, and beyond experienced parent educators working 32 or more hours per week should serve a minimum of fifteen (15) families and no more than eighteen (18).

- First year parent educators working less than 32 hours per week should serve a minimum of eight (8) families and no more than twelve (12).
- Second year, and beyond experienced parent educators working less than 32 hours per week should serve a minimum of ten (10) families and no more than fifteen (15).

Program Role	Supervisor		**Minimum Education Level**	Bachelors or four-year degree	**Maximum Number of Cases**	*5
*Required Certifications and/or Training		- All lead parent educators and supervisors in SC, - -- must have five years of related supervised work experience with young children and/or parents and a four-year degree in early childhood education or closely related field. - Each PAT Affiliate shall be overseen by one or more individuals certified as PAT Supervisors. New Supervisors shall attend the Foundational Curriculum and Model Implementation Training (ER 6), along with the New Supervisor's Pathway. - New lead parent educators and/or supervisors must document successful completion of/initial certification in PAT's Foundational and Model Implementation Training. - Parent educators with caseloads that include children aged 3-5 must also maintain the Foundational 2 (3-5) certification. - Each parent educator and/or supervisor shall successfully complete his/her annual recertification and an additional twenty hours of professional development. (ER 8) - Each lead parent educator and/or supervisor shall complete training in required screening and assessment tools (ASQ-3, ASQ:SE-2, LSP, and HFPI). - All training (for both program and individual staff members) must be documented on-site. - PAT Supervisor must maintain model certification				

Note: Each supervisor or lead parent educator may be assigned up to 12 Parent Educators, regardless of whether the parent educators are full or part time employees. (ER 5)

*Supervisors/Lead Parent Educators who are also serving families should serve up to 5 families depending on the number of parent educators supervised. For example, a Supervisor/ Lead Parent Educator that supervises 5 or more parent educators may serve 0 families.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Developmental Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	All children will be screened within 90 days of enrollment, or child's birth, and at least annually thereafter.
ASQ-3 Measurement Criteria	At least 60% of children will receive a developmental screening within 90 days of enrollment or birth; At least 60% of children will receive a complete annual developmental screening. (ER16)
ASQ-3 Criteria 2	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 3	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 4	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening

	questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated timepoint.
Note: A child is exempt from being screened if the child: • has been removed from the home of the participating parent. • was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened. • is receiving BabyNet, or other specialized intervention services based on a previously diagnoses. Screenings must resume when all intervention services have ended.	

*Developmental Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	All children will be screened within 90 days of enrollment, or child's birth, and at least annually thereafter.
ASQ:SE-2 Measurement Criteria	At least 60% of children will receive a developmental screening within 90 days of enrollment or birth; At least 60% of children will receive a complete annual developmental screening (ER16)
ASQ:SE-2 Criteria 2	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 3	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 4	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated timepoint.
ASQ:SE-2 Criteria 5	ASQ:SE-2 will be completed on every child at the designated timepoint regardless of developmental screening results and/or a documented delay in which the child is receiving services.
Note: A child is exempt from being screened if the child: • has been removed from the home of the participating parent. • was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened. • is receiving BabyNet, or other specialized intervention services based on a previously diagnoses. Screenings must resume when all intervention services have ended.	

*Screening 3: Health Screenings	
Health Screenings Criteria	The child health record will be completed within 90 days of enrollment or child's birth, and annually thereafter. A complete health record consists of health status, safety, vision, and hearing elements.
Health Screenings Measurement Criteria	At least 60% of children will receive a health review within 90 days of enrollment or birth; At least 60% of children will receive a complete annual health review (ER 15)

*Screening 4: Developmental Surveillance	
Developmental Surveillance Criteria	Child development surveillance takes place at each personal visit, using the PAT milestones record or CDC milestones for each enrolled child before the visit. Then they will update each enrolled child's record after the visit when there are newly emerging or achieved milestones. (ER 17)

*Assessment 1: Family Centered Assessment Life Skills Progression (LSP)	
LSP Criteria	All participating families will have an initial LSP completed within 120 days and annually thereafter until the family exits the program. The LSP is

	completed on the focus parent/ caregiver and is used for parent educators' information only.
LSP Measurement Criteria	At least 60% of children will receive a LSP within 120 of enrollment; At least 60% of children will receive a LSP annually thereafter. (ER 9)
*Assessment 2: Outcomes Measurement Healthy Family Parenting Inventory (HFPI)	
HFPI Criteria	The baseline HFPI is encouraged to be completed at the first visit but must be completed within 45 days (DSS requirement) of enrollment and every six months from the date of the initial HFPI thereafter until program exit.
HFPI Measurement Criteria	At least 60% of eligible families complete the HFPI within 45 days of enrollment and every six months from the date of the initial HFPI. (ER 21)

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Parent educators and supervisors who carry a caseload shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Note: Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up to ensure that appropriate connections have been established.	
*Referral Criteria 2: Connections	At least 60% of families who received at least 1 home visit should have at least one successful resource connection per program year. (ER18).

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	Personal visits must be documented within 3 days in the personal visit record.
*Other Criteria 2	All PAT affiliates shall complete as a second outcome, the American Academy of Pediatrics' Bright Futures schedule of recommended dates for well-child visits as documented in the PAT Child Health Record. 60% of eligible families will meet this criteria and will be entered into the designated First Steps data system to determine the percentage of children who received the last recommended well-child visit on the Bright Futures Schedule (ER 21).
Other Criteria 4	Site Supervisors are required to participate in monthly meetings hosted by the Parents as Teachers South Carolina Office and/or the National Center.
Other Criteria 5	All affiliates must use the most updated forms from the Model Implementation workspace, PAT records tab which can be downloaded from the PAT ebiz portal.
Other Criteria 6	Parent educators must use the foundational visit plans, planning guide, and personal visit records from the curriculum to design and deliver personal visits to families and complete personal visit record. (ER 11)
Other Criteria 7	At least 60% of the families that received at least one visit during the program year have at least one documented goal during the program year. (ER 10)
Other Criteria 8	Each affiliate must have an advisory committee that meets at least twice within the program year (can be part of a larger committee, community network or coalition if the group includes a regular focus on the Parents as Teachers affiliate). (ER 3)
Other Criteria 9	The affiliate confirms that it is designed to be able to provide at least two years of services to families with age-eligible children. (ER 1)
Other Criteria 10	Each participating First Steps Partnership PAT program shall convene a monthly staff meeting of all pertinent program personnel and staff (to include those staff members providing both supervision and direct service to families) to review recruitment, standards compliance, programmatic data and other issues related to strategy success. At least 18 hours of staff meeting occur during the program year. (ER 4)
	Reflective Supervision: • Full-time parent educators shall participate in individualized reflective supervision meetings at a minimum of 2 Hours per month. Reflective supervision must be provided by a PAT model certified supervisor. Part-time parent educators shall participate

	at a minimum of one hour of reflective supervision per month. (ER4) • Supervisors who provide home visits to families as a parent educator must also engage in reflective supervision. • Supervisors who do not provide home visits to families are strongly encouraged to engage in reflective supervision
Criteria 11	First Steps Local Partnerships implementing Parents as Teachers are required to maintain formal affiliate status with Parents as Teachers National Center.
Criteria 12	PAT affiliates must upload their finalized Affiliate Plan and update affiliate information in the PAT ebiz portal.

Program Name	Parent Child+		Code	206
Program Area	Parenting			

Program Description

Parent Child+ works one-on-one with families with children ages 16-48 months of age who, despite facing significant life challenges, are committed to building a brighter future for their children and themselves. Over the course of two years, families receive 92 home visits and acquire a library of 46 high quality books and educational toys and 46 curricular guide sheets with tips on vocabulary-building, engaging conversation, skill development, social-emotional development, imaginative play, and literacy, music, and art activities.

Partnerships funding Parent Child+ shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines. Fidelity of implementation in SC includes meeting Parent Child+ requirements along with a few SC First Steps specific additions.

The following guideline includes both the Parent Child+ compliance standards and SC First Steps minimum requirements.

Unit of Service		Evidence Based?	High Intensity?
☒Families	☐Adults	☒Yes	☒Yes
☐Children	☐Providers	☐No	☐No

Data Collection Requirements

☒Client-level ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere? ☐Yes ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria 1	16 to 48 months.

Note: A family can receive PC+ services as a unit only once (one time PC+ rule).

Risk Factors

*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1: Duration	Visits will last a minimum of 30 minutes.
*Visit Criteria 2: Frequency 1	All families shall be offered no less than two visits per week.
*Visit Criteria 2: Frequency 2	A minimum of 23 weeks or 46 home visits annually for two years (46 weeks/92 visits total).
Visit Criteria 3: Location 1	While home-based visitation is expected as the primary method of service delivery, visits may be approved for delivery at an alternate location (a childcare center, family resource center, etc.) as either the documented needs of the family or safety of the visitor dictate.

Note: The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of families is maintained.

Visit Criteria 3: Location 2	At a family's discretion and supervisor approval virtual and telecommunication visits will also be considered acceptable and count as a home visit. The reason must be documented in the Home Visit Record.

Retention Criteria: What are this program's goals for client retention?

Retention Criteria	60% of families complete 46 visits annually.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Early Learning Specialists (ELS)	Minimum Education Level	High School diploma or GED	Maximum Number of Cases	16
*Required Certifications and/or Training		• NEW HIRES are required to hold a bachelor's degree • All PC+ ELS must possess at least a high school diploma or equivalency with two years of related supervised experience, or a two-year degree in early childhood education or a closely related field and document successful completion of 16 hours of training prior to their first home visit. If recruiting an AmeriCorps member, a high school diploma or equivalency is required. • PC+ ELS, from the community share a language and cultural background with the family. • Each PC+ ELS shall be trained and supervised by a site coordinator approved by the PC+ National Center. • All training (for both program and individual staff members) must be documented on-site				

Program Role	Site Coordinator	Minimum Education Level	High School diploma or GED	Maximum Number of Cases	N/A
*Required Certifications and/or Training		• NEW HIRES are required to hold a bachelor's degree • Partnerships must employ at least one Site Coordinator trained by the PC+ National Center or a certified local trainer (with sites serving 60 or more families employing a second Site Coordinator). • The model recommends that community-based site coordinators have educational, work, and/or life experience relevant to the work and their community. • 2 years of supervisory experience and/or or supervised working experience in the field is recommended. All staff providing supervision and/or program oversite must have completed the Parent Child+ training.				

Screening and Assessment Criteria: How are program participants screened and/or assessed?

*Assessment 1: Parent Involvement in Early Learning (PIEL)

PIEL Criteria 1	All participating families shall receive the Parental Involvement in Early Learning (PIEL) within 45 days of enrollment, and every 6 months thereafter until program exit.
PIEL Criteria 2	The goal is 100% of eligible parent/caregiver participants be assessed using the PIEL. 80% is the minimum requirement for compliance.

Referral Criteria: What are this program's requirements for client referrals and connections?

Referral Criteria	ELS shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.

Note: Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up to ensure that appropriate connections have been established.

Other Criteria: Are there other program criteria that exist?

*Other Criteria 1	ELSs shall develop well-documented Family Goal Plans with families within 3 months of enrollment, and subsequently update these plans at least semi-annually to gauge progress and goal attainment using the tools listed below based on family program entry date: • All participating families, shall receive the Parental Involvement in Early Learning (PIEL) to guide family goal setting and evaluate changes in parent behavior, as required. •
Other Criteria 2	Each participating PC+ program shall convene a supervisory meeting of all pertinent program personnel, ELSs, and staff (to include those staff members providing both supervision and direct service to families) no less than quarterly to review recruitment, standards compliance, programmatic data, and other issues related to strategy success.
Other Criteria 3	Report all required data within the national PC+ Management Information System.

Program Name	Early Steps to School Success	Code	213
Program Area	Parenting		

Program Description

Save the Children's Early Steps to School Success (ESSS) Program is designed to provide high-quality early childhood development services to young children and families living in under-resourced and underserved communities. Key components include home visits that focus on healthy pregnancy and early childhood development; a book bag exchange; fostering positive connections between families and schools; supporting school transitions; and connecting families to services and resources.

Partnerships funding Early Steps to School Success shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines.

Unit of Service		Evidence based?	High intensity?
☒Families	☐Adults	☒Yes	☒Yes
☐Children	☐Providers	☐No	☐No

Data Collection Requirements

☒Client-level   ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere: ☐Yes   ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	100% of newly enrolled families will contain an expectant mother and/or a child under 36 months of age.

Note: Supplemental group meetings and transition activities may be incorporated for children older than 36 months.

Risk Factors

*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factor at the time of enrollment.

Service Criteria: How is this program implemented?

Visits (Home or Site)

*Visit Criteria 1: Duration	Visits will last a minimum of 60 minutes.
Visit Criteria 2: Frequency	All families should be offered a minimum of 2 visits per month.

Note: programs shall match the intensity of their service delivery to the specific needs of each family and the caseload requirements of the ESSS Home Visitor.

Visit Criteria 3: Location 1	While home-based visitation is expected as the primary method of service delivery, visits may be approved for delivery at an alternate location (a childcare center, family resource center, etc.) as either the documented needs of the family or safety of the visitor dictate.

Note: The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of families is maintained.

Visit Criteria 3: Location 2	At a family's discretion and supervisor approval virtual and telecommunication visits will also be considered acceptable and count as a home visit. The reason must be documented.
Visit Criteria 4: Other 1	Regardless of location, all visits must be one-on-one.
Visit Criteria 4: Other 2	Family Goal Plans must be made within 3 months of the enrollment and updated at least semi-annually to gauge progress and goal attainment.

Group Connections

Group Connection Criteria 1: Duration	Group connections will last at least 60 minutes (1 hour).
Group Connection Criteria 2: Frequency	Families shall be offered at least one group connection activity per month (at least twelve group connection activities per year) for parents receiving home visits and those participating in the three-year-old book bag exchange.
Group Connection Criteria 3: Group Size	The recommended size for parent-child groups is up to 50 children, prenatal to 5 years and their parent(s).

Retention Criteria: What are this program's goals for client retention?

Retention Criteria 1	75% of families must be retained for 18 visits.
Retention Criteria 2	ESSS home visitors shall provide services to families for 12 months in a program year.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	ESSS Home Visitor	**Minimum Education Level**	High school diploma or GED	**Maximum Number of Cases**	Maximum 20 families
Required Certifications and/or Training	All home visitors must have a minimum of a high school diploma or equivalency and two years' previous supervised relevant work experience with young children and/or parents. Successful completion of model required 16-hour training must be documented prior to their first home visit. Each home visitor must successfully complete at least four hours of professional development each month. This shall be documented and approved by Save the Children. Annual training (for both the program and individual staff members) must be documented onsite by each Partnership.				

Program Role	Supervisor	**Minimum Education Level**	Bachelors or four-year degree	**Maximum Number of Cases**	N/A
Required Certifications and/or Training	Supervisors must have a bachelor's degree and experience in early education, child health and/or development, home visiting, staff supervision, and working with families and children. Annual training (for both the program and individual staff members) must be documented onsite by each Partnership.				

Referral Criteria: What are this program's requirements for client referrals and connections?

*Referral Criteria	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Note: Given the risk factor profile of families served by First Steps, it is expected that most participants will be referred to services while enrolled in this program.

Other Criteria: Are there other program criteria that exist?

*Other Criteria 1	ESSS home visitors shall provide services to families for 12 months in a program year.
Other Criteria 2	Family Goal Plans must be made within 3 months of the enrollment and updated at least semi-annually (two times per year) to gauge progress and goal attainment.
Other Criteria 3	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
Other Criteria 4	Each ESSS program shall convene a supervisory meeting of all pertinent program/staff (to include those staff members providing both supervision and direct service to families) no less than quarterly to review recruitment, guideline compliance, programmatic data and other issues related to strategy success.

Program Name	Positive Parenting Program (Triple P) - Level 4	Code	222
Program Area	Parenting		

Program Description

The Positive Parenting Program (Triple P) is a parent training program designed for parents with children ages 0 - 12. Triple P parent trainings help parents:

- Manage misbehavior and encourage positive changes.
- Establish rules and routines for their children and family.
- Participate in self-care.
- Feel confident in their parenting skills.

Level 4 is designed for parents of children with severe behavioral difficulties or for motivated parents interested in gaining a more in-depth understanding of Positive Parenting. It covers Triple P's 17 core positive parenting skills that can be adapted to a wide range of parenting situations.

Delivered as:

- Group Triple P – Groups of no more than 12 parents attend five sessions and are supported with three phone counseling/catch-up sessions at home. Uses DVDs and workbook to engage parents and reinforce strategies.
- Standard Triple P – For parents who need intensive support. Individual counseling delivered over ten (1 hour) sessions. Uses DVD, workbook.

To ensure the delivery of high-quality services and the validity of agency-wide evaluation efforts, partnerships shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. The Triple P curriculum will be implemented as outlined in the Triple P Practitioner's Manual.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☒Adults	☒Yes	☒Yes
☐Children	☐Providers	☐No	☐No

Data Collection Requirements

☒Client-level   ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

	Age Criteria	Parent or caregiver of a child age prenatal to kindergarten entry.

Risk Factors

	*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
	*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Standard Triple P (Individual counseling)

	*Visit Criteria 1: Duration	Visits will last at least 50minutes
	Visit Criteria 2: Frequency	Weekly for 10 sessions.
	Visit Criteria 3: Location	In person or virtual.

Note: Intake forms (provided with the Triple P manual, as applicable) must be completed with the parent or caregiver (and, as appropriate, with the child, teacher, etc.) prior to the implementation of Triple P.

Sessions can be delivered over more than one visit to allow adequate time to meet all components of the Session Checklists.

Group Triple P	
*Group Connection Criteria 1: Duration	Group connections will last 2 hours; Virtual/phone consultations will be at least 20 minutes each.
Group Connection Criteria 2: Frequency	Weekly: Five group session in weeks #1, #2, #3, #4, and #8 and three individual virtual/phone consultations in weeks #5, #6, and #7.
Group Connection Criteria 3: Group Size	Maximum of 12.

Note: Intake forms (provided with the Triple P manual, as applicable) must be completed with the parent or caregiver (and, as appropriate, with the child, teacher, etc.) prior to the implementation of Triple P.

Sessions can be delivered over more than one visit to allow adequate time to meet all components of the Session Checklists.

Retention Criteria: What are this program's goals for client retention?	
*Retention Criteria (Group Triple P)	75% of families must be retained for all 8 sessions.
*Retention Criteria (Standard Triple P)	75% of families must complete 10 sessions.

Workforce Criteria: Who are the service providers implementing this program?					
Program Role	Triple P Practitioner	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training	Triple P practitioners must have a background in child development or family functioning. They must complete both training and accreditation in the Triple P – Level 4 before delivering services. All training and materials to deliver the program must be obtained through Triple P America. Staff must also complete training in Triple P required assessments.				

Program Role	Supervisor	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training	Triple P practitioners must have a background in child development or family functioning. They must complete both training and accreditation in the Triple P – Level 4 before delivering services. All training and materials to deliver the program must be obtained through Triple P America. Staff must complete training in Triple P required assessments.				

