



## Meeting of the Board of Trustees

**April 20, 2018**

11:00 am

EdVenture Children's Museum, 211 Gervais Street, Columbia, SC

I. Call to Order and Approve Agenda (Ken Wingate)

**Motion:** To adopt the agenda as submitted.

II. Approve February 2018 Minutes (Ken Wingate)

**Attachments:** February 2018 Minutes

**Motion:** To adopt the February 2018 minutes as submitted.

III. Executive Committee (Ken Wingate)

**Attachments:** Minutes from Executive Committee – March 30, 2018

**Motion:** To authorize the engagement of a search firm to assist with the recruitment of candidates for position of Early Head Start – Child Care Partnership Director.

IV. Finance and Administration Committee (Judith Aughtry)

**Attachments:** Committee Report, Form 990 for FY2017, Local Partnership Allocation, FY2018 Financial Status Report as of March 31, 2018, FY2018 Donations, Minutes from the Finance and Administration Committee – March 29, 2018

**Motion:** To approve the 990 Form as presented by Manley Garvin for the 2017 state fiscal year.

**Motion:** To approve the Local Partnership Allocations for State Fiscal Year 2018 – 2019.

**Motion:** To approve the establishment of a new code for core functions and community mobilization, allowing local partnerships to appropriate not more than 12% of South Carolina First Steps funds for these purposes.

V. Early Head Start Governance Council (Roger Pryor)

**Attachments:** Committee Report, Minutes from EHS Governance Council – April 18, 2018, SCFS Early Head Start – CCP Program Continuation Refunding Application

**Motion:** To approve the Early Head Start Round One Continuation Application as approved by both the Policy Council and the EHS Governance Council on Wednesday, April 18, 2018 .

**Motion:** To approve the proposed final center / slot assignments for First Steps Round 2 EHS grant.

**Motion:** To approve the inclusion of \$480,000 (and increase of \$270,000 in unexpended operating funds) to provide for up to 8 Early Head Start playgrounds in the agency's pending Round 2 budget revision.

**Motion:** To reject adoption of 2017 revisions to the Policy Council bylaws and return them to the Policy Council for review and revision.

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VI. Program and Grants Committee (Jennifer McConnell)

**Attachments:** Committee Report, Program and Grants Committee Agenda and Minutes – March 14, 2018, Partnership Performance Renewal Plan and Application, Program and Grants Committee Agenda and Minutes – April 17, 2018, Proposed FY19 Partnership and Program Accountability Standards

**Motion:** To approve the content for the Local Partnership Renewal Plan and Grant Application as outlined. (See attachment)

**Motion:** To approve the FY19 First Steps Partnership and Program Accountability Standards as presented to and reviewed by the Program and Grants Committee (See attachment)

VII. Legislative Committee (Sen. Gerald Malloy)

**Attachments:** Legislative Report, H3591 Bill Summary, H3591 as adopted

VIII. Executive Director's Report (Georgia Mjartan)

**Attachments:** Executive Director's Report, SCFS 4K Program Report, National Institute for Early Education Research (NIEER) 2017 State of Preschool Report – South Carolina

**Motion:** To authorize the Executive Director to pursue the opportunity for an AmeriCorps VISTA program at South Carolina First Steps.

IX. South Carolina Early Childhood Advisory Council (Ken Wingate)

**Motion:** To convene a meeting of the SC Early Childhood Advisory Council.

**Motion:** To adjourn the meeting of the SC Early Childhood Advisory Council and reopen the meeting of the Board of Trustees of SC First Steps.

X. New Business (Ken Wingate)

XI. Adjourn

**Motion:** To adjourn the meeting of SC First Steps.



**South Carolina First Steps to School Readiness  
Board of Trustees Meeting  
February 16, 2018**

**Canal Room, EdVenture Children's Museum, Columbia  
11 a.m.**

**DRAFT MINUTES**

**Members Present (15):**

Ken Wingate, Chair  
Deputy Superintendent David Mathis  
Representative Rita Allison  
Senator Greg Hembree  
Representative Jerry Govan  
Judith Aughtry  
Amy Williams  
Walter Fleming  
Alexia Newman  
Jennifer McConnell  
Sue Williams  
Rick Noble  
Roger Pryor  
Susan Alford  
Josh Baker

**Members Absent (7):**

Julie Hussey, Vice-Chair  
Senator Gerald Malloy  
Tracy Lamb  
David Wilson  
Josh Baker  
Tim Holt  
Pat Talley

**Staff Present:**

Georgia Mjartan  
Dan Wuori  
Martha Strickland  
Debbie Robertson  
Mark Barnes  
Russell Brown  
Samantha Ingram



Betty Gardiner  
Kate Roach

### **Call to Order/Quorum Call**

Mr. Ken Wingate called the meeting to order at 11:21 a.m. and stated that a quorum was present.