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Assessment 1: Strengths and Difficulties Questionnaire and Impact Supplement (SDQ-IS)	
SDQ-IS Criteria	100% of participants will complete, at minimum, baseline and post assessment of the Strengths and Difficulties Questionnaire and Impact Supplement (2 to 4 Years; SDQ-IS). The initial SDQ-IS should be completed within 45 days of enrollment if the child is at least 2 years of age. If the child is less than 2 years old at enrollment, the initial SDQ-IS should be done immediately after (not before) the child's 2-year birthday.
*Assessment 2: Parenting Scale	
Parenting Scale Criteria	100% of participants will complete, at minimum, a baseline and post assessments of the Parenting Scale (available through Triple P Provider Network website). The baseline assessment is to be completed within 45 days of enrollment in the program. Scoring software (ASRA) is also available through the Triple P Provider Network website.

Note: The SDQ-IS and the Parenting Scale are considered minimally sufficient assessments for implementation fidelity of Triple P. Other assessments are suggested. These include the Being a Parent Scale, Parent Problem Checklist, Relationship Quality Index, Depression Anxiety Stress Scales, and the Family Assessment device – General Functioning Scale. It is recommended that these measures be administered prior to Session 1 and immediately following termination.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria	Triple P Practitioners shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.

Other Criteria: Are there other program criteria that exist?	
Other Criteria	Obtain Triple P accreditation in the appropriate level; the training and accreditation takes 6 to 8 weeks to be completed.

<table>
<tr><td>**Program Name**</td><td colspan="2">Home Instruction for Parents of Preschool Youngsters (HIPPY)</td><td>**Code**</td><td>225</td></tr>
<tr><td>**Program Area**</td><td colspan="4">Parenting</td></tr>
</table>

Program Description

HIPPY (Home Instruction for Parents of Preschool Youngsters) is a home visiting program that supports parents in their role as a child's first teacher. Every week for 30 weeks, a trained HIPPY Home Visitor will conduct in person role play visits with families of young children. Visits are guided by curriculum designed to equip parents with the skills and tools necessary to succeed in their role as their child's first teacher.

The First Steps HIPPY program is designed for 3- and 4-year-old children. It is beneficial for low-income families, parents and caregivers with limited education, families with a history of child abuse and/or involvement with the child welfare system, and families experiencing language barriers.

Local partnerships funding HIPPY shall ensure full compliance with national model guidelines. Fidelity of implementation in SC includes meeting requirement documented in the HIPPY US Manual of Accreditation Standards for Quality HIPPY Programs.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☒Adults	☒Yes	☒Yes
☐Children	☐Providers	☐No	☐No

Data Collection Requirements

☒Client-level ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere? ☐Yes ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Children that are 3 and 4 years of age.

Risk Factors

*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1: Duration	Role play visits will last at least 1 hour
*Visit Criteria 2: Frequency	30 weekly visits.
Visit Criteria 3: Location	Home visitors meet with parents in person, preferably in their home. At a family's discretion, supervisor and Program Coordinator may approve occasional virtual visits will also be considered acceptable and count as a home visit.
Visit Criteria 4: Requirements	- Deliver the curriculum and materials - Include 5R format; rapport, review, roleplay, referrals and reminders - Meet weekly with each family to role play and document each family's progress throughout the year. - Assist with making referrals for basic needs. - Demonstrate desired behaviors such as organizations skills, positive attitudes, leadership skills and empathy

Group Connections		
*Group Connection Criteria 1: Duration	Group connections will last 2 hours.	
*Group Connection Criteria 2: Frequency	6 or more sessions during the program year.	
Note: Sessions should begin within 6 – 8 weeks after home visits have started.		
Group Connection Criteria 3: Group Size	N/A	
Group Connection Criteria 4: Requirements	• Each family completes a Needs Assessment Survey prior to the first group meeting. • Group meetings offer educational enrichment, information and activities that meet the needs of the parents. • Group meetings must have required documentation provided by HIPPY: Planning Form, Group Meeting Notification, Group Meeting Attendance Form and Group Meeting Evaluation. • All families will receive an official notification/announcement of each planned group meeting. • Enrichment activities are provided for children during group meetings.	

Retention Criteria: What are this program's goals for client retention?

Retention Criteria	80% of families must be retained for a minimum of 26 weeks of program participation.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	HIPPY Home Visitor	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	Part-time 8 (minimum) – 12 (maximum) Full-time 15 (minimum) – 18 (maximum)
*Required Certifications and/or Training		• Each home visitor must attend preservice training. • Home visitor receives weekly role play training based on the weekly lesson. • Home visitor preferably be HIPPY parents, former HIPPY parents, or are knowledgeable of the language and culture of the community served. • Home visitors must be recruited from the target community and have a child of HIPPY – appropriate age or have access to a child with whom they can engage in the HIPPY curriculum to practice and master their skills. • Home visitor must be able to read, write and speak well in the language of the curriculum they will use with assigned parents. • A professional development plan based on performance evaluations and career goals must be established for each home visitor. • Home visitors must complete the four (4) HIPPY US virtual Home Visitor Training Modules • Each home visitor shall complete training in ASQ-3 and ASQ:SE-2. • All training (for both program and individual staff members) must be documented on-site.			

Note: Only home visitors trained in the HIPPY curriculum can deliver home visits.

Program Role	HIPPY Coordinator	**Minimum Education Level**	Bachelors or four-year degree	**Maximum Number of Cases**	180 families
*Required Certifications and/or Training		• All supervisors in SC a four-year degree in early childhood education or related field. • If a bachelor's degree is not in early childhood education or related field, the coordinator must complete 24 contact hours of training in early childhood development each program year.			

- A supervisor can be conditionally hired with an associate's degree and minimum of 5 years home visiting experience, and must obtain their bachelor's degree in early education or related field within three (3) years.
- A supervisor should possess knowledge of early childhood education and development, demonstrate project and time management skills, and be able to lead and develop a team of home visitors so that the team can transfer an understanding of developmental concepts to parents.
- The Local Partnership must attend HIPPY preservice training through HIPPY National.
- Each supervisor shall complete training in ASQ-3 and ASQ:SE-2.
- All training (for both program and individual staff members) must be documented on-site.
- Programs with more than 180 families requires a co-coordinator position

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Assessment 1: Ages and Stages Questionnaire	
ASQ-3 Criteria 1	All children will be screened within 90 days of enrollment, or child's birth, and at least annually thereafter.
ASQ-3 Measurement Criteria	At least 60% of children will receive a developmental screening within 90 days of enrollment or birth; At least 60% of children will receive a complete annual developmental screening
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district) for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

Note: A child is exempt from being screened if the child: - has been removed from the home of the participating parent. - was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened. - is receiving BabyNet, or other specialized intervention services based on a previously diagnoses. Screenings must resume when all intervention services have ended.	
*Developmental Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	All children will be screened within 90 days of enrollment, or child's birth, and at least annually thereafter.
ASQ:SE-2 Measurement Criteria	At least 60% of children will receive a developmental screening within 90 days of enrollment or birth; At least 60% of children will receive a complete annual developmental screening (ER16)

ASQ:SE-2 Criteria 2	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 3	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 4	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated timepoint.
ASQ:SE-2 Criteria 5	ASQ:SE-2 will be completed on every child at the designated timepoint regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.
- is receiving BabyNet, or other specialized intervention services based on a previously diagnoses. Screenings must resume when all intervention services have ended.

*Assessment 2: Retrospective Pre-assessment	
Pre-assessment Criteria	All enrolled HIPPY parents shall complete the SC First Steps HIPPY Parent Involvement Survey at the first role play visit. A minimum of 80% of enrolled families must complete for compliance.
*Assessment 3: Post-Assessment	
Post-Assessment Criteria	Post-assessment using the SC First Steps HIPPY Parent Involvement Survey is completed by the enrolled HIPPY parent at the 26th week visit (or sooner if a family leaves the program prior to week 26). A minimum of 80% of enrolled families must complete for compliance.

Success Criteria: How is success in this program defined for participants?	
Success Criteria	75% of HIPPY families will demonstrate success from pre to post surveys using the SC First Steps HIPPY pre/post parent inventory. - Definition of Outcome: Number of families that show improvement in at least two of the three school readiness domains (language, literacy, math)

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria	Family's needs are identified, referrals are made, and follow-up is provided as appropriate. All referrals must be documented with outcome of referral.

Note: HIPPY home visitors shall utilize information shared by families and program surveys to refer/link families to additional interventions as necessary and beneficial.

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	Home visitors will monitor records at least twice a month to ensure parents are working with their children five days per week and that the average number of minutes worked per day is reasonable for the age of the child.

	If the number of minutes is consistently much less or greater than the average 10-15 minutes per day (for 3-year-olds) or 15-20 minutes per day (for 4-year-olds), the home visitor will determine the cause and if a referral, or other intervention, is needed. When monitoring records, a reviewer must target a minimum of 10% of enrolled families' weekly packets randomly selected files. When completing the review: Pull Pages from 10% randomly selected files, and/or a note indicates the reason for each missing page.
Other Criteria 2	Home visitor successfully instructs assigned parents (not children) in the effective utilization of the curriculum by completely role playing each activity packet each week using the 5R format: rapport, review, role play, referrals, and reminders.
Other Criteria 3	Supervisors shall convene a monthly meeting with program staff to review client recruitment and retention, guideline compliance, and programmatic data reviews.
Other Criteria 4	Supervisors must provide weekly role play training for which all home visitors are responsible to attend. All activity packets, props and supplies are prepared in advance of each role play training.
Other Criteria 5	Supervisors use the Keys to Successful Role Play and/or Guided Discussion to train the staff as indicated by the HIPPY US curricula.
Other Criteria 6	Supervisor works with home visitors to develop performance goals and a professional development plan at the beginning of the year, reviews progress mid-year and evaluates overall performance before the end of the program year.
Other Criteria 7	Supervisor must conduct role play visit observations. One visit at the beginning of the program year and another before the end of the program year. Proper documentation to meet model fidelity must be completed.
Other Criteria 8	Supervisor must conduct one group meeting observation. Proper documentation to meet model fidelity must be completed.

Program Name	Supporting Care Providers Through Visits (SCPV)	Code	226
Program Area	Parenting		

Program Description

Offers childcare providers research-informed information and evidence-informed practices that are supportive and educational. In addition to helping care providers better serve families, the SCPV curriculum offers materials (Parent Pages) to help parents be better teachers in the home.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☐Adults	☐Yes	☒Yes
☐Children	☒Providers	☒No	☐No

Data Collection Requirements

☒Client-level ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere? ☐Yes ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Birth to kindergarten entry.

Risk Factors

*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.
*Risk Factor Criteria 3	Registered Family Child Care Home Providers and ABC- Quality Monitored Family, Friends and Neighbors Providers.

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1: Duration	Visits will last a minimum of 45 minutes.
Visit Criteria 2: Frequency 1	All providers shall be offered not less than two visits per month.
*Visit Criteria 2: Frequency 2	All providers should receive a minimum of 24 visits per program year.
Visit Criteria 3: Location	Child care provider home.

Group Connections

Group Connection Criteria 1: Duration	Group connections should last at least 1hour.
*Group Connection Criteria 2: Frequency	At least 1 per month.

Retention Criteria: What are this program's goals for client retention?

Retention Criteria	75% of family home providers must receive a minimum of 24 visits per program year.

Note: Family home providers cannot be in the program for more than 3 years.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Parent Educator	Minimum Education Level	High School diploma or GED	Maximum Number of Cases	5

*Required Certifications and/or Training		• All parent educators in SC must have a minimum of a high school diploma or equivalency and two years' previous supervised work experience with young children and/or parents. • All parent educators must document successful completion of/initial certification in PAT's Foundational and Model Implementation Training and the Supporting Care Providers through Visits (SCPV) Curriculum. • Each parent educator shall complete training in ASQ-3 and ERSI FCCERS. • All training (for both program and individual staff members) must be documented on-site.		

Program Role	Supervisor	**Minimum Education Level**	Bachelors or four-year degree	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training		• All supervisors in SC must have five years of related supervised work experience with young children and/or parents and a four-year degree in early childhood education or closely related field. • All program managers must document successful completion of/initial certification in PAT's Foundational and Model Implementation Training and the Supporting Care Providers through Visits (SCPV) Curriculum. • Each program manager shall complete training in ASQ-3 and ERSI FCCERS. • All training (for both program and individual staff members) must be documented on-site.			

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	All children will be screened within 90 days of enrollment, or child's birth, and at least annually thereafter.
ASQ-3 Measurement Criteria	At least 60% of children will receive a developmental screening within 90 days of enrollment or birth; At least 60% of children will receive a complete annual developmental screening
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district) for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.
Note: A child is exempt from being screened if the child: ▪ has been removed from the home of the participating parent. ▪ was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened. ▪ is receiving BabyNet, or other specialized intervention services based on a previously diagnoses. Screenings must resume when all intervention services have ended.	
*Screening 2: Developmental Screenings	

Developmental Screenings Criteria	Developmental screenings must be conducted on at least 80% of eligible clients with consent for services is provided.
*Assessment 1: Pre-Care Provider Survey	
Pre-Care Survey Criteria	100% providers will complete the Pre-Care Provider Survey during enrollment or at first visit.
*Assessment 2: Post-Care Provider Survey	
Post-Care Survey Criteria	100% providers will complete the Post-Care Provider Survey at the end of the program year or at the time of discontinuation of services.
*Assessment 3: Child Care Setting Assessment	
Child Care Setting Assessment Criteria 1	It is recommended that each provide receive a baseline assessment with the Family Child Care Environmental Rating Scale (FCCERS-3), Classroom Assessment Scoring System (CLASS), or other approved assessment within 90 days of initiation of service.
Child Care Setting Assessment Criteria 2	It is recommended that each provider- receive a post assessment with the Family Child Car Environmental Rating Scale (FCCERS-3), Classroom Assessment Scoring System (CLASS), or other approved assessment at the end of the program year or earlier if a provider leaves the program (at least six months following the initial assessment), and annually thereafter if a home-based provider is served across multiple program years.

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	Goal setting and curriculum delivery should be informed by provider response to the Vision for Growth and General Practice and Activity Information sections of the Care Provider Survey.
Other Criteria 2	Providers should participate in activities with their children and apply child development strategies as outlined in goal setting sessions.
Other Criteria 3	Partnerships and their provider educators shall ensure active collaboration between parenting family support services and the surrounding community. Provider educators will provide information to childcare and FFN providers to facilitate family referrals to service as necessary and follow up as feasible to ensure that appropriate connections have been established.
Other Criteria 4	Provider educators shall include discussion of their SCPV work during their individualized reflective supervision meetings at a minimum of 2 hours per month. No less than 18 hours of individualized reflective supervision during the program year is expected. Part-time Parent Educators shall participate at a minimum of one hour of reflective supervision per month.
Other Criteria 5	The program coordinator evaluates each home visitor's performance at least three (3) times a year, based on home visits, group and staff meeting observations.

Program Name	Positive Parenting Program (Triple P) – Level 2	Code	238
Program Area	Parenting		

Program Description

The Positive Parenting Program (Triple P) is a parent training program designed for parents with children ages 0-12. Triple P parent trainings help parents:

- Manage misbehavior and encourage positive changes.
- Establish rules and routines for their children and family.
- Participate in self-care.
- Feel confident in their parenting skills.

Within each level, there is also a choice of delivery methods. This ensures Triple P is flexible enough to meet the needs of individual and specific communities. It is designed to give parents as much help as they need – but not too much – to prevent over-servicing and encourage self-sufficiency.

Level 2 is an introduction to strategies of positive parenting. It can be delivered as Triple P Selected Seminar Series, where parents and caregivers attend any number of three 90-minute seminars (Power of Positive Parenting; Raising Confident, Competent Children; and Raising Resilient Children) with tip sheets provided to all seminar participants, and/or a brief one-on-one consultation of 15–30 minutes with a primary care practitioner, targeting a specific issue. If required, there can be a follow-up visit or phone call.

To ensure the delivery of high-quality services and the validity of agency-wide evaluation efforts, partnerships shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. The Triple P curriculum will be implemented as outlined in the Triple P Practitioner's Manual.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☒Adults	☒Yes	☐Yes
☐Children	☐Providers	☐No	☒No

Data Collection Requirements

☐Client-level   ☒Monthly outputs
If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☒No
If yes, client-level data required by model elsewhere, then name of external data system(s):

If Yes, Monthly Outputs Data Required	
☐Books Distributed	☒Referrals Made
☐Books Read	☐Total Number of Health Screenings
☐Literacy Kits Given	☒Total Number of One-on-One Client Visits
☒Children 0-5 Served (unduplicated)	☒Total Number of One-on-One Client Visit Hours
☒Families Served (unduplicated)	☒Group Meetings, Trainings, Events: Number of Sessions
☒Adult Family Members Served (unduplicated)	
☐Providers Served (e.g., Schools, Centers)	☒Group Meetings, Trainings, Events: Number of Hours
☐Classrooms Served (unduplicated)	☒Group Meetings, Trainings, Events: Total Attendance
	☐Other (please specify):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age	
Age Criteria	Parent or caregiver of a child prenatal to kindergarten entry.

Note: Newly enrolled families should contain an expectant mother and/or a child under 36 months of age. If unique and/or emergency circumstances warrant, Partnerships may enroll families with children aged three-years or older.

Risk Factors	
*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Primary Care Consultation	
*Visit Criteria 1: Duration	Visits will last a minimum of 15 - 30 minutes
Visit Criteria 2: Frequency	Single consultation to target specific issue. Follow-up if needed.
Visit Criteria 3: Location	In person or virtual.

Note: Intake forms (provided with the Triple P manual, as applicable) must be completed with the parent or caregiver (and, as appropriate, with the child, teacher, etc.) prior to the implementation of Triple P.

Triple P Selected Seminar Series	
*Group Connection Criteria 1: Duration	Visits will last a minimum of 90 minutes
*Group Connection Criteria 2	3 seminars on topics designated by Triple P coupled with Parent Tip Sheets.

Notes: Intake forms (provided with the Triple P manual, as applicable) must be completed with the parent or caregiver (and, as appropriate, with the child, teacher, etc.) prior to the implementation of Triple P.

Parent/caregiver may attend one, two, or all three seminars in the series.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Triple P Practitioner	Minimum Education Level	High School diploma or GED	Maximum Number of Cases	N/A
*Required Certifications and/or Training		Triple P practitioners must have a background in child development or family functioning. They must complete both training and accreditation in the Triple P – Level 2 before delivering services. All training and materials to deliver the program must be obtained through Triple P America.			

Program Role	Supervisor	Minimum Education Level	High School diploma or GED	Maximum Number of Cases	N/A
*Required Certifications and/or Training		2 years of supervisory experience and/or or supervised working experience in the field is recommended. All staff providing supervision and/or program oversite must have completed both training and accreditation in the Triple P – Level 2.			

Referral Criteria: What are this program's requirements for client referrals and connections?

Referral Criteria	Triple P Practitioner shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.

Other Criteria: Are there other program criteria that exist?

Other Criteria 1	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
Other Criteria 2	Obtain Triple P accreditation; the training and accreditation takes 6 to 8 weeks.

Program Name	Positive Parenting Program (Triple P) – Level 3	Code	239
Program Area	Parenting		

Program Description

The Positive Parenting Program (Triple P) is a parent training program designed for parents with children ages 0-12. Triple P parent trainings help parents:

- Manage misbehavior and encourage positive changes.
- Establish rules and routines for their children and family.
- Participate in self-care.
- Feel confident in their parenting skills.

Within each level, there is also a choice of delivery methods. This ensures Triple P is flexible enough to meet the needs of individual and specific communities. It is designed to give parents as much help as they need – but not too much – to prevent over-servicing and encourage self-sufficiency.