Mr. Wingate called for a motion to approve the minutes of the February 16, 2018 meeting. After a motion by Senator Greg Hembree and a second by Mr. Roger Pryor, the minutes were unanimously approved. Mr. Rick Noble proposed changing language in the minutes to say “interest will go back to the program whose funds generated it”. Upon a motion to approve the minutes as amended by Rep. Jerry Govan and a second by Ms. Jennifer McConnell, the revision to the minutes was unanimously approved.

Mr. Ken Wingate stated SC First Steps wanted to stay focused on having a full board and pointed to the board vacancies and stated the vacancy categories. Mr. Wingate asked board members to recommend or solicit feedback on who could fill those vacancies. Mr. Wingate also asked Ms. Judith Aughtry and Mr. Rick Noble to start thinking of potential replacements that could be presented to those making appointments as their time on the board would end soon.

Ms. Judith Aughtry presented on behalf of the Finance and Administration Committee. Ms. Aughtry noted seven local partnerships exceeded the 8% administrative cap and two counties did not meet the required 15% match. Ms. Aughtry asked for questions from the board. A motion was made to approve the waiver requests for seven Local Partnerships, Barnwell, Calhoun, Chester, Clarendon, Georgetown, Marlboro, and Sumter, to exceed the 8% administrative cap and for two local partnerships, Hampton, and Horry, to exempt them from meeting the 15% match requirement for the 2017 fiscal year. The motion was unanimously approved.

Ms. Aughtry pointed the board to the Financial Report as of January 18, 2018. Mr. Mark Barnes elaborated on the report and stated 4K funds carry forward will be much less than past years, and noted changes in a proviso allowing extended care helped expend those funds.

Mr. Wingate introduced Mr. Roger Pryor, who presented the report on behalf of the Early Head Start-Child Care Partnership Governance Council. Mr. Pryor briefed the board on the Council’s recommendation of the February 1, 2018 submission of a one-time, supplemental funding request of \$208,517 to the Office of Head Start.

Mr. Walt Fleming made a motion to approve the recommendation from the Council, followed by a second by Ms. Jennifer McConnell. The recommendation was unanimously approved.



Mr. Pryor also made a motion on the recommendation of the Early Head Start-Child Care Partnership Policy Council to approve the Incident Reporting Policy as proposed. The motion was approved unanimously.

Mr. Pryor stated Rebecca Brown had retired effective February 14, 2018 and asked people to share the job vacancy with anyone who may be interested. Mr. Pryor stated that Mr. Dan Wuori will be the Acting Director for the grant until the position is filled.

Mr. Pryor stated that SC First Steps terminated the agreement with Little Treasures as of February 2, 2018 and Mr. Walter Fleming will help transition the impacted students into one of his Head Start centers hopefully by mid-March.

Mr. Pryor gave a report on plans to use a vacant school building in Latta, SC in conjunction with Dillon County First Steps, to house Early Head Start-Child Care Partnership students by August 2018. Mr. Pryor noted that student enrollment will increase due to the expansion grant. Mr. Pryor said SC First Steps met with Region IV to discuss incidents at Thornwell and Little Treasures. It was stated that the incidents in Thornwell were self-reported. Mr. Pryor asked for questions. Rep. Govan asked if the agency should expect any repercussions from the incidents. Mr. Pryor said he could not say yes or no.

Ms. Georgia Mjartan noted that because our grant has two federal deficiencies that our agency will have to compete nationally for the grant once the initial grant funding is up. She also noted that it is possible that we could receive additional deficiencies pertaining to the additional incidents.

Ms. Mjartan asked Region IV specifically if they thought we should terminate additional contracts with providers and Region IV said no. Regardless, the goal is to keep the EHS funds (\$35M) in South Carolina, no matter who serves the classrooms.

Ms. Jennifer McConnell gave the report for the Program and Grants Committee. Ms. McConnell stated the committee continues to work on the evidence-based program list. Upon the recommendation by the committee, a motion was made to approve the addition of the following seven programs to the current list of evidence-based: Early Identification and Referral, Early Steps to School Success, Imagination Library, Language Environmental Analysis (LENA), Raising a Reader (with parent training), Nurturing Parenting Program, Parent Child Home. The motion was approved unanimously. Ms. McConnell also presented another recommendation to the board. Upon a recommendation by the committee, a motion to approve the request of Darlington and Sumter to begin new strategies for Fatherhood and Child Care Quality Enhancement respectively. The motion was approved unanimously.

Sen. Hembree presented on behalf of the Legislative Committee. He stated that the committee met on January 29, 2018 and discussed where, in the legislative process, the agency was with reauthorization. Sen. Hembree noted one senator, Sen. Shane Martin,



continued to block the bill and noted that Ms. Mjartan has met with him on several occasions.

Rep. Govan noted that Sen. Martin has added six additional requests as opposed to his initial one. Based on the additional requests, Hembree does not see making any additional amendments and stated that they can always take a different route.

Mr. Pryor asked about details of the proviso route. Sen. Hembree stated the agency had already submitted the proviso as a life boat.

Mr. Wingate wanted to know if it was time for the board, the staff and the constituents to get involved. Sen. Hembree asked that everyone stay calm for now, but would let us know when to bring in the cavalry.

Sen. Hembree noted that Ms. Mjartan and staff did a great job working with the Senate Finance Committee.

Sen. Hembree spoke briefly about the bill (S.B. 840) proposed by Sen. Talley and stated that the bill would not make any moves in the legislature this year.

Ms. Sue Williams expressed that Sen. Talley understood that this year's bill was to start the conversation about combining early education services and the goal, long-term was to create an Early Learning Cabinet agency.

Ms. Mjartan said she had a very productive meeting with Sen. Talley and told him it was our board's goal to be that body that provides coordination of early learning services.

Rep. Rita Allison concurred with Sen. Hembree and said that she has seen the additional requests from Sen. Martin but does understand those requests can only be taken care of by the board and the requests were all things the General Assembly was already addressing. Rep. Allison said the House will most likely file a proviso to safeguard anything, just in case the Senate does not get the reauthorization bill through. She has also talked with Sen. Talley and told him that once reauthorization passes, First Steps will be in a position to take on the duties of a Department of Early Development and Education.

Mr. Wingate reminded the board that they are the Early Childhood Advisory Council (ECAC) for South Carolina. He said the agency will send out the ECAC statute to all board members. Mr. Wingate read the 10 statutory requirements and gave a brief history on the previous work of the ECAC. Mr. Wingate suggested creating 3-5 working ad hoc committees and suggested some members for the board, such as Children's Trust, Department of Education, Dr. Amy Williams, DSS (Amber Gillum), DDSN or DHEC be involved on the committee. Mr. Wingate asked for feedback within a week if board members are able and willing to participate in the ad hoc committees. Ms. Mjartan said she was tying up loose ends like the ECAC and Interagency Coordinating Committee and suggested these committees become one.



A recommendation was made to constitute a standing committee of the ECAC which shall include the Interagency Coordinating Committee charged to make recommendations to the ECAC as a whole regarding the statutory requirements. A motion made by Rep. Govan followed by second by Hembree, the motion was unanimously approved. Rep. Govan made a motion to adjourn the ECAC and reconvene Board of Trustees meeting.

Ms. Mjartan gave her Director's Report. She thanked everyone, specifically Ms. Susan Alford at DSS and Superintendent Spearman at SC Department of Education for their role in welcoming her and introducing her to ways that the departments already are and can continue to work collaboratively. Ms. Mjartan also thanked Ms. Aughtry for her many years of service to the agency, noting her tenure on the board. She thanked the local partnership directors in the room including Amy Breault, Dorothy Priester, Jim Riddle, and Rick Noble and noted how gracious each one was to host her in their counties.

Ms. Mjartan noted to the group that budget request information was included in the Executive Committee report and noted the donor report and thanked board donors.

Mr. Wingate asked for people to let him and Ms. Mjartan know of possible donors they can reach out to for private donations. Mr. Noble suggested SCANA and Dominion.

Ms. Mjartan briefed the board about a fiscal concern at a 4K center in Bamberg and thanked Ms. Martha Strickland and Mr. Dan Wuori for their quick action to terminate the contract with the 4K provider and get SLED involved to resolve the issue.

Ms. Mjartan talked about her visit to the Riverbanks Zoo with Lexington County First Steps and expressed her ideas about documentary photography to tell the story of First Steps and the children and families we serve.

Ms. Mjartan said through discussion with her staff, conversations were happening around how we purpose our mission, vision, impact and goals. She talked about her different conversations and how each one integrates into our mission with the goal to share the numerical goal for 4K participation, similar to Early Head Start, and was prepared to ask for additional funding for a new data systems for local partnerships.

Dr. Amy Williams stated the importance of having numerical data and having a collaborative effort. Dr. Williams volunteered to help with anything that was needed to reach that goal.

Sen. Hembree noted alignment is very important and the key to know what the agency is shooting for is to have alignment.

Mr. Noble suggested balancing your ambitions with capacity and ensure you have the right staff to meet those ambitions.





Ms. Mjartan suggested using 4K carry-forward money to hire someone to go out into the counties to help recruit new 4K centers instead of adding more work onto the 4K coordinators.

Ms. Mjartan talked about the agency as a convener, collaborator, and connector and gave an example of the 4K marketing and noted that this year's 4K marketing would have both SDE and SCFS information for parents so they can decide where to enroll their children. She discussed First Steps' desire to share waiting lists with SC Department of Education to ensure all children are served.