Level 3 is a brief program designed to deal with a specific problem behavior or issue. It offers targeted counseling for parents and caregivers of a child with mild to moderate behavioral difficulties. It can be delivered as:

- Primary Care Triple P: A brief face-to-face or telephone intervention with a provider (80-120 minutes over 1-4 sessions). It uses tip sheets and Positive Parenting Booklet to reinforce strategies.

- Triple P Discussion Groups: Two-hour small group sessions. Each discussion group can be taken as a stand-alone session or as part of a series. There are five topics for parents of children under 12 (Dealing with disobedience; Managing fighting and aggression; Developing good bedtime routines; Hassle-free shopping with children, and Hassle-free mealtimes with children).

To ensure the delivery of high-quality services and the validity of agency-wide evaluation efforts, partnerships shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. The Triple P curriculum will be implemented as outlined in the Triple P Practitioner's Manual.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☒Adults	☒Yes	☐Yes
☐Children	☐Providers	☐No	☒No

Data Collection Requirements

☐Client-level ☒Monthly outputs

If monthly outputs, is client-level data required by model elsewhere? ☐Yes ☒No

If yes, client-level data required by model elsewhere, then name of external data system(s):

If Yes, Monthly Outputs Data Required	
☐Books Distributed	☒Referrals Made
☐Books Read	☐Total Number of Health Screenings
☐Literacy Kits Given	☒Total Number of One-on-One Client Visits
☒Children 0-5 Served (unduplicated)	☒Total Number of One-on-One Client Visit Hours
☒Families Served (unduplicated)	☒Group Meetings, Trainings, Events: Number of Sessions
☒Adult Family Members Served (unduplicated)	☒Group Meetings, Trainings, Events: Number of Hours
☐Providers Served (e.g., Schools, Centers)	☒Group Meetings, Trainings, Events: Total Attendance
☐Classrooms Served (unduplicated)	☐Other (please specify):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age	
Age Criteria	Parent or caregiver of a child prenatal to kindergarten entry.
Risk Factors	
*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Primary Care Triple P	
*Visit Criteria 1: Duration	Visits will last 15 - 30 minutes
Visit Criteria 2	1 – 4 consultations.
Visit Criteria 3: Location	In person or virtual.

Note: Intake forms (provided with the Triple P manual, as applicable) must be completed with the parent or caregiver (and, as appropriate, with the child, teacher, etc.) prior to the implementation of Triple P.

Triple P Discussion Groups	
*Group Connection Criteria 1: Duration	Group connections will last 2 hours.
Group Connection Criteria 2	1 – 4 occurrences.
Group Connection Criteria 3: Group Size	Maximum of 12 participants.

Note: Intake forms (provided with the Triple P manual, as applicable) must be completed with the parent or caregiver (and, as appropriate, with the child, teacher, etc.) prior to the implementation of Triple P.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Triple P Practitioner	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training	Triple P practitioners must have a background in child development or family functioning. They must complete both training and accreditation in the Triple P – Level 3 before delivering services. All training and materials to deliver the program must be obtained through Triple P America.				

Program Role	Supervisor	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training	2 years of supervisory experience and/or or supervised working experience in the field is recommended. All staff providing supervision and/or program oversite must have completed both training and accreditation in the Triple P – Level 3.				

Referral Criteria: What are this program's requirements for client referrals and connections?

Referral Criteria	Triple P Practitioners shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.

Other Criteria: Are there other program criteria that exist?

Other Criteria 1	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
Other Criteria 2	Obtain Triple P accreditation in the appropriate level; the training and accreditation takes 6 to 8 weeks to be completed.

Program Name	Nurturing Parenting – Nurturing Skills for Families (Secondary Prevention)	Code	240
Program Area	Parenting		

Program Description

The First Steps funded Nurturing Parenting Programs (NPP) strategy is designed to empower individuals and families with new knowledge, beliefs, strategies, and skills to make good and healthy lifestyle choices with home visitation and/or group-based parenting groups through prevention education, prevention intervention, and comprehensive programs.

Nurturing Skills for Families is an innovative model of the Nurturing Parenting that is designed to provide flexibility to meet the needs of families with children ranging in age from Prenatal to 5 years old. Competency-based instruction helps parents learn the basic skills of Nurturing Parenting, a proven evidenced based program. Programs must use the Nurturing Skills for Families curriculum.

Partnerships funding NPP shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines. Fidelity of implementation in SC includes meeting NPP requirements along with a few SC First Steps specific additions. The following guideline includes both the NPP compliance standards and SC First Steps minimum requirements.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☒Adults	☐Yes	☒Yes
☐Children	☐Providers	☒No	☐No

Data Collection Requirements

☒Client-level   ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry

Risk Factors

***Risk Factor Criteria 1**	100% of families must have at least one First Steps risk factor at the time of enrollment.
***Risk Factor Criteria 2**	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Visits (Home or Site):

***Visit Criteria 1: Duration**	Visits will last 90 minutes.
Visit Criteria 2	28 visits.
Visit Criteria 3: Location	In the home.

Group Connections

***Group Connection Criteria 1: Duration**	Group connections will last 2 1/2 hours
Group Connection Criteria 2	14 sessions

Note: Curriculum includes:
- Children's Sessions - Children's sessions are built around developmental activities that foster positive parent-child interactions and other approaches to learning as specified by NPP curriculum.

- Parenting sessions – Parenting sessions provide detailed training in child growth, healthy development, and positive interactions with children.
- Family sessions – Family sessions incorporate experiential exercises that allow parents and children to practice what they learned in either their parenting or children's sessions.

Retention Criteria: What are this program's goals for client retention?

*Retention Criteria 1: Visits	75% of families must be retained for 28 visits.
*Retention Criteria 2: Group Connections	75% of families must be retained for 14 sessions.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Home Visitor	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training		- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - If an AmeriCorps member is recruited, a high school diploma is required along with successful completion of the certification in the Nurturing Parenting Program training by national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP).			

Program Role	Group Facilitator	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training		- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - If an AmeriCorps member is recruited, a high school diploma is required along with successful completion of the certification in the Nurturing Parenting Program training by national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP). - All group facilitators will be trained in the adult and children's curriculum.			

Note: Two group facilitators are required for the adult group and two group facilitators are required for the children's group.

Program Role	Program Coordinator	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	16
*Required Certifications and/or Training		- All supervisors in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP).			

	• All group facilitators will be trained in the adult and children's curriculum.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Assessment 1: Adult-Adolescent Parenting Inventory (AAPI)	
AAPI Criteria 1	Parents will complete the Adult-Adolescent Parenting Inventory (AAPI) to assess the child rearing attitudes of the parents, with a pretest at intake, and a posttest annually or prior to exiting the program. AAPI assessment will be utilized with all families.
AAPI Criteria 2	The service provider must enter Post AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your agencies private NPP Assessing Parenting.com account within 5 days of assessment completion. Parents and service provider meet to review the results of the assessments.
*Assessment 2: Nurturing Skills Competency Scale (NSCS)	
NSCS Criteria 1	Parents will complete the Nurturing Skills Competency Scale (NSCS) to assess their knowledge of parenting skills, and to collect demographic information. This assessment will be completed as a pretest at intake before starting program services, and a posttest annually or prior to exiting the program. The Long Version of the NSCS assessment will be utilized with all families.
NSCS Criteria 2	The service provider must enter the completed NSCS into your agencies private NPP Assessing Parenting.com account within 5 days of assessment completion. Parents and service provider meet to review the results of the assessments.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1	Program staff shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Referral Criteria 1	Facilitators will use the results of the NSCS to refer/connect families to additional interventions as necessary and beneficial–either simultaneously or as part of a planned, multi- year service continuum.

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	The Family Nurturing Journal (FNJ) is a document the PARENTS USE to monitor their progress in learning the program competencies. Parents know the lesson competencies they are responsible for learning as well as the home practice assignment they are to complete between classes. To monitor their progress, parents keep a weekly journal of the changes going on in them, their children, and their family.
Other Criteria 2	All program staff shall develop and complete for each family, a well-documented Family Goal Plan by session 4 of the group-based, the individualized services weekly session, and/or the home visitation sessions and subsequently update these plans with each family two sessions before they exit the program.
Other Criteria 3	Supervisors will hold a weekly staff meeting with program staff to provide reflective supervision and individualized reflective supervision meetings to review client recruitment and retention, standards compliance, and programmatic data reviews. All supervisors will develop staff meeting agendas and meeting minutes to be kept in the partnership's programmatic files.
Other Criteria 4	Supervisors shall attend/observe home visits with each program staff member at least twice each program year and observe parenting groups bi-monthly. Results will be used to improve model fidelity, staff meeting agenda items, and reflective supervision.
Other Criteria 5	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected to improve model fidelity.

Program Name	Nurturing Parenting – Parents & Their Infants, Toddlers & Preschoolers (Tertiary Prevention)	Code	241
Program Area	Parenting		

Program Description

The First Steps funded Nurturing Parenting Program (NPP) strategy is designed to empower individuals and families with new knowledge, beliefs, strategies, and skills to make good and healthy lifestyle choices with home visitation and/or group-based parenting groups through prevention education, prevention intervention, and comprehensive programs.

Parents & Their Infants, Toddlers & Preschoolers – is an evidence-based program that provides intense group and individual home/parent sessions to families receiving services from DSS. Parents attend 16 group sessions each lasting 2 1/2 hours. Families also receive individual home/parent sessions between the group sessions to ensure the knowledge and skills presented in the group sessions are being implemented in the home.

Partnerships funding NPP shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines. Fidelity of implementation in SC includes meeting NPP requirements along with a few SC First Steps specific additions. The following guideline includes both the NPP compliance standards and SC First Steps minimum requirements.

Unit of Service		Evidence Based?	High Intensity?
☒Families	☐Adults	☒Yes	☒Yes
☐Children	☐Providers	☐No	☐No

Data Collection Requirements

☒Client-level   ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

Risk Factors

*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1: Duration	Visits will last at least 60 minutes.
Visit Criteria 2	7 visits.
Visit Criteria 3: Location	In the home.

Note: The Individual Home/Parent Sessions occur (Children must be present for individual parent sessions):
- prior to group session 1 to conduct the pre-test assessments
- prior to group session 2 to review the pre-test assessment results
- between group sessions 14 and 15 to complete post-test assessments and,
- between group sessions 15 and 16 to review post-test results
- The remaining three individual home/parent sessions are scheduled throughout the program based on parents needs in learning the competencies presented in the program.

Group Connections	
*Group Connection Criteria 1: Duration	Group connections will last 2 1/2 hours.
Group Connection Criteria 2: Frequency	16 weekly sessions.
Group Connection Criteria 3: Group Size	Maximum of 14.

Note: Curriculum includes:

- Children's Sessions - Children's sessions are built around developmental activities that foster positive parent-child interactions and other approaches to learning as specified by NPP curriculum.
- Parenting sessions – Parenting sessions provide detailed training in child growth, healthy development, and positive interactions with children.
- Family sessions – Family sessions incorporate experiential exercises that allow parents and children to practice what they learned in either their parenting or children's sessions.

Retention Criteria: What are this program's goals for client retention?	
*Retention Criteria 1: Visits	75% of families must be retained for 7 visits.
*Retention Criteria 2: Group Connections	75% of families must be retained for 16 sessions.

Workforce Criteria: Who are the service providers implementing this program?					
Program Role	Group Facilitator - Adult	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	14
*Required Certifications and/or Training		- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - If an AmeriCorps member is recruited, a high school diploma is required along with successful completion of the certification in the Nurturing Parenting Program training by national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), the Family Nurturing Journal (FNJ), and the Family Nurturing Plan (FNP). - All group facilitators will be trained in the adult and children's curriculum.			

Program Role	Group Facilitator - Child	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	14
*Required Certifications and/or Training		- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP). - All group facilitators will be trained in the adult and children's curriculum.			

Note: Two group facilitators are required for the adult group and two group facilitators are required for the children's group.

Program Role	Program Coordinator	Minimum Education Level	High School diploma or GED	Maximum Number of Cases	N/A
*Required Certifications and/or Training		• All supervisors in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. • All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP).				

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Assessment 1: Adult-Adolescent Parenting Inventory (AAPI)	
AAPI Criteria 1	Parents will complete the Adult-Adolescent Parenting Inventory (AAPI) to assess the child rearing attitudes of the parents, with a pretest prior to group session 1 at intake during the first home visit. AAPI assessment will be utilized with all families. The service provider must enter Pre AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your agency's private NPP Assessing Parenting.com account within 5 days of assessment completion. Parents and facilitators meet to review the results of the assessments.
AAPI Criteria 2	Parents will complete the post-test between group sessions 14 and 15 or prior to exiting the program. AAPI assessment will be utilized with all families. The service provider must enter Post AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your agency's private NPP Assessing Parenting.com account within 5 days of assessment completion. Parents and facilitator meet to review the results of the assessments.
*Assessment 2: Nurturing Skills Competency Scale (NSCS)	
NSCS Criteria 1	Parents will complete the Nurturing Skills Competency Scale (NSCS) to assess their knowledge of parenting skills, and to collect demographic information. This assessment will be completed as a pretest at intake before starting program services, and a posttest annually or prior to exiting the program. The Long Version of the NSCS assessment will be utilized with all families.
NSCS Criteria 2	The service provider must enter the completed NSCS into your agencies private NPP Assessing Parenting.com account with 5 days of assessment completion. Parents and service provider meet to review the result of the assessment.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1	Program staff shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Referral Criteria 2	Facilitators will use the results of the NSCS to refer/connect families to additional interventions as necessary and beneficial–either simultaneously or as part of a planned, multi- year service continuum.

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	The Family Nurturing Journal (FNJ) is a document the PARENTS USE to monitor their progress in learning the program competencies. Parents know the lesson competencies they are responsible for learning as well as the home practice assignment they are to complete between classes. To monitor their progress, parents keep a weekly journal of the changes going on in them, their children, and their family.
Other Criteria 2	All program staff shall develop and complete for each family, a well-documented Family Goal Plan by session 4 of the group-based, the individualized services weekly session, and/or the home visitation sessions and subsequently update these plans with each family two sessions before they exit the program.

Other Criteria 3	Supervisors will hold a weekly staff meeting with program staff to provide reflective supervision and individualized reflective supervision meetings to review client recruitment and retention, standards compliance, and programmatic data reviews. All supervisors will develop staff meeting agendas and meeting minutes to be kept in the partnership's programmatic files.
Other Criteria 4	Supervisors shall attend/observe home visits with each program staff member at least twice each program year and observe parenting groups bi-monthly. Results will be used to improve model fidelity, staff meeting agenda items, and reflective supervision.
Other Criteria 5	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected to improve model fidelity.

Program Name	Nurturing Parenting – Parents & Their Infants, Toddlers & Preschoolers (Comprehensive Program)	Code	242
Program Area	Parenting		

Program Description

The First Steps funded Nurturing Parenting Program (NPP) strategy is designed to empower individuals and families with new knowledge, beliefs, strategies, and skills to make good and healthy lifestyle choices with home visitation and/or group-based parenting groups through prevention education, prevention intervention, and comprehensive programs.

Groups: Twenty-seven 2½ hour sessions meet one day a week for 27 weeks. Parents and children meet concurrently in two separate groups. Two facilitators run parents' group; two facilitators plus two volunteers run the children's group. Parents and children engage in a 30-minute Nurturing Time with games, songs, snacks and more.

Home: Fifty-five 1 ½ hour sessions meet one day a week for 55 consecutive weeks. Parents, children, and the Home Visitor work together for 30 minutes having fun and practicing skills. Parents and the Home Visitor work together for the first hour teaching nurturing parenting ideas and techniques.
The Nurturing Book for Babies and Children is utilized as the guide to build parent-child attachment. Each home visit lasts 90 minutes and 30 of the minutes is devoted to positive parent-child interaction.

The NPP adult and child Comprehensive-Parents and Their Infants, Toddlers, and Preschoolers curriculum must be used.

Partnerships funding NPP shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines. Fidelity of implementation in SC includes meeting NPP requirements along with a few SC First Steps specific additions. The following guideline includes both the NPP compliance standards and SC First Steps minimum requirements.

Unit of Service		Evidence Based?	High Intensity?
☒Families	☐Adults	☒Yes	☒Yes
☐Children	☐Providers	☐No	☐No

Data Collection Requirements

☒Client-level   ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☐No
If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

	Age Criteria	Prenatal to kindergarten entry

Risk Factors

	*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
	*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Visits (Home or Site):

	*Visit Criteria 1: Duration	Visits will be 90 minutes when offering the home visit option.

Visit Criteria 2: Frequency	55 weekly visits.
Visit Criteria 3: Location	In the home.

Note: Parents, children and the home visitor should spend at least 30 minutes having fun and practicing skills. The first hour should be teaching nurturing parenting ideas and techniques.

Group Connections	
*Group Connection Criteria 1: Duration	Group connections will last 2 1/2 hours when offering the group option.
Group Connection Criteria 2: Frequency	27 weekly sessions.
Group Connection Criteria 3: Group Size	Maximum of 15.

Note: Curriculum includes:
- Children's Sessions - Children's sessions are built around developmental activities that foster positive parent-child interactions and other approaches to learning as specified by NPP curriculum.
- Parenting sessions – Parenting sessions provide detailed training in child growth, healthy development, and positive interactions with children.
- Family sessions – Family sessions incorporate experiential exercises that allow parents and children to practice what they learned in either their parenting or children's sessions.

Retention Criteria: What are this program's goals for client retention?	
*Retention Criteria 1: Visits	75% of families must be retained for 55 visits.
*Retention 2: Group Connections	75% of families must be retained for 27 sessions.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Home Visitor	Minimum Education Level	High School diploma or GED	Maximum Number of Cases	15
*Required Certifications and/or Training		- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - If an AmeriCorps member is recruited, a high school diploma is required along with successful completion of the certification in the Nurturing Parenting Program training by national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), the Family Nurturing Journal (FNJ), and the Family Nurturing Plan (FNP).			

Program Role	Group Facilitator - Adult	Minimum Education Level	High School diploma or GED	Maximum Number of Cases	15
*Required Certifications and/or Training		- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP). - All group facilitators will be trained in the adult and children's curriculum.			

Program Role	Group Facilitator - Child	Minimum Education Level	High School diploma or GED	Maximum Number of Cases	15
*Required Certifications and/or Training		- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP). - All group facilitators will be trained in the adult and children's curriculum.			

Note: Two group facilitators are required for the adult group and two group facilitators are required for the children's group.

Program Role	Program Coordinator	Minimum Education Level	High School diploma or GED	Maximum Number of Cases	N/A
*Required Certifications and/or Training		- All supervisors in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the ASQ-3 and ASQ:SE-2 developmental Screenings. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP).			

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Assessment 1: Adult-Adolescent Parenting Inventory (AAPI)	
AAPI Criteria 1	Parents will complete the Adult-Adolescent Parenting Inventory (AAPI) to assess the child rearing attitudes of the parents, with a pretest at intake during the first home visit. AAPI assessment will be utilized with all families. The service provider must enter Pre AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your agency's private NPP Assessing Parenting.com account within 5 days of assessment completion. Parents and facilitators meet to review the results of the assessments.
AAPI Criteria 2	Parents will complete the post-test between group sessions 14 and 15 or prior to exiting the program. AAPI assessment will be utilized with all families. The service provider must enter Post AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your agency's private NPP Assessing Parenting.com account within 5 days of assessment completion. Parents and facilitator meet to review the results of the assessments.
*Assessment 2: Nurturing Skills Competency Scale (NSCS)	
NSCS Criteria 1	Parents will complete the Nurturing Skills Competency Scale (NSCS) to assess their knowledge of parenting skills, and to collect demographic information. This assessment will be completed as a pretest at intake before starting program services, and a posttest annually or prior to exiting the program. The Long Version of the NSCS assessment will be utilized with all families.
NSCS Criteria 2	The service provider must enter the completed NSCS into your agencies private NPP Assessing Parenting.com account with 5 days of assessment completion. Parents and service provider meet to review the result of the assessment.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1	Program staff shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Referral Criteria 2	Facilitators will use the results of the NSCS to refer/connect families to additional interventions as necessary and beneficial–either simultaneously or as part of a planned, multi- year service continuum.

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	The Family Nurturing Journal (FNJ) is a document the PARENTS USE to monitor their progress in learning the program competencies. Parents know the lesson competencies they are responsible for learning as well as the home practice assignment they are to complete between classes. To monitor their progress, parents keep a weekly journal of the changes going on in them, their children, and their family.
Other Criteria 2	All program staff shall develop and complete for each family, a well-documented Family Goal Plan by session 4 of the group-based, the individualized services weekly session, and/or the home visitation sessions and subsequently update these plans with each family two sessions before they exit the program.
Other Criteria 3	Supervisors will hold a weekly staff meeting with program staff to provide reflective supervision and individualized reflective supervision meetings to review client recruitment and retention, standards compliance, and programmatic data reviews. All supervisors will develop staff meeting agendas and meeting minutes to be kept in the partnership's programmatic files.
Other Criteria 4	Supervisors shall attend/observe home visits with each program staff member at least twice each program year and observe parenting groups bi-monthly. Results will be used to improve model fidelity, staff meeting agenda items, and reflective supervision.
Other Criteria 5	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected to improve model fidelity.

Program Name	Nurturing Parenting – Nurturing Fathers		Code	243
Program Area	Parenting			

Program Description

The Nurturing Father's Program (NFP) is an evidence - based, 13-week group-based program designed to teach parenting and nurturing skills to men. Each 2 ½ hour class provides proven, effective skills for healthy family relationships and child development. The group of 8 to 16 fathers meets weekly for 2½ hours.

To implement the NFP program, you must use the NFP Facilitator Manual and Workbooks as specified in the NFP guidelines.

The Nurturing Parenting Children's curriculum may be used to supplement group sessions for children.

Partnerships funding NPP shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines. Fidelity of implementation in SC includes meeting NPP requirements along with a few SC First Steps specific additions. The following guideline includes both the NPP compliance standards and SC First Steps minimum requirements.

Unit of Service		Evidence Based?	High Intensity?
☒Families	☐Adults	☐Yes	☒Yes
☐Children	☐Providers	☒No	☐No

Data Collection Requirements

☒Client-level   ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry

Risk Factors

***Risk Factor Criteria 1**	100% of families must have at least one First Steps risk factor at the time of enrollment.
***Risk Factor Criteria 2**	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Group Connections

***Group Connection Criteria 1: Duration**	Group connections will last a minimum 2 1/2 hours.
Group Connection Criteria 2: Frequency	13 weekly sessions.
Group Connection Criteria 3: Group Size	Minimum of 8 to Maximum of 16.

Note: Curriculum includes:
- Children's Sessions - Children's sessions are built around developmental activities that foster positive parent-child interactions and other approaches to learning as specified by NPP curriculum.
- Parenting sessions – Parenting sessions provide detailed training in child growth, healthy development, and positive interactions with children.
- Family sessions – Family sessions incorporate experiential exercises that allow parents and children to practice what they learned in either their parenting or children's sessions.

Retention Criteria: What are this program's goals for client retention?

*Retention Criteria	75% of families must be retained for 13 sessions.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Group Facilitator - Adult	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	16
*Required Certifications and/or Training		- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Fathers Program training by certified national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP). - All group facilitators will be trained in the adult and children's curriculum.			

Program Role	Group Facilitator - Child	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	15
*Required Certifications and/or Training		- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - If an AmeriCorps member is recruited, a high school diploma is required along with successful completion of the certification in the Nurturing Father's Facilitator's training by national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP). - All group facilitators will be trained in the adult and children's curriculum.			

Note: Two group facilitators are required for the adult group and two group facilitators are required for the children's group.

Program Role	Program Coordinator	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training		- All supervisors in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP).			

Screening and Assessment Criteria: How are program participants screened and/or assessed?

*Assessment 1: Adult-Adolescent Parenting Inventory (AAPI)

AAPI Criteria 1	Parents will complete the Adult-Adolescent Parenting Inventory (AAPI) to assess the child rearing attitudes of the parents, with a pretest at intake during the first home visit. AAPI assessment will be utilized with all families. The service provider must enter Pre AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your agency's private NPP Assessing

	Parenting.com account within 5 days of assessment. Parents and facilitators meet to review the results of the assessments.
AAPI Criteria 2	Parents will complete the post-test between group sessions 14 and 15 or prior to exiting the program. AAPI assessment will be utilized with all families. The service provider must enter Post AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your agency's private NPP Assessing Parenting.com account within 5 days of assessment. Parents and facilitator meet to review the results of the assessments.
*Assessment 2: Nurturing Skills Competency Scale (NSCS)	
NSCS Criteria 1	Parents will complete the Nurturing Skills Competency Scale (NSCS) to assess their knowledge of parenting skills, and to collect demographic information. This assessment will be completed as a pretest at intake before starting program services, and a posttest annually or prior to exiting the program. The Long Version of the NSCS assessment will be utilized with all families.
NSCS Criteria 2	The service provider must enter the completed NSCS into your agencies private NPP Assessing Parenting.com account with 5 days of assessment completion. Parents and service provider meet to review the result of the assessment.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1	Program staff shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Referral Criteria 2	Facilitators will use the results of the NSCS to refer/connect families to additional interventions as necessary and beneficial–either simultaneously or as part of a planned, multi- year service continuum.

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	- Two (2) comprehensive Facilitator's Manuals with step-by-step instructions for achieving specific learning objectives during each 2½ hour weekly group meeting. - Twenty (20) companion Father's Journals, an interactive workbook completed by each group member to enhance their knowledge and growth. - A set of charts/posters to be used as teaching aids. An audio tape with prerecorded guided visualization activities. - Evaluation forms and certificates of achievement.
Other Criteria 2	The Family Nurturing Journal (FNJ) is a document the PARENTS USE to monitor their progress in learning the program competencies. Parents know the lesson competencies they are responsible for learning as well as the home practice assignment they are to complete between classes. To monitor their progress, parents keep a weekly journal of the changes going on in them, their children, and their family.
Other Criteria 3	All program staff shall develop and complete for each family, a well-documented Family Goal Plan by session 4 of the group-based, the individualized services weekly session, and/or the home visitation sessions and subsequently update these plans with each family two sessions before they exit the program.
Other Criteria 4	Supervisors will hold a weekly staff meeting with program staff to provide reflective supervision and individualized reflective supervision meetings to review client recruitment and retention, standards compliance, and programmatic data reviews. All supervisors will develop staff meeting agendas and meeting minutes to be kept in the partnership's programmatic files.
Other Criteria 5	Supervisors shall attend/observe home visits with each program staff member at least twice each program year and observe parenting groups bi-monthly. Results will be used to improve model fidelity, staff meeting agenda items, and reflective supervision.
Other Criteria 6	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected to improve model fidelity.

Program Name	Strengthening Families Preschool		Code	247
Program Area	Parenting			

Program Description

The Strengthening Families Program (SFP) is a nationally and internationally recognized parenting and family strengthening program for high-risk families. The program curriculum includes:

- Children's sessions – Children's sessions are built around developmental activities that foster positive parent-child interactions and other approaches to learning as specified by SFP curriculum.
- Parenting sessions – Parenting sessions provide detailed training in child growth, healthy development, and positive interactions with children.
- Family sessions – Family sessions incorporate experiential exercises that allow parents and children to practice what they learned in either their parenting or children's sessions.

By participating in SF's 14-session parent training program, families have shown significant improvement in parenting skills, family relationships, problem behaviors, delinquency and alcohol and drug abuse in children, social competencies, and school performance.

Partnerships funding SFP shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines.

Unit of Service		Evidence Based?	High Intensity?
☒Families	☐Adults	☒Yes	☒Yes
☐Children	☐Providers	☐No	☐No

Data Collection Requirements

☒Client-level   ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	3 years to kindergarten entry

Risk Factors

*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Group Connections

*Group Connection Criteria 1: Duration	Group connections will last 2.5 hours
Group Connection Criteria 2: Frequency	14 weekly sessions
Group Connection Criteria 3: Group Size	4 – 14 families

Note: Programs shall offer group-based services to includes dinner together, parent class and children's class, and family time to close the session. The duration of family sessions will span over 14 weeks.

Retention Criteria: What are this program's goals for client retention?

*Retention Criteria	75% of families must be retained for a minimum of 14 sessions.

Workforce Criteria: Who are the service providers implementing this program?					
Program Role	Program Coordinator	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training		Each Strengthening Families program coordinator shall attend a two-to-three-day training covering the following topics: - background of Strengthening Families as evidence-based strategy recruitment and retention of families - overview of the curriculum - facilitation groups (practical requirements and strategies for delivering group) - ethical situations - specific instruction and practical experience implementing Strengthening Families. In addition, each program coordinator shall be trained to lead both parenting and children's sessions. 2 years of supervisory experience and/or or supervised working experience in the field is recommended. All staff providing supervision and/or program oversite must have completed the SFP training.			
Program Role	Group Leader - Adult	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	14
*Required Certifications and/or Training		Each Strengthening Families program coordinator shall attend a two-to-three-day training covering the following topics: - background of Strengthening Families as evidence-based strategy recruitment and retention of families - overview of the curriculum - facilitation groups (practical requirements and strategies for delivering group) - ethical situations - specific instruction and practical experience implementing Strengthening Families. In addition, each program coordinator shall be trained to lead both parenting and children's sessions.			
Program Role	Group Leader - Children	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	14
*Required Certifications and/or Training		Each Strengthening Families program coordinator shall attend a two-to-three-day training covering the following topics: - background of Strengthening Families as evidence-based strategy recruitment and retention of families - overview of the curriculum - facilitation groups (practical requirements and strategies for delivering group) - ethical situations - specific instruction and practical experience implementing Strengthening Families. In addition, each program coordinator shall be trained to lead both parenting and children's sessions.			
Note: Program must have at least four effective group leaders, two to run the children's groups and two for the parent's groups, and a program or site coordinator.					

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Assessment 1: Retrospective Pre-Test	
Pre-Test Criteria 1	Assessment should be completed the week prior to the beginning of the 14-week family sessions

Pre-Test Criteria 2	The goal is 100% of eligible parent/caregiver participants be assessed using the Retrospective Pre-Test. 80% is the minimum requirement for compliance.
*Assessment 2: Post-Test	
Post-Test Criteria 1	Assessment should be completed the week after the 14-week family sessions have ended.
Post-Test Criteria 2	The goal is 100% of eligible parent/caregiver participants be assessed using the post-test. 80% is the minimum requirement for compliance.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria	Program Staff shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to services as necessary, and follow up as feasible to ensure that appropriate connections have been established.
Other Criteria 2	Strengthening families program group facilitators must complete Participant Progress forms following each session.
Other Criteria 3	Supervisors hold a weekly staff meeting with program staff to provide reflective supervision and weekly individualized reflective supervision meetings to review client recruitment and retention, guideline compliance, and programmatic data reviews.

PRE-LITERACY

Program Name	Motheread/Fatheread		Code	202
Program Area	Pre-Literacy			

Program Description

Motheread/Fatheread is a literacy intervention used to improve literacy outcomes for children by increasing the quality and frequency of parent–child shared reading activities in the home. Adults and children can learn to use the power of literacy to discover more about themselves, their families, and their communities. Curricula includes classes for parents, other adults, early childhood professionals, adult educators, and childcare instructors. Group meetings must adhere to the Motheread/Fatheread Teacher's Guide.

Partnerships funding Motheread/Fatheread shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines. Fidelity of implementation in SC includes meeting Motheread/Fatheread requirements along with a few SC First Steps specific additions. The following guideline includes both the Motheread/Fatheread compliance standards and SC First Steps minimum requirements.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☒Adults	☐Yes	☐Yes
☐Children	☐Providers	☒No	☒No

Data Collection Requirements

☒Client-level　　☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?　　☐Yes　　☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

Risk Factors

***Risk Factor Criteria 1**	100% of families must have at least one First Steps risk factor at the time of enrollment.
***Risk Factor Criteria 2**	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Group Connections

Group Connection Criteria 1: Duration	Group connections will be at least 90 minutes
Note: Group meetings must adhere to the Motheread/Fatheread Teacher's Guide.	
Group Connection Criteria 2	Groups last 8 to 12 weeks.
Group Connection Criteria 3: Group Size	All groups must range between 5 to 15 participants that begin and complete a group series as a cohort.

Retention Criteria: What are this program's goals for client retention?

Retention Criteria	75% of families must have completed at minimum 20 hours of instruction.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Group Facilitator	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	15
***Required Certifications and/or Training**		• All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field. • Motheread/Fatheread group facilitators must complete the three-day Motheread Institute before implementing the program with a training emphasis on birth to 5 population.			

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
Assessment 1: Test of Adult Basic Education (TABE)	
TABE Criteria	All group facilitators must complete, at minimum, baseline and post assessments of the primary adult client identified within each enrolled case using the TABE (Test of Adult Basic Education). The testing schedule should align with adult education assessment policy as set by SCDE.
Note: This is only required if the program is delivered within a Family Literacy Program.	

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1	Group facilitators shall maintain (within the designated First Steps Data Collection System) referral records to include information on the outcome/disposition of each First Steps-initiated referral.
Referral Criteria 2	Families will be referred to Help Me Grow to access developmental screenings and resources.
Note: Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up to ensure that appropriate connections have been established.	

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	Other assessments of the Motheread/Fatheread Program shall be administered in accordance with instruction in the Motheread/Fatheread Teacher's Guide. They include the "Daily Out of Class Record Log" and "End of Class Evaluation Form".
Other Criteria 2	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected to improve model fidelity.

Program Name	**Library Based and Other Learning Programs**	**Code**	209
Program Area	Pre-Literacy		

Program Description

First Steps library based, and other learning programs, connects librarians with child care programs and preschool classrooms, providing books, storytelling, and staff training. These programs can look different for each partnership, based on family, provider, and community needs.

All partnerships must submit a "library-based and other learning programs" implementation plan to include a description of the program and its components. This plan will be submitted to the Program and Grants subcommittee for approval prior to implementation.

Unit of Service		**Evidence Based?**	**High Intensity?**
☐Families	☐Adults	☐Yes	☐Yes
☒Children	☐Providers	☒No	☒No

Data Collection Requirements

☐Client-level ☒Monthly outputs

If monthly outputs, is client-level data required by model elsewhere? ☐Yes ☒No

If yes, client-level data required by model elsewhere, then name of external data system(s):

If Yes, Monthly Outputs Data Required	
☒Books Distributed	☒Referrals Made
☒Books Read	☐Total Number of Health Screenings
☒Literacy Kits Given	☐Total Number of One-on-One Client Visits
☒Children 0-5 Served (unduplicated)	☐Total Number of One-on-One Client Visit Hours
☒Families Served (unduplicated)	☐Group Meetings, Trainings, Events: Number of Sessions
☒Adult Family Members Served (unduplicated)	☐Group Meetings, Trainings, Events: Number of Hours
☐Providers Served (e.g., Schools, Centers)	☐Group Meetings, Trainings, Events: Total Attendance
☐Classrooms Served (unduplicated)	☐Other (please specify):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Birth to kindergarten entry.

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 2: Frequency	1 per month.

Note: Visits are determined by program design but should include at least monthly engagement (or the equivalent of monthly with the number of visits during the program year) with children and/or families.

Engagement activities include, but are not limited to:
- Storytime at library or by librarian at child care programs.
- Art, music, or other supplemental activities to existing library programming.
- Special programming for a specific purpose (e.g., Kindergarten or 4K readiness).

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Activity Provider	**Minimum Education Level**	No diploma or degree	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training		Expertise in the topic area that he/she is delivering training as determined by their educational qualifications and experience.			

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	A connection to the library will be established either through program delivery or connecting participating families with the local library.
Other Criteria 2	Programs that connect with child care programs can provide literacy training for teachers and staff.

Program Name	Dolly Parton Imagination Library		Code	212
Program Area	Pre-Literacy			

Program Description

Dolly Parton's Imagination Library is program dedicated to inspiring a love of reading by gifting books free of charge to children from birth to age five. With the understanding that DPIL enrollment is open to all age-eligible children, partnerships are encouraged to target DPIL enrollment to children 3 and under. DPIL studies indicate that longer program participation is associated with stronger home literacy environments and greater frequency of parents reading to children.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☐Adults	☐Yes	☐Yes
☒Children	☐Providers	☒No	☒No

Data Collection Requirements

☐Client-level   ☒Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☒No

If yes, client-level data required by model elsewhere, then name of external data system(s):

If Yes, Monthly Outputs Data Required	
☒Books Distributed	☐Referrals Made
☐Books Read	☐Total Number of Health Screenings
☐Literacy Kits Given	☐Total Number of One-on-One Client Visits
☒Children 0-5 Served (unduplicated)	☐Total Number of One-on-One Client Visit Hours
☐Families Served (unduplicated)	☐Group Meetings, Trainings, Events: Number of Sessions
☐Adult Family Members Served (unduplicated)	☐Group Meetings, Trainings, Events: Number of Hours
☐Providers Served (e.g., Schools, Centers)	☐Group Meetings, Trainings, Events: Total Attendance
☐Classrooms Served (unduplicated)	☐Other (please specify):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

Note: Partnerships are encouraged to target DPIL enrollment to children 3 and under.

Reach Criteria: What are this program's goals for client reach

Reach Criteria:	Because DPIL incorporates a low-intensity, passive service delivery model, it should be used to supplement more comprehensive forms of service. For the purposes of meeting the integration requirements established in other standards categories, however, the DPIL will not be considered an intervention to which parenting programs or scholarships may be linked for credit.

Other Criteria: Finance Requirements Specific to South Carolina First Steps

*Other Criteria 1	Partnerships administering an Imagination Library strategy must devote 75% or more of strategy funds to the procurement of books. Programs seeking a waiver of this 25% cap on non-book related spending must petition the State Board of Trustees, providing a detailed accounting of all strategy-related spending.
*Other Criteria 2	Due to DPIL's requirement that services be provided to any age-eligible child within the partnership's service area – i.e., the partnership may not restrict DPIL enrollment to children at risk for not being ready for school - a

	cash match of at least 25% is required for state funds committed to the DPIL strategy for the procurement of books.

Program Name	Raising a Reader		Code	218
Program Area	Pre-Literacy			

Program Description

Raising a Reader (RAR) Classic Red Book Bag Program fosters family bonding moments and develops critical literacy and social-emotional skills through shared reading. Families engage in a routine of daily "book-cuddling" with their children to foster healthy brain development, parent-child bonding, and early literacy skills critical for school success. RAR-Enhanced has been shown to be effective in increasing children's oral language and reading comprehension when implemented in conjunction with parent literacy training.