Mr. David Mathis agreed to share waiting lists between the SC Department of Education and SCFS.

Ms. Mjartan said the agency can do better to communicate our role as a state office and that we are not just a pass through to local partners. She told the group about her trip to Abbeville and Greenwood Counties and their roles in direct operation of programs. Mr. Wingate reminded the board of their complex job to advance and improve local programs and state how we must all be committed to that. He noted that this had been discussed by the Executive Committee.

Ms. Mjartan talked about internal operations and thanked Ms. Julia-Ellen Davis for her positive influence on the tone and culture of the state office. Ms. Mjartan said her focus is on accountability, chain of command, transparency and integrating across programs: for example, including 4K and EHS at the Program and Grants committee, and exploring levels of insurance at the state office, providers, and local partnership, inclusion, diversity, and equity.

Rep. Govan also thanked Ms. Davis and Mr. Dan Wuori for doing a great job in such a critical time.

Mr. Wingate said the board needed to choose meeting space for the remainder of the year, noting that he liked having the meeting at EdVenture, as it is one of First Steps' partners in education. Ms. Williams suggested her office. Ms. Mjartan said she and her team would explore options.

Mr. Wingate opened the floor to any board members or audience members to bring information. Ms. Dorothy Priester asked the board to consider looking at the funding for Dolly Parton Imagination Library.

A motion was made for the board to move into a brief Executive Committee meeting to discuss a personnel matter. A motion was made for the board meeting to reconvene.

With no other business, the meeting adjourned at 1:06 p.m.





## Minutes of the Executive Committee Meeting, Board of Trustees March 30, 2018

Committee Members Present: Ken Wingate, Chair; Julie Hussey, Vice Chair; Judith Aughtry, Finance Chair; Jennifer McConnell, Program and Grants Committee Chair; Alexia Newman, Strategic Planning and Evaluation Chair; Roger Pryor, Early Head Start Governance Council Chair

Staff Liaison: Georgia Mjartan, Executive Director

### **Legislative**

Ms. Mjartan presented information about the following points:

- Status of Permanent Reauthorization
- Budget Request (no additional funds recommended by House or Senate)
- Senate Oversight Committee
  - Governance & Organizational Structure & Conflicts of Interest
- 4K Carry Forward
- Reports to Legislature (i.e. re: provisos)

Executive Committee members discussed strategies to engage legislators through the year (i.e. public engagement efforts, education, site visits in communities) and the role of the board in communicating to legislators. The Executive Director suggested a more engaging budgeting process to involve the management team of the staff as well as the board. It was decided that when proviso reports are sent to the legislature, the Executive Committee would be included in that correspondence as well.

### **Program**

Ms. Mjartan gave details on ways that the state office can continue to provide support and accountability to local partners. In addition, she reported on her “listening tour” across the state.

- Local Partners
  - Increased Communication
  - Increased Support
  - Increased Accountability
    - Fiscal Accountability
      - Move to cost allocation
      - Accounting Codes (create 180 at 12%)
    - What to do when there are concerns
  - Listening Tour (18 to date)
    - Richland (on location)
    - Lexington (on location)
    - Greenwood & Abbeville (on location)
    - Spartanburg & Greenville (on location)
    - Beauford, Dorchester and Charleston (on location)



- Together SC (33 local partners present)
  - York, Richland, Darlington, Greenville
  - Orangeburg, Beauford, Hampton, Jasper and Colleton

Ms. Mjartan provided information on a proviso that was drafted by a group of early childhood advocates and asked for guidance in understanding SC First Steps' role in signing on to advocacy agendas such as the Early Child Common Agenda. She noted that the goals of the agenda were all very aligned with what First Steps cares about, but that she was uncertain about the appropriateness of a state agency signing on to an advocacy agenda. Mr. Wingate said that this issue had come up a few years ago and that the board had taken a vote at the time. The board had decided at that time that it would be inappropriate to "sign on" to an advocacy agenda. Ms. Mjartan discussed the fact that we need to have a clear plan in place addressing the 4K Carry Forward and that she is working on that and plans to engage the Executive Committee on this in the future.

- 4K
  - Proviso that was drafted but not submitted
  - Early Childhood Common Agenda
  - 4K Carry Forward

### **Early Head Start**

Roger Pryor, EHS Governance Council Chair, presented information on the Early Head Start – CCP program. He noted that he had reached out to Ms. Kiki Billings, the Policy Council Chair to begin going through governance documents together and to do a joint governance assessment. The following items were discussed:

- Federal Site Visit
- Follow-up from deficiencies
- Governance Issues (including compliance)
- HR Matters within EHS
- Round 2 Expansion
- Recompensation (Round 1)
- April 10 (afternoon) with board, policy council and EHS management
- Budget Revision
- Grant Renewal

### **Personnel**

Ms. Mjartan discussed the fact that there were numerous vacancies through SCFS but especially within the Early Head Start team. She said that not having an Early Head Start Director was very difficult. She proposed hiring a search firm to help with the search, as an Early Head Start Director requires very specific Head Start knowledge and we are a very large and unique program. The Executive Committee authorized this approach. The Executive Committee then went into closed session to discuss a personnel matter. The motion to go into Executive Session was made by Roger Pryor and seconded by Jennifer McConnell. The motion to go into executive session passed unanimously. At the conclusion

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of the session, Jennifer McConnell motioned to reopen the meeting, Roger Pryor seconded, and the motion passed unanimously.