Central components include informal professional development for early childhood educators, a weekly book rotation, parent engagement, child-driven literacy experiences, and library connections. It is intended to be implemented as a family literacy supplement to a center or home-based early learning and development program such as Head Start/Early Head Start, childcare, home visitation, or family literacy.

Unit of Service		Evidence Based?	High Intensity?
☒Families	☐Adults	☐Yes	☒Yes
☐Children		☒No	☐No
☐Providers			

Data Collection Requirements

☒Client-level ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere? ☐Yes ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

Note: With the understanding that RAR enrollment is open to all age-eligible children (birth to kindergarten entry) partnerships are encouraged to target RAR-enrollment to children 3 and under.

Risk Factors

*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Group Connections

*Group Connection Criteria 1: Duration	Group connections will last a minimum of 1 hour.
*Group Connection Criteria 2: Frequency	Families shall be offered a minimum of 5 sessions during the program year.

Retention Criteria: What are this program's goals for client retention?

Retention Criteria	60% of families must attend 75% of sessions offered during the program year.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	RAR Implementer	**Minimum Education Level**	No diploma or degree	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training		All implementers must attend two trainings conducted by the coordinator. Training must include a kickoff orientation and implementer skill building training outlined in affiliate agreement. Implementers must receive onsite			

coaching at least once per year as part of a coordinator visit. Appropriate personnel should also be trained in any screenings or assessments used by the program.

Program Role	RAR Coordinator	Minimum Education Level	No diploma or degree	Maximum Number of Cases	N/A
*Required Certifications and/or Training		RAR- coordinators must attend an RAR National Coordinator Training. The RAR parent survey, site rubric and/or other tools can be used to assess implementation of the RAR program.			

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Assessment 1: Parent Survey	
Pre-assessment & Post-assessment Criteria	RAR Parent Surveys (baseline and follow-up or retrospective surveys) are to be administered to determine behavior change in parents and children from the list of appropriate assessment; DIBELS, PPVT, Creative Curriculum, and PALS. 80% of families will complete the baseline and either the follow-up or retrospective surveys.
Note: Pre-assessment should be completed with all parents at a baseline during the time of enrollment. Post assessment should be completed with all parents at the end of the program or when the family leaves the program.	

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to services as necessary, and follow up as feasible to ensure that appropriate connections have been established.
Other Criteria 2	Each local partnership must secure and maintain affiliate status throughout the duration program. Services are to be delivered following program guidelines and include parent literacy components.
Other Criteria 3	he RAR Online Affiliate Network is available to Affiliates via a password-protected area of Raising A Reader's web site. This network enables Affiliates to share best practices, access Raising A Reader tools and templates, view newsletters and sustainability archives, and see the most up-to-date RAR calendar.
Other Criteria 4	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
Other Criteria 5	Families are connected to their local library to continue building a lifelong habit of reading. This can be accomplished through library card ownership and connection to services and programming through the library.

Program Name	Reach Out and Read	Code	219
Program Area	Pre-Literacy		

Program Description

Reach Out and Read (ROR) is a nonprofit organization that seeks to improve family literacy through pediatric care settings. The program gives young children in low-income families a foundation for success by incorporating books into pediatric care settings and encouraging families to read aloud together. Intended outcomes are more frequent reading at home and improvements in children's language development.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☐Adults	☒Yes	☐Yes
☒Children	☐Providers	☐No	☒No

Data Collection Requirements

☒Client-level   ☒Semiannual outputs

If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☒No

If yes, client-level data required by model elsewhere, then name of external data system(s):

If Yes, Monthly Outputs Data Required	
☒Books Distributed	☐Referrals Made
☐Books Read	☐Total Number of Health Screenings
☐Literacy Kits Given	☐Total Number of One-on-One Client Visits
☒Children 0-5 Served (unduplicated)	☐Total Number of One-on-One Client Visit Hours
☐Families Served (unduplicated)	☐Group Meetings, Trainings, Events: Number of Sessions
☐Adult Family Members Served (unduplicated)	
☐Providers Served (e.g., Schools, Centers)	☐Group Meetings, Trainings, Events: Number of Hours
☐Classrooms Served (unduplicated)	☐Group Meetings, Trainings, Events: Total Attendance
	☐Other (please specify):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.	

Note: Must be patient in participating clinics.

Risk Factors

Risk Factor Criteria	Low-income and low literacy families.

Other Criteria: Are there other program criteria that exist?

Other Criteria 1	All data must be entered within the First Steps Data Collection System. Data is usually received in March and September.

Other Criteria 2: Client Responsibility	• Clinic must be engaged, assessed for readiness in partnership with ROR Carolinas office, and then apply for and be approved by the Reach Out and Read National Center.
	• In the application phase, clinics will identify a Medical Champion—the pediatric care MD, DO, NP, or PA who will champion the cause and:
	  a. Ensure that Reach Out and Read best practices are implemented throughout the pediatric or family practice department.
	  b. Foster discussion of and create support for efficient systems (book delivery to the exam room).
	  c. Assure compliance with requisite online training by provider staff.

	d. Share relevant information with medical providers on early literacy and language development and Provider Bulletins that Reach Out and Read makes available from time to time.
	    e. Act as the medical "face" of the program; connect with the executive leadership of the health center, clinic, or practice.
	
	• Clinic must follow all expectations of Reach Out and Read, including provider training, collecting routine data, and determining how books will be supplied.
	
	• Clinic/community partners must communicate with ROR of the Carolinas to:
	    a. Comply with all ROR intervention requirements and agreements, as outlined in MOA.
	    b. Communication with RORC team about program integration, including and funding available for programs.
	
	• In the application phase, clinics will also identify the Program Coordinator--a staff member familiar with the clinic, staff, and patient population, and who will:
	    a. Support the Medical Consultant and is responsible for administrative aspects.
	    b. Order the books.
	    c. Track the number of books distributed.
	    d. Help to complete the semi-annual Progress Reports.
	    e. Ensue a literacy-rich environment.
	    f. Coordinate volunteer readers (if any).
	    g. Communication with the RORC team/Program Specialist.
	    h. Support the RORC annual parent survey process.

EARLY CARE AND EDUCATION PROGRAMS

Program Description

The Office of Head Start awards grants to public and private agencies on a competitive basis to provide comprehensive services to specific communities. First Steps Local Partnerships Early Head Start (EHS) grantees, in compliance with federal requirements, operate EHS programs that serve infants and toddlers under the age of 3, and pregnant women. EHS programs provide intensive, comprehensive child development and family support services to low-income infants and toddlers and their families, and to pregnant women and their families. Program options for Early Head Start that Local Partnerships offer include:

- **Home-based services:** The full range of Early Head Start services are provided through weekly home visits to each enrolled child and family. The home visitor provides child-focused visits that promote the parents' ability to support their child's development. These visits last about an hour and a half each. About twice per month, the program offers opportunities for parents and children to come together as a group for learning, discussion, and social activity.
- **Center-based services:** Education and child development services are delivered primarily in classroom settings, which are located in an Early Head Start center, school, or child care center. Staff members also visit family homes at least twice per year.

Early Head Start programs operated by Local Partnerships must comply with all federally mandated policies, reporting requirements, and performance standards established by the Office of Head Start.

Unit of Service		Evidence Based?	High Intensity?
☒Families	☐Adults	☒Yes	☒Yes
☐Children	☐Providers	☐No	☐No

Data Collection Requirements

☐Client-level ☒Annual outputs

If monthly outputs, is client-level data required by model elsewhere? ☐Yes ☒No

If yes, client-level data required by model elsewhere, then name of external data system(s):

If Yes, Annual Outputs Data Required	
☐Books Distributed	☒Referrals Made
☐Books Read	☐Total Number of Health Screenings
☐Literacy Kits Given	☒Total Number of One-on-One Client Visits
☒Children 0-5 Served (unduplicated)	☒Total Number of One-on-One Client Visit Hours
☒Families Served (unduplicated)	☒Group Meetings, Trainings, Events: Number of Sessions
☒Adult Family Members Served (unduplicated)	☒Group Meetings, Trainings, Events: Number of Hours
☒Providers Served (e.g., Schools, Centers)	☒Group Meetings, Trainings, Events: Total Attendance
☐Classrooms Served (unduplicated)	☒Other (please specify): Number of Home Based and Number of Center Based

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to 3 years old

Service Criteria: How is this program implemented?

Visits (Home or Site):

Visit Criteria	The facilities used by an Early Head Start program must meet Early Head Start requirements and SC Department of Social Services (SC DSS) licensing requirements. When licensing requirements vary

from Early Head Start requirements, the most stringent provision takes precedence.

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	All data must be entered within the First Steps Data Collection System twice per year (Q2 and Q4).
Other Criteria 2	Local Partnership operated EHS programs must comply with all federally mandated policies, reporting requirements, and performance standards established by the Office of Head Start.
Other Criteria 3	Local Partnership operated EHS programs must comply with all programmatic, reporting, and licensing criteria established by SC DSS.

Program Name	Literacy, Early Math, and Preparation for Kindergarten (LEAP for K)	Code	323
Program Area	Early Care and Education		

Program Description

The LEAP for Kindergarten program provides supplemental instructional support for preschool students (3K and 4K) through individualized and small-group sessions led by a **School Readiness Support Specialist (SRSS)**. The program focuses on strengthening early literacy and numeracy skills, with its instructional priorities identified through classroom assessments and teacher input. These supplemental instructional services provide targeted support to students that is not otherwise available through the school district, child care provider, or other existing programs.

Instruction within the program is aligned with the existing classroom curriculum to ensure continuity of learning. LEAP for Kindergarten is intended to complement, not replace, core instruction provided by classroom teachers.

Program implementation, coordinated by the SRSS, emphasizes collaboration with the teachers, school, and district to identify student needs, monitor progress, and adjust instruction accordingly.

All partnerships must submit an implementation plan to include a description of the program and its components. This plan will be submitted to the Program and Grants subcommittee for approval prior to implementation.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☐Adults	☒Yes	☒Yes
☒Children	☐Providers	☐No	☐No

Data Collection Requirements

☒Client-level   ☒Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☒No

If yes, client-level data required by model elsewhere, then name of external data system(s):

If Yes, Monthly Outputs Data Required	
☒Books Distributed	☒Referrals Made
☐Books Read	☐Total Number of Health Screenings
☐Literacy Kits Given	☒Total Number of One-on-One Client Visits
☒Children 0-5 Served (unduplicated)	☒Total Number of One-on-One Client Visit Hours
☐Families Served (unduplicated)	☒Group Meetings, Trainings, Events: Number of Sessions
☐Adult Family Members Served (unduplicated)	☒Group Meetings, Trainings, Events: Number of Hours
☒Providers Served (e.g., Schools, Centers)	☒Group Meetings, Trainings, Events: Total Attendance
☐Classrooms Served (unduplicated)	☐Other (please specify):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria   3K to kindergarten entry.

Note: Children enrolled in early education classrooms.

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1: Duration   Minimum of 30-minutes.

*Visit Criteria 2: Frequency 1 **Please choose the option that is most preferred by the partner**	School Readiness Support Specialists (SRSS) will conduct one-on-one or small group sessions with participating children at least once per week, in alignment with the school schedule. These sessions will be held for a minimum of 36 weeks throughout the school year, with students expected to maintain at least 75% attendance. The sessions will follow the schedule and guidelines established by the school district.
Visit Criteria 3: Frequency 2	Tutors will meet with classroom teacher at least monthly to discuss children's progress and plan for future tutoring sessions based on student needs. Tutor and/or Executive Director may also meet with the school administrator.
Visit Criteria 4: Location	Visits must occur in-person at the early education site. Visits may be supplemented, but not replaced, by additional phone consultation, email correspondence, and/or shorter drop in visits.

Workforce Criteria: Who are the service providers implementing this program?					
Program Role	School Readiness Support Specialist	**Minimum Education Level**	Associates or two-year degree	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training	- Associate degree in Early Childhood Education or a related field - At least two years' experience in the field of Early Childhood Education - A partnership may seek a waiver in writing from their SC First Steps Program Officer if an individual does not meet the above work or school qualifications. If approved, the SC First Steps Early Care and Education team will assist the partnership in additional onboarding and training of the new staff member.				

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
Assessments	
*Assessment Criteria	By the end of the program year, at least 80% of children served will complete required assessments (GOLD or myIGDIs) at the required intervals to determine developmental growth.

Success Criteria: How is success in this program defined for participants?	
Success Criteria	Children receiving individualized or small group support services should show growth on assessment tools and/or improvement in mastery of learning concepts to prepare him/her for kindergarten.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System monthly. Data entries will be checked monthly to ensure model fidelity.
Other Criteria 2	Enrolled students must be prioritized by the classroom teacher as in need of services and support as identified by student assessment information (ex., Teaching Strategies GOLD, the myIGDIS, and/or other federal- or state-approved assessment(s)).
Other Criteria 3: Book and Materials Distribution	Enhanced Early Education strategies may include materials and resource distribution to the focus classrooms. Materials and books distribution are defined as the following: **Materials Distribution:** Partnerships purchase supplemental materials for early childhood classrooms to enhance and support learning activities. Materials may also be distributed to children to take home to extend classroom learning in the home environment.

	Book Distribution: Partnerships may distribute take-home books to children in focus classroom to promote shared reading time and foster healthy brain development, parent-child bonding, and early literacy skills.
Note: This component of the strategy requires monthly check ins with the classroom teachers and/or school administrators to ensure that materials distributed are aligned to classroom learning. Materials and books must receive prior approval by the classroom teacher before purchase and distribution. If the local partnership has a Child Care Coaching program, it is recommended that the local partnership child care coach is involved in the selection of materials and books to the classroom in coordination with the classroom teacher.	
Other Criteria 4	If LEAP for Kindergarten takes place in a school district setting, SC First Steps funds shall not be used to supplant – or in place of – any other resources or materials that would otherwise be provided by the school district. A letter from the school district must be provided annually stating that school district funds would not otherwise be spent on providing the materials and services delivered by the First Steps Local Partnerships through the LEAP for Kindergarten strategy.
Other Criteria 5	Tutoring support must adhere to the research-based curriculum model used by the classroom. The classroom teacher shall determine and specify the focus of the tutoring session based on the specific need-areas of the child.
Other Criteria 6	Client satisfaction surveys (e.g., families served, early childhood teachers whose classrooms receive services, or principals/directors of child care providers) will be administered at least annually.

Program Name	Early Education Program Support (3K)		Code	330
Program Area	Early Care and Education			

Program Description

Through Early Education Program Support, Local Partnerships partner with licensed child care programs to provide operational oversight and/or funding, including support for staff salaries, benefits, and classroom materials.

Child Care programs supported by Local Partnerships programs must be licensed by SC Department of Social Services (SC DSS), and be rated, or in the process of being rated, by the state's existing child care quality infrastructure, ABQ Quality.

The child care program and the Local Partnership must have a contract in place which must be submitted to SC First Steps prior to the implementation of services. This program shall be implemented exclusively in 3K classrooms unless the State Office of First Steps grants explicit written approval with sound justification for an alternative preschool setting.

All partnerships must submit an implementation plan to include a description of the program and its components. This plan will be submitted to the Program and Grants subcommittee for approval prior to implementation.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☐Adults	☒Yes	☒Yes
☐Children	☒Providers	☐No	☐No

Data Collection Requirements

☐Client-level　　☒Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?　☐Yes　☒No

If yes, client-level data required by model elsewhere, then name of external data system(s):

If Yes, Monthly Outputs Data Required	
☒Books Distributed	☒Referrals Made
☐Books Read	☒Total Number of Health Screenings
☐Literacy Kits Given	☐Total Number of One-on-One Client Visits
☒Children 0-5 Served (unduplicated)	☐Total Number of One-on-One Client Visit Hours
☒Families Served (unduplicated)	☐Group Meetings, Trainings, Events: Number of Sessions
☐Adult Family Members Served (unduplicated)	
☒Providers Served (e.g., Schools, Centers)	☐Group Meetings, Trainings, Events: Number of Hours
☐Classrooms Served (unduplicated)	☐Group Meetings, Trainings, Events: Total Attendance
	☐Other (please specify):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Birth to kindergarten entry.

Service Criteria: How is this program implemented?

Visits (Home or Site):

Visit Criteria: Frequency	Local Partnerships partnering with licensed child care programs to provide operational oversight and/or funding must conduct monitoring visits to the child care program at least monthly.

Workforce Criteria: Who are the service providers implementing this program?

Required Certifications and/or Training	Requirements for Caregivers: Workforce criteria for any person whose duties include direct care, supervision, and guidance of children in a child care facility are included in SECTION 63-13-30 of [South Carolina Child Care Licensing Law](#). The Local Partnership and/or child care program may require additional qualifications and experience for the staff.

Screening and Assessment Criteria: How are program participants screened and/or assessed?

*Assessment: Classroom Assessment Scoring System (CLASS)

CLASS Criteria 1	Each classroom receiving funding from the First Step Local Partnership shall receive a baseline assessment with the appropriate CLASS assessment tool within 90 days of the start of the program year, with a post assessment conducted at least 6 months later (prior to the end of the program year), and annually thereafter in the event that a single classroom is served across fiscal multiple fiscal years.
CLASS Criteria 2	In the event that technical assistance is provided on a center-wide basis (entailing three or more focus classrooms), at least 1/3 of all classrooms shall be assessed according to the timeline above.
CLASS Criteria 3	Environment assessments must be conducted by assessors who hold current CLASS observer certification through Teachstone, Inc
CLASS Criteria 4	The baseline and post assessments must be completed by an assessor who meets the criteria listed above and is **not** the assigned TA provider for the classroom.

Success Criteria: How is success in this program defined for participants?

Success Criteria	Program's advancement within South Carolina's existing quality infrastructure (the ABC Quality Rating and Improvement System) and/or its improvement on the CLASS assessment.

Referral Criteria: What are this program's requirements for client referrals and connections?

Referral Criteria 1: Referrals	Participating families should connect with a pediatric, medical, home, and other community services as appropriate.
Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year.

Other Criteria: Are there other program criteria that exist?

*Other Criteria 1	All data must be entered within the First Steps Data Collection System monthly. Data entries will be checked monthly to ensure model fidelity.
Other Criteria 2	The partnership between the child care program and the Local Partnership must have a contract in place which must be submitted to SC First Steps prior to the implementation of services. The contract must contain, at minimum: • The parties in agreement, and their roles • Detailed and specific outline of the arrangement, including scope of services, target audience, delivery expectations, and time limit (if any) on the agreement • Payment details, or details of services and obligations of each party • Evaluation of performance and delivery • Consequences for failing to live up to expectations • Conditions for ending or canceling the contract (if any) • Conditions for changing the contract • Signatures, date
Other Criteria 3	Child care programs that are supported by Local Partnerships must comply with all programmatic, reporting, and licensing criteria established by SC DSS and ABC Quality .

Other Criteria 4	Each child care provider site shall receive at least two monitoring and coaching visits annually, conducted by the South Carolina First Steps Child Care Quality Coordinator.

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Program Name	Child Care Coaching	**Code**	601
Program Area	Early Care and Education		

Program Description

The SC First Steps Child Care Coaching programs are intended to produce measurable improvements in the quality of care and education provided to young children by providing on-site coaching tailored to the needs of local child care providers, using the evidence-based coaching framework, Practice-Based Coaching. These programs may operate as center-wide or classroom-focused quality improvement initiatives and shall implement the evidence-based Practice-Based Coaching framework.

Success is determined by a child care program's advancement within South Carolina's existing quality infrastructure (the ABC Quality Rating and Improvement System) and/or its improvement on an approved program quality measure.

Unit of Service		**Evidence Based?**	**High Intensity?**
☐Families ☐Adults		☒Yes	☐Yes
☐Children ☒Providers		☐No	☒No
Data Collection Requirements			

☐Client-level ☐Monthly outputs ☒Child Care Provider
If monthly outputs, is client-level data required by model elsewhere? ☐Yes ☒No
If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

*Child Care Provider Criteria

- Participating child care providers shall be selected through a competitive application process in accordance with qualifications established by SC First Steps.

- All participating child care programs, centers, faith-based, family home, and group home, must be licensed or registered with the SC Department of Social Services (SC DSS).
- Registered family home providers receiving SC First Steps QE funds shall document their voluntary completion of 15 hours of professional development annually, mirroring the DSS requirements for licensed, center-based providers.
- Centers participating in First Steps-funded coaching must permit the on-site delivery of "natural environment" services/therapies to children eligible under the Individuals with Disabilities Education Act (IDEA).
- It is strongly recommended that participant directors and classroom staff complete, or plan to complete, ECD 101 (or comparable coursework) Documentation of staff education levels and certifications are to be entered in the FSDC.

Service Criteria:	How is this program implemented?

All Coaches will use Practice-Based Coaching when providing coaching services to child care providers
Visits-Focused Observation

Coaches will sign a Teacher/Coach Agreement with all coachees outlining commitments that each person has in the coaching relationship. Coaches will use a template provided by SC First Steps and will add provider specific information, as needed.

*Focused Observation Criteria 1: Duration	Focused Observations should be between 45-60 minutes in classrooms, with a 15-20 minute debrief after the observation
*Focused Observation Criteria 2: Frequency	Coaches are required to provide on-site coaching at least twice monthly as part of their coaching services, via employee or contracted staff. Coaches are encouraged to visit with coachees in their classroom weekly.
Note: Two or more visits to the same site on a single day shall be considered a single visit of increased duration.	
Focused Observation Criteria 3: Location	Visits must occur in-person at the child care provider site, in the coachee's classroom. They may also entail meeting with the administrator, an individual classroom visit, and/or multiple classroom visits. Visits may be supplemented, but not replaced, by additional phone consultation, email correspondence, and/or shorter drop in visits
Focused Observation Criteria 4: Follow Up	Coaches are required to send a coaching session summary by email to coachees within 24 hours of each focused observation.

Visits-Reflection and Feedback

Reflection and Feedback Criteria 1: Duration	Reflection and Feedback sessions should be between 15-20 minutes, occurring on the same day as the focused observation.
Reflection and Feedback Criteria 2: Frequency	These will occur after EVERY Focused Observation.
Reflection and Feedback Criteria 3: Location	Coaches are encouraged to conduct them in person at the childcare program. Accommodations can be made for childcare programs that cannot offer coverage for teachers to leave the classroom

Retention Criteria:	What are this program's goals for client retention?

Retention Criteria	The SC First Steps Child Care Coaching program emphasizes a relationship-based technical assistance approach to support the professional growth and development of the child care provider staff. It is strongly recommended that SC First Steps Coaching programs commit to working with a child care provider for two to three fiscal years, contingent upon both parties adhering to the Memorandum of Agreement.

Workforce Criteria:	Who are the service providers implementing this program?

Program Role	Coach		Varies based on provider size
	Maximum Number of Cases		
		Minimum Education Level	Associates or two-year degree
Required Certifications and/or Training			• Associate degree in Early Childhood Education, Child Development, or a related field. • At least two years' experience in the field of Early Childhood Education. • A partnership may seek a waiver in writing from their SC First Steps Program Officer if an individual does not meet the above work or

	school qualifications. If waiver is approved, n those cases, the SC First Steps Early Care and Education team will assist the partnership in additional onboarding and training of the new staff member. • Participation in ongoing professional development with a total of 30 clock hours of training every 3 years. Half of this training shall be in early education and half in coaching. technical assistance, i.e., reflective practice, Quality Improvement Plans, and Environment Rating Scales.
Required Certifications and/or Training (Quality Counts only)	• 5 years of experience in an Early Childhood • 4-year degree in Early Childhood Education, Child Development, or a related field (if qualification is not met, candidate may hold an associate degree in Early Childhood or related field and be working toward completion of 4-year degree). • Participation in ongoing professional development with a total of 30 clock hours of training every 3 years. Half of this training shall be in early education and half in coaching.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Assessment: The following early childhood environmental assessment tools are approved for use in the Child Care Coaching program: Environmental Rating Scale Assessments (ERS), Classroom Assessment and Scoring System (CLASS), Teaching Pyramid Observation Tool (TPOT)/Teaching Pyramid Infant-Toddler Observation Scale (TPITOS). For child care providers implementing the Quality Counts model, the ERS assessment is required.	
Assessment Criteria 1	Each focus classroom (i.e., classrooms visited regularly by the coach) and/or home-based provider benefiting from SC First Steps child care coaching funding shall receive a baseline assessment with an approved assessment tool (ERS, CLASS, or TPOT/TPITOS) 90 days of the initiation of coaching activities, with a post assessment conducted at least 6 months later (prior to the end of the program year), and annually thereafter in the event that a single classroom or home-based provider is served across fiscal multiple fiscal years.
Assessment Criteria 2	In the event that coaching is provided on a center-wide basis (entailing three or more focus classrooms), at least 1/3 of all classrooms shall be assessed according to the timeline above.
Assessment Criteria 3	Environment assessments must be conducted by assessors who are trained and reliable in the assessment instrumentin accordance with the standards established by the organization that oversees the instrument's administration and use. 1)
Assessment Criteria 4	The baseline and post assessments must be completed by an assessor who meets the criteria listed above and is **not** the assigned TA provider for the classroom.
ERS Assessment Criteria 1 (Quality Counts only)	For each participating child care center, 50% of the classrooms, to be randomly selected, shall receive a baseline assessment with the appropriate Environment Rating Scale (ERS) within 2-4 weeks of enrollment in Quality Counts. Coaching begins after the ERS assessments are complete and an Action Plan is developed.
ERS Assessment Criteria 2 (Quality Counts Only)	Future ERS assessments will be completed by an assessor who has been trained on the Quality Counts model according to the following schedule as part of Quality Counts' five standard comprehensive assessment: • Center/programs rated one to three stars will be assessed in the appropriate ERS every 12 months. • Center/programs rated four stars have a choice to be assessed in the appropriate ERS every 12 months OR every 18 months. • Center/programs rated five stars will be assessed in the appropriate ERS every 18 months

Success Criteria: How is success in this program defined for participants?	
Success Criteria 1	Child care provider advancement in South Carolina's quality rating and improvement system, ABC Quality.
Success Criteria 2	Child care provider improvement on the required Environment Rating Scales, CLASS assessment, or TPITOS/TPOT observation (from baseline to post assessment).

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	Partnerships shall ensure the submission of complete center data for each focus provider within 30 days of program initiation, and maintain current center, enrollment, and staff information within the FSDC. When onboarding a new provider to the Child Care Technical Assistance and Coaching strategy, an orientation period is recommended to conduct baseline assessments, provide training on the appropriate Environment Rating Scale (ERS), and build rapport with staff.
Other Criteria 2	Post child care program (director and teachers) satisfaction surveys of early educators who received coaching must be administered. The data collected should be used for program improvement.
*Other Criteria 3	**Action Plans** – Coaches will develop detailed Action Plans in partnership with each coachee. The minimum components of Action Plans are the following: • Data from the baseline assessment of the classroom(s) that is being used to create the action plan (i.e: ITERS, ECERS, CLASS, TPITOS/TPOT) • Goals and objectives for the classroom(s) and/or provider based on data from the baseline assessment(s) that are specific, measurable, actionable, reasonable, and time-bound (SMART) • Action steps that the Coach and Coachee will use to support the completion of the action plan • Resources and Materials needed to complete the action plan Child Care Coaches shall collaborate with other agencies and organizations serving providers, in order to coordinate and enhance services. Partnerships working with providers that are participants in First Steps 4K and/or receive technical assistance/coaching support from other state programs should develop the classroom's action plan and provide services in coordination with the other partner organizations' technical assistants/coaches assigned to the provider.
Note: Coaches must use the Action Plan Template provided by SC First Steps and upload action plans for retention by South Carolina First Steps using the designated process	
Other Criteria 4	Equipment/materials funding to centers, if provided, may not exceed $5,000 annually without the approval of SC First Steps. In all cases equipment/materials purchases must be aligned with classroom needs as indicated by the environment assessment and/or the center's current Action plan. Equipment/materials funds shall not be awarded independent of training and/or qualified technical assistance. Equipment/materials funding may not be used to support classrooms funded by the First Steps 4K program without approval by the First Steps 4K Administrator. Equipment and materials funds will be awarded at intervals as commitments are actively demonstrated and changes are put in place; with no more than 35-40% of allocation spent before improvement is demonstrated via the center's Action plan(s).
Other Criteria 5	**Integration with Child Care Training** - Partnerships shall offer at least eight (8) hours of high-quality, certified training (stemming directly from the provider's action plans to each early childhood professional on staff. Training will be based on needs identified within the action plans The child care provider director must participate regularly in on-site coaching visits and in attendance for at least 50% of staff training provided. Child care teaching staff shall be required to attend relevant training as a condition of their providers' participation.

	Coaches will be informed of other trainings being offered to providers and attend as possible.
Other Criteria 6	All participating staff shall be provided with information about the state's T.E.A.C.H. (Teacher Education and Compensation Helps) scholarship program and provided (and/or connected with) case management designed to assist each in his/her advancement along South Carolina's Early Childhood Career Lattice.
Other Criteria 7 (Quality Counts only)	Directors' Network - All center/program directors must participate in quarterly networking meetings coordinated and facilitated by the local partnership. Topics will be based on trends across center/programs, Quality Counts standards, Action Plans, and self-identified needs of directors.
Other Criteria 8 (Quality Counts Only)	Local Partnerships implementing Quality Counts, will operate based upon a Continuous Quality Improvement (CQI) loop, which begins with a participating child care center/program's assessment using five standards: 1) Learning Environment, 2) Teacher: Child ratios and Group Size, 3) Staff Qualifications, 4) Program Management, and 5) Family Engagement.The total score of the assessment is then translated into a star rating level and programs are rated on a 1–5-star scale. Program success is measured by the center/program's progress in the five standards and advancement in their star rating. They will incorporate Practice Based Coaching into their processes. *Visit Criteria 1: Duration Visits may span several hours in duration (no less than one hour) and entail multiple individual classroom visits. *Visit Criteria 2: Frequency The following visit frequency is required for each star level: • 1-2 Star: 2-3 visits per month • 3 Star: Bi-weekly (2 visits per month) • 4 Star: Monthly • 5 Star: 1 visit per quarter (or more if requested by the program director) and phone call every 6 weeks *Visit Criteria 3: Location Visits must occur in-person at the child care provider site. They may entail meeting with the administrator, an individual classroom visit, and/or multiple classroom visits. Visits may be supplemented, but not replaced, by additional phone consultation, email correspondence, and/or shorter drop in visits. *If a center/program demonstrates no growth in their cumulative star rating points in two years of program participation, the center/program will be terminated from the Quality Counts program.

Program Name	Child Care Training		Code	605
Program Area	Early Care and Education			

Program Description

SC First Steps Child Care Training programs support child care staff in completing training hours requirements as mandated by the SC Department of Social Service (SC DSS) Child Care Licensing requirements. In addition, Child Care Training is considered part of a Local Partnership's larger child care coaching efforts in the following ways: by promoting child care staff advancement along the SC Endeavors career ladder and by the child care program's improvement in the state's existing quality infrastructure, the ABC Quality Rating and Improvement System.

Training hours earned by child care staff shall be documented in SC Endeavors on the Learning Record/DSS Official Transcript which is available to staff by creating an account within the SC Endeavors Registry. DSS Licensing staff reviews the Learning Record/DSS Official Transcript to ensure annual training requirements were met.

Each partnership training strategy shall be explicitly integrated with either (or some combination of) the following: (1) The Local Partnership's child care coaching program; (2) A regional/community-based quality enhancement effort; and/or (3) A training/coaching plan centered on a evidenced-based curriculum or model, with SC First Steps approval.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☐Adults	☒Yes	☐Yes
☐Children	☒Providers	☐No	☒No

Data Collection Requirements

☐Client-level ☒Monthly outputs

If monthly outputs, is client-level data required by model elsewhere? ☐Yes ☒No

If yes, client-level data required by model elsewhere, then name of external data system(s):

If Yes, Monthly Outputs Data Required	
☐Books Distributed	☐Referrals Made
☐Books Read	☐Total Number of Health Screenings
☐Literacy Kits Given	☐Total Number of One-on-One Client Visits
☒Children 0-5 Served (unduplicated)	☐Total Number of One-on-One Client Visit Hours
☐Families Served (unduplicated)	☒Group Meetings, Trainings, Events: Number of Sessions
☐Adult Family Members Served (unduplicated)	☒Group Meetings, Trainings, Events: Number of Hours
☒Providers Served (e.g., Schools, Centers)	☒Group Meetings, Trainings, Events: Total Attendance
☒Classrooms Served (unduplicated)	☐Other (please specify):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Service Criteria: How is this program implemented?

Visits

*Visit Criteria 1: Duration	Duration of annual training hours are aligned to the requirements of SC DSS from January 1 to December 31 of each calendar for the following facility types:

- Child Care Centers - 20 hours for center directors and 15 hours for center staff;
- Registered Faith Based Center Care – 20 hours for faith-based center directors and 15 hours for faith-based staff;
- Group Child Care Home – 15 hours for operators and 10 hours for caregivers; and
- Family Child Care Home (licensed and registered) – 10 hours for operators and 10 hours for emergency/contact employees.

Visit Criteria 2: Frequency	Frequency will be determined by need. The Local Partnership will develop training plans at the beginning of the fiscal year and determine frequency using input derived from participating school administrators/directors, teachers, and families.
Visit Criteria 3: Location	The training location is based on the local child care programs needs and the Local Partnership ability to accommodate the needs of programs.
Design of Training	
Standalone Training	Standalone training is a one-time training focused on one of the content areas to include Child Growth and Development, Curriculum, Child Guidance, Health and Safety, Nutrition, Special Needs, Professional Development, Program Administration, or other areas approved by the SC DSS, and must include blood-borne pathogens training as required by OSHA.
Note: CPR and first aid training will not count in the 15-hour SC DSS requirement.	
Series of Trainings/Cohort	Series of trainings/cohort is multiple trainings on a content area and/or curriculum accruing over a period of time.
Conference	Conference hosted by an early childhood organization that provides breakout sessions over the course of a day or multiple days covering various content areas. Each breakout session must be at least one hour to receive SC DSS credit hours. A conference may be provided in various formats and settings based on SC Endeavors Conference Tips document (https://scendeavors.org/media/lrad33o2/conference-tips.pdf).

Retention Criteria: What are this program's goals for client retention?

*Retention Criteria	For training series/cohort for participants to attend 100% of sessions.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	SC Endeavors Certified Trainor	**Minimum Education Level**	Bachelors or four-year degree	**Maximum Number of Cases**	N/A
Required Certifications and/or Training		Certified Trainers are required by SC Endeavors to complete requirements for certification and maintain certification thereafter (https://scendeavors.org/professional-development/trainer/)			

Success Criteria: How is success in this program defined for participants?

Success Criteria	Child care provider advancement in South Carolina's quality rating and improvement system, ABC Quality.

Other Criteria: Are there other program criteria that exist?

Other Criteria 1	Expenditures for Child Care Training shall not exceed fifteen percent (15%) of the organization's total state EIA allocation, unless otherwise approved in writing by South Carolina First Steps. Requests to exceed this threshold must include a documented rationale demonstrating alignment with identified local workforce needs and program outcomes. This limitation applies exclusively to EIA funds. Organizations may use non-EIA or in-kind funding sources to support additional professional development activities beyond this cap, provided such expenditures comply with all applicable funding requirements and program guidelines.
*Other Criteria 2	All data must be entered within the First Steps Data Collection System monthly. Data entries will be checked monthly to ensure model fidelity.
Other Criteria 3	The Local Partnership must provide eight (8) hours of high-quality, certified training (stemming directly from the program's Action plan) to each Child Care Training (605) staff if implementing a Child Care Technical Assistance and Coaching strategy.

Other Criteria 4	If utilized, participant fee proposed in association with state-funded training opportunities shall be nominal and must be either: 1) detailed in the partnership's Child Care Training Plan, or 2) approved in advance by SC First Steps.
Other Criteria 5	Local Partnerships are expected to keep an electronic record of training attendees, their participation in training sessions and follow-up, and the child care programs and children served, and submit all required information to SC Endeavors for participants to receive DSS credit hours.
*Other Criteria 6	Local Partnerships shall base training upon a local needs assessment process to include input derived from a local directors' network or - if none exists - a called, county-wide directors meeting to assess need. Partnerships must convene a directors' meeting at least once per year.
Other Criteria 7	The SC Endeavors certified trainer must include one to two measurable training objectives for each hour of training, administer a post survey (multi-session trainings can have one post-survey covering the full event), and at least one form of follow-up by the Local Partnership.
Other Criteria 8	Local Partnerships will use the FSDC's child care module to track follow-up visits and other consultants' activities with child care programs.

Program Name	Child Care Scholarships		Code	703
Program Area	Early Care and Education			

Program Description

Through SC Department of Social Services (SC DSS) - funded child care scholarships distributed by SC First Steps Local Partnerships; eligible children receive tuition-free enrollment at quality child care programs. These Child Care Scholarships are part of a special voucher category designated by SC DSS exclusively for SC First Steps families. To qualify for a scholarship, client parents or caregivers must be enrolled in an evidence-based program through a Local Partnership.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☐Adults	☒Yes - Expenditures shall be considered evidence-based when connected to one or more evidence-based programs.	☐Yes
☒Children	☐Providers		☒No
		☐No	

Data Collection Requirements

☒Client-level ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere? ☐Yes ☒No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Birth to kindergarten entry.

Note: All clients must participate in a First Steps evidence-based program.

Risk Factors

*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Criteria

*Criteria 1	Scholarships connected to DSS via the Local Partnership must limit use to providers who are enrolled in the ABC Quality program and accept SC Vouchers.
Criteria 2	Child care scholarship parents/guardians who are new to the program in the current fiscal year shall receive at least one hour of training on the benefits of high-quality child care.

Screening and Assessment Criteria: How are program participants screened and/or assessed?

*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)

ASQ-3 Criteria 1	All children will be screened within 90 days of enrollment, or child's birth, and at least annually thereafter.
ASQ-3 Criteria 2	At least 60% of children will receive a developmental screening within 90 days of enrollment or birth; At least 60% of children will receive a complete annual developmental screening.

ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals should be entered in the First Steps Data Collection System
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

Note: A child is exempt from being screened if the child:
    ▪ has been removed from the home of the participating parent.
    ▪ was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.
    ▪ is receiving BabyNet, or other specialized intervention services based on a previously diagnoses. Screenings must resume when all intervention services have ended.	

Referral Criteria: What are this program's requirements for client referrals and connections?	
*Referral Criteria	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System monthly. Data entries will be checked monthly to ensure model fidelity.
Other Criteria 2	SC First Steps funds shall not be used to supplant – or in place of – other forms of public funding available to clients' families for the provision of child care tuition. Current or transitional TANF clients must be referred to the SC Department of Social Services for enrollment in the SC Voucher. Age- and income-eligible clients shall be made aware of their service delivery options via Head Start, preschool programs available through the local school district, and the First Steps 4K program.