### **Opportunities**

The opportunity to apply for 20 – 25 AmeriCorps VISTA members was presented. Ms. Hussey proposed bringing this to the full board for a discussion.

### **Board**

Acknowledging the need to develop a board matrix and a strategic board development plan, the Executive Committee recommended asked the Strategic Planning Committee to take on this work. Ms. Newman said she would be happy for her committee to help with this.

### **Fiscal & Administrative**

Financial reports were presented to the board for review.



To: SC First Steps Board of Trustees  
From: Judith Aughtry, Chair, Finance and Administration Committee  
Date: April 18, 2018

**RE: Finance and Administration Report**

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The Finance and Administration Committee met via conference call on March 29, 2018 to receive updates from staff. Detailed meeting minutes are attached. The committee brings forward the following updates and two proposed action items today.

**ACTION: Approval of the 990 Form for State Fiscal Year 2017**

Each year the Board is asked to approve the annual 990 for SC First Steps. This item was presented to the Committee by Libby Shull, CPA, Senior Manager, Manley Garvin, LLC. Ms. Shull reviewed the contents with the Committee. The Committee voted to approve the 990 unanimously. Today, we ask the Board to ratify the submission of the 990 Form.

*Motion: To approve the 990 Form as presented by Manley Garvin for the 2017 state fiscal year.*

**ACTION: Approval of the Local Partnership Allocation for State Fiscal Year 2019**

Mr. Barnes presented the proposed allocation amounts for the Local Partnerships for State Fiscal Year 2019. He reviewed the current factors that affect the allocations and the proposed changes, based on the updated demographic information. We discussed the need to put together a group to review the allocation model as several of the factors in the original model are no longer updated annually. The Committee voted unanimously to approve the recommended allocations for each Local Partnership for the 2018-19 State Fiscal Year. In addition, the group requested Mr. Barnes work with the Board of Trustees Finance and Administration Committee and the Executive Director Finance and Administration Committee, in addition to bringing in any additional help needed to review and offer recommendations on updates to the Allocation Model before next year. Today, we ask the Board to ratify the Local Partnership Allocations approved by the Committee..

*Motion: To approve the Local Partnership Allocations for State Fiscal Year 2018-19.*

**Financial Report**

The YTD financial report was reviewed with the committee with general discussion.

**Update on the State Budget Request**

Mark Barnes provided an update to the committee on the status of the request. The House of Representatives did not recommend any additional funding for SC First Steps in next year's state budget request. Staff presented the budget request to the Senate Finance Education Subcommittee on Wednesday, February 14. We do not know what the Senate will recommend in their version of the budget.

**ACTION: Approval of New Local Partnership Tracking Code for Core Services and Community Mobilization**

Georgia Mjartan discussed the current statutes requiring the Local Partnerships to provide a number of services to their communities. These include Core Functions (convening, acting as a

portal, and supporting state-level school readiness priorities) as well as community mobilization. These costs are generally not included in Administrative Costs, nor are they costs associated with specific programs. Her recommendation to the Committee was that a specific code be set up to track these costs for the Local Partnerships. In addition, she is requesting that it not be included in Administrative Costs, nor Program Costs. In order to give the Local Partnerships guidance and ensure accountability, the recommendation would be to set the percentages as follows as requirements for State Funds for the Local Partnerships which would be consistent with state statutes. They would be broken down as follows:

Administrative Cost	not more than 13% of SCFS funds
New Tracking Code	not more than 12% of SCFS funds
Program Codes	not less than 75% of SCFS funds; of which 75% would be Evidence-Based, and 25% would be Evidence-Informed.

There was general discussion in the Committee with each Committee Member supporting the new code and percentages.

*Motion: To approve the establishment of a new code for core functions and community mobilization, allowing local partnerships to appropriate not more than 12% of South Carolina First Steps funds for these purposes.*

### **Other Discussion**

The status of reauthorization was discussed as well as some of the changes being required in the new statute, should it pass. In addition, we received updates on the Sumter County School District Forensic Audit, Allocating Costs for the Local Partnerships, an issue with an EHS Fuel Card, Upcoming revisions for the EHS Round 2 Grant Implementation, 4K Payment Process Review, and a SLED Investigation of a previous 4K Provider.