SCHOOL TRANSITIONS PROGRAMS

Program Name	Countdown to Kindergarten	Code	406
Program Area	School Transitions		

Program Description

Countdown to Kindergarten is a summer school transition strategy designed to link incoming kindergartners and their families with the individual who will serve as their kindergarten teacher or kindergarten teaching assistant during the coming year.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☐Adults	☐Yes	☒Yes
☒Children	☐Providers	☒No	☐No

Data Collection Requirements

In KITS: ☒Client-level ☐Monthly outputs

If monthly outputs in KITS, is client-level data required by model elsewhere? ☐Yes ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Children entering a kindergarten (5K) program in the upcoming school year.

Risk Factors

*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Visits (Home or Site):

Visit Criteria 1: Duration	Visits should last a minimum of 45 minutes.
*Visit Criteria 2: Frequency 1	Participants are expected to receive 6 total visits, with 75% of participants completing 4 or more visits.

Note: Visits are one-on-one (one Countdown Teacher, one child, and one or more parents/caregivers)

Visit Criteria 2: Frequency 2	The Countdown family personal visits can be scheduled flexibly, based upon the family and Countdown Teacher's schedules. The family personal visits must be made the summer before the child enters kindergarten. No more than one personal visit can be made per day and no more than 3 personal visits per week.
Visit Criteria 3: Location 1	While home-based visitation is expected as the primary method of service delivery, visits may be approved for delivery at an alternate location (a childcare center, family resource center, elementary school, etc.) as either the documented needs of the family or safety of the visitor dictate.

Note: The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of families is maintained, and, in all instances, parents/caregivers must attend all personal visits and for their duration.

Visit Criteria 3: Location 2	The CTK curriculum must – without exception – include 1 meeting of parent(s)/caregiver(s) with the child's teacher at the school where the child will be attending kindergarten.

Reach Criteria: What are this program's goals for client reach

*Reach Criteria: Projected to Serve 1	Local Partnerships must reach 50% of their projected to serve.

*Reach Criteria: Projected to Serve 2	Deadline for entering Projected to Serve is March 31 of the same year as program implementation.				
*Reach Criteria: Projected to Serve 3	80% of children served must receive services by the child's soon to be kindergarten teacher or teacher assistant.				

Note: Exceptions can be made on a case-by-case basis, in the event of unusual circumstances that result in lower than 80% student-Countdown Teacher match.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	75% of families must be retained for six visits.

Workforce Criteria: Who are the service providers implementing this program?					
Program Role	Countdown to Kindergarten Teacher	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training	100% of Countdown teachers must successfully complete the Countdown to Kindergarten Online Teacher Training. Training is available in late spring and can be completed online and on a flexible schedule. Personal visits must not begin until successful completion of the program final exam. - Countdown teachers must be certified teachers or teaching assistants in the state of SC.				

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
Assessment 1: Parent Satisfaction Survey	
Parent Survey Criteria 1	At least 60% of parents should complete the satisfaction survey.
Parent Survey Criteria 2	The online parent survey should be administered during the 5th or 6th personal visit.
Assessment 2: Teacher Satisfaction Survey	
Teacher Survey Criteria 1	All Countdown teachers are expected to complete the survey.
Teacher Survey Criteria 2	The online teacher survey should be completed following the Countdown teacher's completion of all personal visits.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System by September 15th of the program calendar year.
Other Criteria 2	Data entry must indicate if a child received Countdown with Supports for Multilingual Learners or Countdown with Supports for Students with Disabilities.
Other Criteria 3: Supports for Multilingual Learner Families	- A specialist fluent in the family's home language (Multilingual Specialist) collaborates with the Kindergarten Teacher to assure that the transition to kindergarten is smooth. - The role of the Multilingual Specialist is to build trust with the family, support the family's relationships with the Kindergarten Teacher and school, and assist in helping the family secure needed resources. - Within the first 6 weeks of the start of school, the Multilingual Specialist makes two follow-up visits to assure that family needs are met and the transition to kindergarten has been smooth. - When available, toolkit books will be provided to the family in their home language, in addition to English.
Other Criteria 4: Supports for Students with Disabilities	- The role of the Disabilities Specialist is to build trust with the family, support the family's relationships with the Kindergarten Teacher and school, and assist in helping the family secure needed resources. - A specialist with training in and experience with young children with disabilities (Disabilities Specialist) will collaborate with the Kindergarten Teacher to assure that the transition to kindergarten is smooth. - Within the first 6 weeks of the start of school, the Disabilities Specialist makes two follow-up phone calls to the family to assure their needs are met and the transition to kindergarten has been smooth.

	• One valuable resource for support students with disabilities is Family Connection of South Carolina. Disabilities Specialists and Countdown Teachers working with children with disabilities are encouraged to explore their offerings. • If adaptative materials of the toolkit are needed to accommodate the disability, every effort should be made to provide them.

Program Name	Countdown to 4K		Code	407
Program Area	School Transitions			

Program Description

Countdown to 4K is a summer school transition strategy designed to link incoming 4K students and their families with the individual who will serve as their 4K teacher or 4K teaching assistant during the coming year.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☐Adults	☐Yes	☒Yes
☒Children	☐Providers	☒No	☐No

Data Collection Requirements

☒Client-level ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere? ☐Yes ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Children entering a publicly funded 4K program in the upcoming school year.

Risk Factors

*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Visits (Home or Site):

Visit Criteria 1: Duration	Visits should last a minimum of 45 minutes.
*Visit Criteria 2: Frequency 1	Participants are expected to receive 6 total visits, with 75% of participants completing 4 or more visits.

Note: Visits are one-on-one (one Countdown Teacher, one child, and one or more parents/caregivers)

Visit Criteria 2: Frequency 2	The Countdown family personal visits can be scheduled flexibly, based upon the family and Countdown Teacher's schedules. The family personal visits must be made the summer before the child enters kindergarten. No more than one personal visit can be made per day and no more than 3 personal visits per week.
Visit Criteria 3: Location 1	While home-based visitation is expected as the primary method of service delivery, visits may be approved for delivery at an alternate location (a childcare center, family resource center, elementary school, etc.) as either the documented needs of the family or safety of the visitor dictate.

Note: The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of families is maintained, and, in all instances, parents/caregivers must attend all personal visits and for their duration.

Visit Criteria 3: Location 2	The CT4K curriculum must – without exception – include 1 meeting of parent(s)/caregiver(s) with the child's teacher at the school where the child will be attending 4K.

Reach Criteria: What are this program's goals for client reach

*Reach Criteria: Projected to Serve 1	Local Partnerships must reach 50% of their projected to serve.
*Reach Criteria: Projected to Serve 2	Deadline for entering Projected to Serve is March 31 of the same year as program implementation.

*Reach Criteria: Projected to Serve 3	80% of children served must receive services by the child's soon to be 4K teacher or teacher assistant.

Note: Exceptions can be made on a case-by-case basis, in the event of unusual circumstances that result in lower than 80% student-Countdown Teacher match.

Retention Criteria: What are this program's goals for client retention?

Retention Criteria	75% of families must be retained for six visits.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Countdown to 4K Teacher	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training		• 100% of Countdown teachers must successfully complete the Countdown to 4K Online Teacher Training. Training is available in late spring and can be completed online and on a flexible schedule. Personal visits must not begin until successful completion of the program final exam. • Countdown teachers must be certified teachers or teaching assistants in the state of SC.			

Screening and Assessment Criteria: How are program participants screened and/or assessed?

Assessment 1: Parent Satisfaction Survey	
Parent Survey Criteria 1	At least 60% of parents should complete the satisfaction survey.
Parent Survey Criteria 2	The online parent survey should be administered during the 5th or 6th personal visit.
Assessment 2: Teacher Satisfaction Survey	
Teacher Survey Criteria 1	All Countdown teachers are expected to complete the survey.
Teacher Survey Criteria 2	The online teacher survey should be completed following the Countdown teacher's completion of all personal visits.

Other Criteria: Are there other program criteria that exist?

*Other Criteria 1	All data must be entered within the First Steps Data Collection System by September 15th of the program calendar year.
Other Criteria 2	Data entry must indicate if a child received Countdown with Supports for Multilingual Learners or Countdown with Supports for Students with Disabilities.
Other Criteria 3: Supports for Multilingual Learner Families	• A specialist fluent in the family's home language (Multilingual Specialist) collaborates with the 4K Teacher to assure that the transition to 4K is smooth. • The role of the Multilingual Specialist is to build trust with the family, support the family's relationships with the 4K Teacher and school, and assist in helping the family secure needed resources. • Within the first 6 weeks of the start of school, the Multilingual Specialist makes two follow-up visits to assure that family needs are met and the transition to 4K has been smooth. • When available, toolkit books will be provided to the family in their home language, in addition to English.
Other Criteria 4: Supports for Students with Disabilities	• The role of the Disabilities Specialist is to build trust with the family, support the family's relationships with the 4K teacher and school, and assist in helping the family secure needed resources. • A specialist with training in and experience with young children with disabilities will collaborate with the 4K teacher to assure that the transition to 4K is smooth. • Within the first 6 weeks of the start of school, the disabilities specialist makes two follow-up phone calls to the family to assure their needs are met and the transition to 4K has been smooth. • One valuable resource for support students with disabilities is Family Connection of South Carolina. Disabilities Specialists and Countdown

	Teachers working with children with disabilities are encouraged to explore their offerings. • If adaptative materials of the toolkit are needed to accommodate the disability, every effort should be made to provide them.

HEALTH PROGRAMS

Program Name	Nurse-Family Partnership	Code	214
Program Area	Health		

Program Description

Nurse-Family Partnership (NFP) is a community health program, designed to provide first-time moms with a supportive, caring relationship with their nurse, through regular home visits from pregnancy to their child's second birthday. NFP strives to improve pregnancy outcomes, child health and development, and the economic self-sufficiency of the family.

Nurse Home Visitors use input from parents, nursing experience, nursing practice, and model-specific resources to promote low-income, first-time mothers' health during pregnancy, care of their child, and own personal growth and development.

Unit of Service		Evidence Based?	High Intensity?
☒Families	☐Adults	☒Yes	☒Yes
☐Children	☐Providers	☐No	☐No

Data Collection Requirements

☐Client-level ☒Quarterly outputs

If monthly outputs, is client-level data required by model elsewhere? ☒Yes ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s): Efforts to Outcomes Data System (NFP Proprietary)

If Yes, Monthly Outputs Data Required	
☐Books Distributed	☒Referrals Made
☐Books Read	☐Total Number of Health Screenings
☐Literacy Kits Given	☒Total Number of One-on-One Client Visits
☒Children 0-5 Served (unduplicated)	☒Total Number of One-on-One Client Visit Hours
☒Families Served (unduplicated)	☐Group Meetings, Trainings, Events: Number of Sessions
☒Adult Family Members Served (unduplicated)	☐Group Meetings, Trainings, Events: Number of Hours
☐Providers Served (e.g., Schools, Centers)	☐Group Meetings, Trainings, Events: Total Attendance
☐Classrooms Served (unduplicated)	☐Other (please specify):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Clients will be enrolled in the program prior to the end of the birthing individual's 28th week of pregnancy.

Risk Factors

Risk Factor Criteria 1	Medicaid eligible and/or a family income that does not exceed 185% of the federal poverty level .
Risk Factor Criteria 2	First-time mothers.

Service Criteria: How is this program implemented?

Visits (Home or Site):

Visit Criteria 1: Duration	60-90-minute sessions.
Visit Criteria 2: Frequency	Visits occur weekly for the first 4 visits, bi-weekly during pregnancy until the baby is born, weekly for 6 visits postpartum, bi-weekly until the child is 21 months old, and monthly until the child is 24 months old.
Visit Criteria 3: Location	Services are delivered in-person or virtual.

Retention Criteria: What are this program's goals for client retention?

Retention Criteria	Services are delivered until the child is 2 years old.

Workforce Criteria: Who are the service providers implementing this program?					
Program Role	Nurse Home Visitor	**Minimum Education Level**	Bachelor's or four-year degree	**Maximum Number of Cases**	25

Required Certifications and/or Training	Training is provided by Nurse-Family Partnership's national office and includes: • Unit One: 20 hours (22 hours for supervisors) • Unit Two: 27 hours over 3 ¾ days of face-to-face learning and practice in Denver. • Unit Three: 10 hours virtual learning and team-based, supervisor-led professional development . • Advanced Education: 20-30 additional virtual hours for after completion of Unit 3 on mental health, goal setting, and intimate partner violence. Additional education is provided through the University of Colorado: • *Keys to Caregiving* (6 hours) • *DANCE Fundamentals* (Dyadic Assessment of Natural Caregiver-Child Experiences):24 classroom hours at the University of Colorado through the Prevention Research Center, completed after *Keys to Caregiving* and approximately 9 months post-hire.

Program Role	Nurse Supervisor	**Minimum Education Level**	Bachelor's or four-year degree	**Maximum Number of Cases**	N/A
Required Certifications and/or Training	**All trainings for nurse home visitor plus:** Additional Supervisor Training: • Unit 4: 24 face-to-face hours of education at the NFP National Center in Denver,occuring 4-6 months after Unit 2 is complete. • Continuous consultation with a NFP Nurse Consultant.				

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria	Referrals are made based on family needs as determined by screenings and nurse evaluation.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection Quarterly.
Other Criteria 2	NFP will be delivered according to program model guidelines, including adherence to the 19 Nurse-Family Partnership Model Elements.
Other Criteria 3	Local partnerships will work with agency(ies) delivering NFP services to obtain written consent, for evaluation purposes only, from all clients receiving NFP services.

Program Name	Health Services Coordination and Other Health Programming	Code	901
Program Area	Health		

Program Description

Health Services Coordination and Other Health Programs are designed to coordinate services for children and families, with community partners. Implementation of these programs is partnership-specific.

Unit of Service		Evidence Based?	High Intensity?
☐Families	☐Adults	☐Yes	☐Yes
☒Children	☐Providers	☒No	☒No

Data Collection Requirements

☐Client-level   ☒Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☒No

If yes, client-level data required by model elsewhere, then name of external data system(s):

If Yes, Monthly Outputs Data Required	
☐Books Distributed	☒Referrals Made
☐Books Read	☒Total Number of Health Screenings
☐Literacy Kits Given	☒Total Number of One-on-One Client Visits, if applicable
☒Children 0-5 Served (unduplicated)	☒Total Number of One-on-One Client Visit Hours, if applicable
☒Families Served (unduplicated)	☒Group Meetings, Trainings, Events: Number of Sessions, if applicable
☒Adult Family Members Served (unduplicated)	☒Group Meetings, Trainings, Events: Number of Hours, if applicable
☐Providers Served (e.g., Schools, Centers)	☒Group Meetings, Trainings, Events: Total Attendance, if applicable.
☐Classrooms Served (unduplicated)	☐Other (please specify):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1	Visits are determined by program design but should include **at least monthly engagement** (or the equivalent of monthly with the number of visits during the program year) with children and/or families.
*Visit Criteria 2	All partnerships must submit an "Other Health Programs" implementation plan to include a description of the program and its components. This plan will be submitted to the Program and Grants subcommittee for approval prior to implementation.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Activity Provider	**Minimum Education Level**	High school diploma or GED	**Maximum Number of Cases**	N/A

*Required Certifications and/or Training	Experience in the topic that they are delivering and training based on their educational qualifications and experience.

Screenings and Referrals Criteria: What are this program's requirements for client referrals and connections?

*Health Screenings

Health Screenings and Referrals Criteria 1	Participants will receive a health screening relevant to the program being delivered. This includes, but is not limited to, assessments of weight, BMI, development, hearing, vision, dental, and/or other health risks assessments. If the screenings can not be conducted by the service deliverer, a referral should be made for health screenings. Should any assessment indicate a concern, a referral should be made to the appropriate service provider for additional assessment.
Health Screenings and Referrals Criteria 2: Connections	The goal is for 100% of participants will have at least one successful screening and/or referral per program year. 80% is the minimum requirement for program compliance.

Other Criteria: Are there other program criteria that exist?

*Other Criteria	All data must be entered within the First Steps Data Collection System. Data entries will be checked quarterly through the Quarterly Progress Reports to ensure model fidelity.

<table>
<tr><td rowspan="2">Program Name</td><td rowspan="2" align="center"><h1>Early Identification and Referral</h1></td><td>Code</td><td>909</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Program Area</td><td colspan="3">Health</td></tr>
</table>

Program Description

First Steps' Early Identification and Referral (EI&R) strategies serve families with young children, to identify delays in development, and act as a local portal, connecting them to community-based services they may need or desire, to ensure the school readiness of their children.

Important components are: 1) surveillance using validated screening tools (systematic monitoring through repeated screenings over time and as necessary to ensure that screening results are current and accurate), and 2) navigational support (guiding families through institutional processes to obtain needed services).

Unit of Service		Evidence Based?	High Intensity?
☐Families	☐Adults	☒Yes	☐Yes
☒Children	☐Providers	☐No	☒No

Data Collection Requirements

☒Client-level   ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s): Partnerships that operate EI&R with external partners must enter monthly outputs to include children screened, families served, and referrals.

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	2 months to kindergarten entry.

Risk Factors

Risk Factor Criteria	No additional risk factor criteria.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Program Staff	**Minimum Education Level**	High School diploma or GED	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training			All partnership staff involved in the provision of developmental screening, referrals to BabyNet and the local school district, and participation in development of initial Individualized Family Service Plans and, for children three to five years of age, Individual Education Plans shall:

All partnership staff involved in the provision of developmental screening, referrals to BabyNet and the local school district, and participation in development of initial Individualized Family Service Plans and, for children three to five years of age, Individual Education Plans shall:

- Successfully participate in training in use of developmental screening tool(s) through either South Carolina First Steps, the Team for Early Childhood Solutions (TECS) at the USC School of Medicine, or other qualified personnel.
- Successfully complete "*BabyNet Basics*", the online training course offered by TECS 2.0 of the University of South Carolina's Team for Early Childhood Solutions. Work cooperatively with local System Point of Entry (SPOE) offices, including attending regional coordination team meetings when available.
- When possible, attend regional BabyNet Coordination Team and Local Early Intervention system (LEIS) meetings.

Screening and Assessment Criteria: How are program participants screened and/or assessed?

*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3) or other developmental screener	
Screening Criteria 1	Any child ages birth to 5 years with suspected delays in development will be screened using an age-appropriate developmental screening tool (e.g., Ages & Stages Questionnaries, Third Edition [ASQ-3], Ages and Stages Questionnaires: Social-Emotional, Second Edition [SE-2], Parent Evaluation of Developmental Status [PEDS]; Battelle Developmental Inventory, Second Addition [BDI-2]).
Screening Criteria 2	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and must enter the scores into the First Steps Data System. Note: The scores are from an outside source in the First Steps Data System.
Screening Criteria 3	If a developmental screening indicates a possible developmental delay, the program staff shall collaborate with parents/guardians to seek the consensual provision of these results to: i. The Child's pediatric care provider ii. Either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation.
Screening Criteria 4	Referrals should be entered in the First Steps Data Collection System within 5 days of developmental screening. Partnerships and their staff shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up as feasible to ensure that appropriate connections have been established.
Screening 2: Modified Checklist for Autism in Children (M-CHAT)	
M-CHAT Criteria	The Modified Checklist for Autism in Toddlers (M-CHAT), a validated autism development screening tool for toddlers between 16 and 30 months of age, is to be administered at 18 and 24 months of age.
Screening 3: Health Screenings	
Health Screenings Criteria	Additional screenings, functional hearing and vision assessments, and/or the use of milestone checklists, are encouraged for comprehensive screenings. All assessments administered shall be documented and administered in accordance with assessment instructions.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Program staff shall seek to ensure that each participating family connects with a pediatric medical home and other community services, as appropriate. Program staff shall utilize client risk factors, as well as screening/assessment results and results of client interactions, to refer and connect clients to services they may need or want in order to strengthen their families and provide optimal development for their preschool children.
*Referral Criteria 2: Connections	The goal is for 100% of participants served should have at least one successful connection per program year, with 80% being the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2: Coordination with BabyNet and/or School District Systems	For children aged **0 to 34.5 months**: If a developmental screening or assessment indicates a possible developmental delay, the Partnership shall refer the family to the local BabyNet System Point of Entry Office. The referral must be made as soon as possible, but no later than 7 days after the possible delay has been identified. No consent is required to make the referral, but a conversation with the family prior to making the referral usually helps facilitate the process.

	For children **34.5 to 60 months**:
	In the event that a developmental screening indicates a possible developmental delay, the Partnership shall refer the family to the local school district to determine eligibility for IDEA Part B services. Written parental consent is required.
	In those cases, in which the child is between the ages of 30 and 34.5 months referrals to both the local BabyNet SPOE and the local school are recommended.
	- Ideally, the local BabyNet SPOE, with parental consent, will notify the Partnership of each child's BabyNet eligibility status. In the case in which children were determined to be ineligible for BabyNet, Partnership staff shall connect the family to facilitate referral to appropriate local early learning resources, including but not limited to: - First Steps Local Partnership Services - Help Me Grow (HMG) - Early Head Start (EHS)
	Partnerships are encouraged to arrange with the local BabyNet SPOE Office to receive information on ALL children found ineligible for BabyNet within the partnership's service area if the family provides consent. Similarly, partnerships are encouraged to arrange with the local school district to receive information on ALL children found ineligible for Individuals with Disabilities Education Act (IDEA) Part B services and younger than six years of age within the partnership's service area, with family consent.
PASOs Connections for Child Development (CCD) Additional Requirements	Partnerships desiring to implement EI&R through the PASOs CCD model must: - Become an affiliate of the PASOs CCD program through connection to the PASOs Central Office and agree to terms set forth in the affiliate agreement. - Administer the PASOs CCD program according to the affiliate agreement including the hiring, training, professional development, supervision, and data entry requirements of the PASOs program. If program requirements for the PASOs CCD program differ from those outlined in the EI&R program guidelines, preference will be given to the PASOs requirements as long as the screening, referral, and connection requirements are met for each participant.

Program Name	HealthySteps		Code	910
Program Area	Health			

Program Description

HealthySteps (HS) is an evidence-based, team-based, pediatric primary care program that serves children from birth to three. The program model consists of 8 core components that promote the health, well-being, and school readiness of babies and toddlers, with an emphasis on families living in low-income communities.

The program is led by the HealthySteps Specialist, who joins the pediatric primary care team to ensure universal screening, successful interventions, referrals, and overall family health. The HealthySteps Model consists of the following 8 Core Components: 1) Child Development, Socio-emotional, and Behavioral Screening; 2) Screening for Family Needs (i.e., maternal depression, other risk factors, social determinants of health); 3) Child Development Support Line (i.e., phone, text, email, online portal); 4) Child Development and Behavior Consults; 5) Care Coordination and Systems Navigation; 6) Positive Parenting Guidance and Information; 7) Early Learning Resources; and 8) Ongoing Preventive Team Based Well-Child Visits. HealthySteps program delivery uses tiers of need to best support all families. There are threetiers Tier 1 (Universal Services), Tier 2(Short-Term Supports), and Tier 3 (Comprehensive Services).

Unit of Service		Evidence Based?	High Intensity?
☐Families	☐Adults	☒Yes	☒Yes (Tiers 2 and 3)
☒Children	☐Providers	☐No	☐No

Data Collection Requirements

☐Client-level   ☒Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☒Yes   ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s): Welly – HealthySteps data management system.

If Yes, Monthly Outputs Data Required	
☐Books Distributed	☒Referrals Made
☐Books Read	☒Total Number of Health Screenings
☐Literacy Kits Given	☐Total Number of One-on-One Client Visits
☒Children 0-5 Served (unduplicated)	☐Total Number of One-on-One Client Visit Hours
☐Families Served (unduplicated)	☐Group Meetings, Trainings, Events: Number of Sessions
☐Adult Family Members Served (unduplicated)	☐Group Meetings, Trainings, Events: Number of Hours
☐Providers Served (e.g., Schools, Centers)	☐Group Meetings, Trainings, Events: Total Attendance
☐Classrooms Served (unduplicated)	☒Other (please specify): Other Program Specific Screenings

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Birth through 3 years old.

Service Criteria: How is this program implemented?

Visits (Home or Site):

Visit Criteria	As outlined in the HealthySteps model standards, services should be tailored to the family needs.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	HealthySteps Specialist	Minimum Education Level	Bachelor's or four-year degree	Maximum Number of Cases	N/A
*Required Certifications and/or Training		The HealthySteps Specialist should be an individual with early childhood development experience (e.g., social workers, psychologists, early childhood educators, nurses), preferably with an infant and early childhood			

mental health/development background. Trainings specific to the HealthySteps model will be provided by the HealthySteps National Office as part of the HealthySteps Institute and ongoing technical assistance.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
Screening	
Screening Criteria	Developmental, social-emotional, autism, and maternal depression screenings are critical components of the HealthySteps model.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria: Referrals	Given the risk factor profile of clients and/families served by First Steps, it is expected that **most clients** will be connected to services in addition to this program.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity and for funder reporting purposes.
Other Criteria 2: Clinic Responsibilities	- Clinics must be assessed for readiness in partnership with the HealthySteps National Office, and then apply for and be approved by the HealthySteps National Office. - Clinics must follow all expectations of HealthySteps National Office, including: a. HealthySteps Institute Training b. Developing and maintaining an implementation plan c. Achieving fidelity d. Annual site reporting - Clinics and community partners must communicate with the Health Steps National Office to: a. Complete an initial consultation and practice assessment b. Comply with all HealthySteps intervention requirements and agreements, as outlined in MOA c. Continue consultation regarding fidelity and sustainability d. Finalize implementation plan e. Provide annual reports - In the application phase, clinics will identify a Physician Champion (pediatric care MD or NP who will champion the cause) and a. Ensure that HealthySteps (HS) best practices are implemented throughout the pediatric or family practice department. b. Ensure that most, preferably all, team members attend Healthy Steps Institute training. - Clinics will obtain written consent that allows a Healthy Steps Specialist to share the clients Protected Health Information (PHI) with the SC Office of Revenue and Fiscal Affairs and SC First Steps for evaluation purposes only from all clients receiving Healthy Steps services. - Clinics will share clinic-level outcomes with SC First Steps, including, but not limited to, agreed-upon HEDIS metrics, upon request. **HealthySteps Specialists** a. Identify and hire a **HealthySteps Specialist (HSS)** --a staff member with early childhood development experience (i.e., social workers, psychologists, early childhood educators, nurses), preferably with an infant and early childhood mental health/development background with support from the Local First Steps Partnership.

	b. The HSS (and any other provider) will enter all data for children receiving Healthy Steps services, to include the patient's medical record or electronic health record number, into Welly, the Healthy Steps data management system. Training will be provided on Welly by HealthySteps National Office.
	
	c. The HSS, in coordination with, and supervision from, the Medical Provider will:
	    (i) Support the medical practice and be responsible for administrative aspects of fulfilling the HS model.
	    (ii) Participate fully in the HealthySteps Institute and become certified in the HSS model.
	    (iii) Carry out all HSS duties to include Tier 1, Tier 2, and Tier 3 services, as needed, for all families with children 0-3 in the clinic.
	    (iv) Maintain connections with community agencies for referrals and consulting.
	    (v) Participate in regular HS team meetings as scheduled, to include reflective supervision meetings with identified responsible parties.
	    (vi) Complete all reporting requirements for both Healthy Steps National and SCFS.

Other Criteria 3: Local Partnership Responsibilities	• Support the HSS with making up-to-date referrals to community and consulting resources that support HS families.
	• Collect and review output and qualitative data from the quarterly and annual HS reports.
	• Participate in monthly SCFS HS team meetings, and other statewide meetings, to discuss progress and provide support across implementing sites.
	• Support HealthySteps families through the HSS with wrap around services to include, but not limited to:
	    a. Making referrals and connections to community resources, community convening of pediatric healthcare service providers (Community Café's)
	    b. Mobilizing community support to ensure consistent and coordinated pediatric medical care
	    c. Increased well-child visits, immunization, and oral health recommendations.
	    d. Improved access to screening, identification, and referral for needed health, early intervention, and/or disability services.
	• Assist and support the HSS in eliminating barriers and other challenges associated with program implementation, based on report reviews and team meetings.
	• Prioritize the implementation of other services, focusing on South Carolina's Birth through Five Plan strategies, Reach Out and Read, and others, to health care providers partnering in Healthy Steps.

Program Name	Family Connects		Code	911
Program Area	Health			

Program Description

Family Connects (FC) is a nurse-based approach to supporting newborns and their families through nurse home visits, connecting families to services in the community, and supporting families with an individual approach to care. All families with children from birth up to 6 months are eligible for services. Family Connects works with communities to establish implementation and sustainability planshelp establish community networks and provides training for nurses who will conduct home visits.

Unit of Service		Evidence Based?	High Intensity?
☒Families	☐Adults	☒Yes	☐Yes
☐Children	☐Providers	☐No	☒No

Data Collection Requirements

☐Client-level   ☒Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☒Yes   ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s): Family Connects database; hospital system electronic health records.

If Yes, Monthly Outputs Data Required	
☐Books Distributed	☒Referrals Made
☐Books Read	☐Total Number of Health Screenings
☐Literacy Kits Given	☒Total Number of One-on-One Client Visits
☒Children 0-5 Served (unduplicated)	☐Total Number of One-on-One Client Visit Hours
☒Families Served (unduplicated)	☐Group Meetings, Trainings, Events: Number of Sessions
☐Adult Family Members Served (unduplicated)	☐Group Meetings, Trainings, Events: Number of Hours
☐Providers Served (e.g., Schools, Centers)	☐Group Meetings, Trainings, Events: Total Attendance
☐Classrooms Served (unduplicated)	☐Other (please specify):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

Age Criteria	Birth to 6 months old.

Service Criteria: How is this program implemented?

Visits (Home or Site):

Visit Criteria 1: Duration	The home visit should be 90-120 minutes.
Visit Criteria 2: Frequency	One introductory visit in the hospital. One home visit is scheduled within 6 weeks of birth of child. Additional visits (1-2) may be scheduled based on family needs.
Visit Criteria 3: Location	Visits occur in the participant's home. Telehealth visits are permitted, if necessary.

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Nurse Home Visitor	**Minimum Education Level**	Bachelor's or four-year degree	**Maximum Number of Cases**	N/A
*Required Certifications and/or Training		Nurse home visitors and nurse supervisors must be registered nurses with an active license in their state. Family Connects International (FCI) recommends, but does not require, that nurse home visitors and data managers hold a bachelor's degree, and that nurse supervisors and program directors (if applicable) hold a master's degree.			

	Nurse Home Visitors and Nurse Supervisors must receive pre-service training in the Family Connects model. In-service training is also included as part of the Family Connects International model.

Note: Community Alignment Specialists must hold a bachelor's degree, although a master's degree is preferred, and Program Support Coordinators must hold a high school diploma, although a bachelor's degree is preferred.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
Screening: Family Connects Screening Tool	
Screening Criteria	Caregiver, child, and environment screening tool proprietary to Family Connects International.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Nurses shall refer and connect families to services that need, may need, or want, to strengthen their families and provide optimal development for their preschool children.
Referral Criteria 2: Connections	50% of families served must have at least one successful connection per program year.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2: Partner Responsibilities	- Establishing a Family Connects Site:<ol type="a"> - To establish a Family Connects site, a partnership must establish a relationship with a medical/healthcare system. - The Family Connects site must be engaged, assessed for readiness in partnership with Family Connects International, and then apply for and be certified by the Family Connects International Office. Start-up to certification is usually a 2-year process. - FC Sites must follow the expectations of Family Connects International, including FCI training, developing and maintaining an Implementation Plan, achieving fidelity, and data monitoring and reporting. - Sites will also identify several key positions to lead the Family Connects Program: an Executive Director (can be % time), a Community Alignment Specialist, Nursing Supervisor, Nurse Home Visitor(s), and other support staff as needed, including a partnership with a Medical Director (MD). - FCI also requires that program sites include a Community Alignment Specialist to identify community resources and align the program with those resources. - Family Connects can be housed in a variety of settings but usually includes a nurse supervisor and nurse home visitors, a community alignment specialist, and other roles depending on the size of the delivery area. - Site and community partners must communicate with Family Connects International to:<ol type="a"> - Develop and maintain a Community Advisory Board (CAB). - Develop a plan for implementation. - Comply with all FCI intervention requirements and agreements, as outlined in MOA. - Continue consultation regarding fidelity and sustainability. - Finalize implementation plan. - Provide annual reports. - Clinics will obtain written consent for evaluation purposes only from all clients receiving Family Connects services.

Other Criteria 3: Local Partnership Responsibilities	• Collect and review output data from the monthly and annual Family • Connects reports, and provide data to SC First Steps. • Assist and support Family Connects staff in eliminating barriers and other challenges associated with program implementation, based on report reviews and team meetings.

Program Name	Becoming a Mom©		Code	912
Program Area	Health			

Program Description

Becoming a Mom/Comenzando Bien® is a comprehensive prenatal education program developed by March of Dimes to support healthy pregnancies by promoting healthy lifestyles and equipping women with tools to navigate pregnancy, labor and delivery, and the postpartum period. The curriculum is delivered over nine sessions, each focusing on a key health-related aspect of pregnancy or early parenting.

It is designed for use with pregnant women in a supportive group setting to learn about having a healthy pregnancy. The curriculum is evidence-based and includes information on prenatal care, nutrition, stress, things to avoid during pregnancy, labor and birth, postpartum care and newborn care. It provides culturally relevant social support and demonstrates improved birth outcomes and behavior change

The nine sessions include: You and your baby, Prenatal care, Eating Healthy During Pregnancy, Stress During Pregnancy, Things to avoid during Pregnancy, The Big Day: Preparing for Birth, Caring for your baby, Caring for yourself postpartum, Graduation

Unit of Service		Evidence Based?	High Intensity?
☐Families	☒Adults	☒Yes	☒Yes
☐Children	☐Providers	☐No	☐No

Data Collection Requirements

☒Client-level   ☐Monthly outputs

If monthly outputs, is client-level data required by model elsewhere?   ☐Yes   ☐No

If yes, client-level data required by model elsewhere, then name of external data system(s):

THE CRITERIA OUTLINED BELOW REPRESENT ALL PROGRAM REQUIREMENTS. THOSE MARKED WITH AN ASTERISK (*) ARE USED IN THE ONGOING EVALUATION OF LOCAL PARTNERSHIP PROGRAM PERFORMANCE.

Targeting Criteria: Who does this program target?

Age

	Age Criteria	Prenatal

Risk Factors

	*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
	*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?

Group Connections

*Group Connection Criteria 1: Duration	Group connections will be at least 120 minutes

Note: Group meetings must adhere to the Becoming a Mom intervention guide.

*Group Connection Criteria 2	Groups last 6-9 weeks
Group Connection Criteria 3: Group Size	Groups will consist of 10-12 pregnant individuals

Retention Criteria: What are this program's goals for client retention?

*Retention Criteria	75% of families must complete at minimum 4 of the 9 group sessions

Workforce Criteria: Who are the service providers implementing this program?

Program Role	Group Facilitator	Minimum Education Level	High School diploma or GED	Maximum Number of Cases	N/A

*Required Certifications and/or Training	• All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in maternal and child health or closely related field. • Becoming a Mom group facilitators must complete the Facilitator Training before implementing the program.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Assessment 1: Becoming a Mom© Pre-Survey	
*Assessment 2: Becoming a Mom© Completion Survey	
*Assessment 3: Becoming a Mom© Birth Outcome Card	

Referral Criteria: What are this program's requirements for client referrals and connections?	
*Referral Criteria 1	Group facilitators shall maintain (within the designated First Steps Data Collection System) referral records to include information on the outcome/disposition of each First Steps-initiated referral.
Referral Criteria 2	Families will be referred to Help Me Grow to access developmental screenings and resources.
Note: Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up to ensure that appropriate connections have been established.	

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	The **Becoming a Mom©** program may only be implemented in conjunction with an existing SCFS family support program. Families must be co-enrolled in the programs.

APPENDIX A: FORMULA FUNDING REDUCTION LEVELS

At any time during the year a Local Partnership may come under a Corrective Action Plan (CAP). As these processes take place, there is a wide variety of possible outcomes over different periods of time. Once a Local Partnership is moved to a level where there is a financial impact, their Allocation will be impacted in that period as appropriate for the specific situation. A Local Partnership may move through multiple levels in a single year or period and the impact may occur at that time without waiting until a future period depending on the specific situation. At least two times during each year a formal review will take place that might generate a CAP, but a CAP with a financial penalty could occur at any time depending on the specific situation and the violation.

Any financial penalty would not normally be a surprise to the Local Partnership as it would be part of an ongoing CAP or other action. If there is a financial penalty accessed by the Board of Trustees, each Local Partnership is welcome to request time either in a meeting of the appropriate Committee, or of the Board of Trustees to reconsider its actions.

SATISFACTORY
- **Successful Operations**
    - No Corrective Action Plans
    - Can apply for Targeted and Competitive Grants

UN-SATISFACTORY

Level 1 Under Corrective Action Plan
    - Have established a Corrective Action Plan and is working on completing it successfully:
    - Must have a direct conversation with the full local partnership Board by either the Chief Partnership Officer or the Chair of the Programs and Grants Committee
    - Cannot be awarded a Targeted or Competitive Grant
    - No change in Formula Funding

Level 2 Failure to Complete or Create a Corrective Action Plan
    - Have established a Corrective Action Plan and is not meeting their plan requirements or have not established a Corrective Action Plan as required.
    - Cannot be awarded a Targeted or Competitive Grant
    - Certain issues require a reduction in funding. Includes:
        - Failure to meet match two years in a row
        - Failure to meet the 15% Carryforward Requirement two years in a row
        - Additional failures in specific situations recommended by First Steps Staff based on ongoing or repeat Corrective Action Plans (appropriate percentage to be determined)
    - Reductions can be as much as 5% of the total formula funding
    - Must be Approved by Board of Trustees
    - Impact on services to children will be minimized by identifying and funding alternative delivery sources to the best of the Board's ability

Level 3 Default on Grant Agreement and First Steps Policies
    - Local Partnership exceeds the set administrative rate (per statute)
    - Local Partnership is in default of the Grant Agreement and is not adequately correcting the deficiencies (per statute and the Grant Agreement)
    - Elimination of Formula Funding
    - Approved by Board of Trustees
    - Impact on services to children will be minimized by identifying and funding alternative delivery sources to the best of the Board's ability