EXTENDED TO MAY 15, 2018

Form **990**Department of the Treasury  
Internal Revenue Service**Return of Organization Exempt From Income Tax**

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Information about Form 990 and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

OMB No. 1545-0047

**2016**Open to Public  
Inspection**A** For the 2016 calendar year, or tax year beginning **JUL 1, 2016** and ending **JUN 30, 2017****B** Check if applicable:

- ☐ Address change  
☐ Name change  
☐ Initial return  
☐ Final return/terminated  
☐ Amended return  
☐ Application pending

**C** Name of organization  
**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) Room/suite  
**1300 SUMTER STREET 100**City or town, state or province, country, and ZIP or foreign postal code  
**COLUMBIA, SC 29201****F** Name and address of principal officer: **GEORGIA MJARTAN  
SAME AS C ABOVE****D** Employer identification number**57-1087576****E** Telephone number  
**803-734-0479****G** Gross receipts \$ **57,635,788.****H(a)** Is this a group return for subordinates? ☐ Yes ☒ No**H(b)** Are all subordinates included? ☐ Yes ☐ No

If "No," attach a list. (see instructions)

**H(c)** Group exemption number ▶ **3590****I** Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) (insert no.) ☐ 4947(a)(1) or ☐ 527**J** Website: ▶ **HTTP://SCFIRSTSTEPS.ORG/****K** Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ▶**L** Year of formation: **1999** **M** State of legal domicile: **SC****Part I Summary**

<b>Activities &amp; Governance</b>	<b>1</b>	Briefly describe the organization's mission or most significant activities: <b>PER SOUTH CAROLINA CODE SECTION 59-152-10: "THERE IS ESTABLISHED SOUTH CAROLINA FIRST STEPS TO</b>
	<b>2</b>	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.
	<b>3</b>	Number of voting members of the governing body (Part VI, line 1a) <b>23</b>
	<b>4</b>	Number of independent voting members of the governing body (Part VI, line 1b) <b>23</b>
	<b>5</b>	Total number of individuals employed in calendar year 2016 (Part V, line 2a) <b>121</b>
	<b>6</b>	Total number of volunteers (estimate if necessary) <b>0</b>
	<b>7a</b>	Total unrelated business revenue from Part VIII, column (C), line 12 <b>0.</b>
<b>7b</b>	Net unrelated business taxable income from Form 990-T, line 34 <b>0.</b>	
<b>Revenue</b>	<b>8</b>	Contributions and grants (Part VIII, line 1h) <b>43,877,889.</b>
	<b>9</b>	Program service revenue (Part VIII, line 2g) <b>0.</b>
	<b>10</b>	Investment income (Part VIII, column (A), lines 3, 4, and 7d) <b>378,682.</b>
	<b>11</b>	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) <b>0.</b>
	<b>12</b>	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) <b>44,256,571.</b>
<b>Expenses</b>	<b>13</b>	Grants and similar amounts paid (Part IX, column (A), lines 1-3) <b>38,042,527.</b>
	<b>14</b>	Benefits paid to or for members (Part IX, column (A), line 4) <b>0.</b>
	<b>15</b>	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10) <b>5,058,984.</b>
	<b>16a</b>	Professional fundraising fees (Part IX, column (A), line 11e) <b>0.</b>
	<b>b</b>	Total fundraising expenses (Part IX, column (D), line 25) ▶ <b>0.</b>
	<b>17</b>	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e) <b>7,593,274.</b>
	<b>18</b>	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25) <b>50,694,785.</b>
<b>19</b>	Revenue less expenses. Subtract line 18 from line 12 <b>-6,438,214.</b>	
<b>Net Assets or Fund Balances</b>	<b>20</b>	Total assets (Part X, line 16) <b>8,587,064.</b>
	<b>21</b>	Total liabilities (Part X, line 26) <b>8,463,676.</b>
	<b>22</b>	Net assets or fund balances. Subtract line 21 from line 20 <b>123,388.</b>

**Part II Signature Block**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

<b>Sign Here</b>	Signature of officer	Date			
	<b>GEORGIA MJARTAN, EXECUTIVE DIRECTOR</b> Type or print name and title				
<b>Paid Preparer Use Only</b>	Print/Type preparer's name <b>JOSH C. GARVIN, CPA</b>	Preparer's signature	Date	Check if self-employed <input type="checkbox"/>	PTIN <b>P01361696</b>
	Firm's name ▶ <b>MANLEY GARVIN, LLC</b>	Firm's EIN ▶ <b>47-5156994</b>			
	Firm's address ▶ <b>P. O. BOX 429 GREENWOOD, SC 29648-0429</b>	Phone no. <b>864-229-4951</b>			

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES

Form 990 (2016)

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**Part III** Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☒ **X**

**1** Briefly describe the organization's mission:  
PER SOUTH CAROLINA CODE SECTION 59-152-30: "THE GOALS FOR SOUTH CAROLINA FIRST STEPS TO SCHOOL READINESS ARE TO: (1) PROVIDE PARENTS WITH ACCESS TO THE SUPPORT THEY MIGHT SEEK AND WANT TO STRENGTHEN THEIR FAMILIES AND TO PROMOTE THE OPTIMAL DEVELOPMENT OF THEIR

**2** Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No  
If "Yes," describe these new services on Schedule O.

**3** Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No  
If "Yes," describe these changes on Schedule O.

**4** Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

**4a** (Code: ) (Expenses \$ 16,391,907. including grants of \$ 14,885,403. ) (Revenue \$ )  
SOUTH CAROLINA FIRST STEPS PROVIDES BOTH FUNDING AND TECHNICAL ASSISTANCE TO THE STATE'S NETWORK OF INDEPENDENT, NON-PROFIT FIRST STEPS COUNTY PARTNERSHIPS SO THAT SERVICES ARE AVAILABLE TO THE CHILDREN WHO NEED THEM. IN EACH OF SOUTH CAROLINA'S 46 COUNTIES, FIRST STEPS PROVIDES OR EXPANDS COMMUNITY EARLY LEARNING SERVICES AVAILABLE FOR YOUNG CHILDREN, THEIR FAMILIES, AND CAREGIVERS. THESE SERVICES FALL INTO FIVE IMPORTANT AREAS:  
1. FAMILY STRENGTHENING  
2. HEALTH AND OPERATIONS  
3. CHILDCARE QUALITY  
4. EARLY EDUCATION  
5. SCHOOL TRANSITION

**4b** (Code: ) (Expenses \$ 15,279,544. including grants of \$ 6,393,622. ) (Revenue \$ )  
SOUTH CAROLINA FIRST STEPS WORKS WITH OTHER AGENCY AND COMMUNITY PARTNERS TO OFFER BABYNET, SOUTH CAROLINA'S EARLY INTERVENTION PROGRAM UNDER PART C OF THE FEDERAL INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA). BABYNET PROVIDES EARLY INTERVENTION SERVICES TO INFANTS AND TODDLERS (BIRTH-36 MONTHS) WITH IDENTIFIED DEVELOPMENTAL DELAYS.

**4c** (Code: ) (Expenses \$ 12,972,854. including grants of \$ 10,632,505. ) (Revenue \$ )  
SOUTH CAROLINA DEPARTMENT OF EDUCATION AND SOUTH CAROLINA FIRST STEPS ADMINISTER THE 4K PROGRAM. THE 4K PROGRAM UTILIZES A PUBLIC-PRIVATE SERVICE DELIVERY MODEL SO THAT PARENTS MAY ENROLL THEIR CHILD IN EITHER A PUBLIC SCHOOL OR AN APPROVED PRIVATE CHILD CARE CENTER.

**4d** Other program services (Describe in Schedule O.)  
(Expenses \$ 6,698,047. including grants of \$ 132,075. ) (Revenue \$ )

**4e** Total program service expenses **51,342,352.**

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**Part IV Checklist of Required Schedules**

		Yes	No
<b>1</b> Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	<b>1</b>	<b>X</b>	
<b>2</b> Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	<b>2</b>	<b>X</b>	
<b>3</b> Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>	<b>3</b>		<b>X</b>
<b>4</b> <b>Section 501(c)(3) organizations.</b> Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>	<b>4</b>		<b>X</b>
<b>5</b> Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>	<b>5</b>		<b>X</b>
<b>6</b> Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>	<b>6</b>		<b>X</b>
<b>7</b> Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>	<b>7</b>		<b>X</b>
<b>8</b> Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>	<b>8</b>		<b>X</b>
<b>9</b> Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>	<b>9</b>		<b>X</b>
<b>10</b> Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>	<b>10</b>		<b>X</b>
<b>11</b> If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
<b>a</b> Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	<b>11a</b>	<b>X</b>	
<b>b</b> Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>	<b>11b</b>		<b>X</b>
<b>c</b> Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>	<b>11c</b>		<b>X</b>
<b>d</b> Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	<b>11d</b>		<b>X</b>
<b>e</b> Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	<b>11e</b>	<b>X</b>	
<b>f</b> Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	<b>11f</b>		<b>X</b>
<b>12a</b> Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	<b>12a</b>	<b>X</b>	
<b>b</b> Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	<b>12b</b>		<b>X</b>
<b>13</b> Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	<b>13</b>		<b>X</b>
<b>14a</b> Did the organization maintain an office, employees, or agents outside of the United States?	<b>14a</b>		<b>X</b>
<b>b</b> Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>	<b>14b</b>		<b>X</b>
<b>15</b> Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>	<b>15</b>		<b>X</b>
<b>16</b> Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>	<b>16</b>		<b>X</b>
<b>17</b> Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>	<b>17</b>		<b>X</b>
<b>18</b> Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	<b>18</b>		<b>X</b>
<b>19</b> Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>	<b>19</b>		<b>X</b>

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**Part IV Checklist of Required Schedules** (continued)

		Yes	No
<b>20a</b> Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i> .....	<b>20a</b>		<b>X</b>
<b>b</b> If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return? .....	<b>20b</b>		
<b>21</b> Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i> .....	<b>21</b>	<b>X</b>	
<b>22</b> Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i> .....	<b>22</b>		<b>X</b>
<b>23</b> Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i> .....	<b>23</b>		<b>X</b>
<b>24a</b> Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i> .....	<b>24a</b>		<b>X</b>
<b>b</b> Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception? .....	<b>24b</b>		
<b>c</b> Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds? .....	<b>24c</b>		
<b>d</b> Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year? .....	<b>24d</b>		
<b>25a</b> <b>Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.</b> Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i> .....	<b>25a</b>		<b>X</b>
<b>b</b> Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i> .....	<b>25b</b>		<b>X</b>
<b>26</b> Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i> .....	<b>26</b>		<b>X</b>
<b>27</b> Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i> .....	<b>27</b>		<b>X</b>
<b>28</b> Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
<b>a</b> A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i> .....	<b>28a</b>		<b>X</b>
<b>b</b> A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i> .....	<b>28b</b>		<b>X</b>
<b>c</b> An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i> .....	<b>28c</b>	<b>X</b>	
<b>29</b> Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i> .....	<b>29</b>		<b>X</b>
<b>30</b> Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i> .....	<b>30</b>		<b>X</b>
<b>31</b> Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i> .....	<b>31</b>		<b>X</b>
<b>32</b> Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i> .....	<b>32</b>		<b>X</b>
<b>33</b> Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i> .....	<b>33</b>		<b>X</b>
<b>34</b> Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i> .....	<b>34</b>	<b>X</b>	
<b>35a</b> Did the organization have a controlled entity within the meaning of section 512(b)(13)? .....	<b>35a</b>		<b>X</b>
<b>b</b> If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i> .....	<b>35b</b>		
<b>36</b> <b>Section 501(c)(3) organizations.</b> Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i> .....	<b>36</b>		<b>X</b>
<b>37</b> Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i> .....	<b>37</b>		<b>X</b>
<b>38</b> Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? <b>Note.</b> All Form 990 filers are required to complete Schedule O .....	<b>38</b>	<b>X</b>	

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**Part V Statements Regarding Other IRS Filings and Tax Compliance**

Check if Schedule O contains a response or note to any line in this Part V ☐

		Yes	No
<b>1a</b> Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	<b>1a</b> 0		
<b>b</b> Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	<b>1b</b> 0		
<b>c</b> Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	<b>1c</b>		
<b>2a</b> Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	<b>2a</b> 121		
<b>b</b> If at least one is reported on line 2a, did the organization file all required federal employment tax returns? <b>Note.</b> If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	<b>2b</b>	X	
<b>3a</b> Did the organization have unrelated business gross income of \$1,000 or more during the year?	<b>3a</b>		X
<b>b</b> If "Yes," has it filed a Form 990-T for this year? If "No," to line 3b, provide an explanation in Schedule O	<b>3b</b>		
<b>4a</b> At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	<b>4a</b>		X
<b>b</b> If "Yes," enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
<b>5a</b> Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	<b>5a</b>		X
<b>b</b> Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	<b>5b</b>		X
<b>c</b> If "Yes," to line 5a or 5b, did the organization file Form 8886-T?	<b>5c</b>		
<b>6a</b> Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	<b>6a</b>		X
<b>b</b> If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	<b>6b</b>		
<b>7 Organizations that may receive deductible contributions under section 170(c).</b>			
<b>a</b> Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	<b>7a</b>		X
<b>b</b> If "Yes," did the organization notify the donor of the value of the goods or services provided?	<b>7b</b>		
<b>c</b> Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	<b>7c</b>		X
<b>d</b> If "Yes," indicate the number of Forms 8282 filed during the year	<b>7d</b>		
<b>e</b> Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	<b>7e</b>		X
<b>f</b> Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	<b>7f</b>		X
<b>g</b> If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	<b>7g</b>		
<b>h</b> If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	<b>7h</b>		
<b>8 Sponsoring organizations maintaining donor advised funds.</b> Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	<b>8</b>		
<b>9 Sponsoring organizations maintaining donor advised funds.</b>			
<b>a</b> Did the sponsoring organization make any taxable distributions under section 4966?	<b>9a</b>		
<b>b</b> Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	<b>9b</b>		
<b>10 Section 501(c)(7) organizations.</b> Enter:			
<b>a</b> Initiation fees and capital contributions included on Part VIII, line 12	<b>10a</b>		
<b>b</b> Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	<b>10b</b>		
<b>11 Section 501(c)(12) organizations.</b> Enter:			
<b>a</b> Gross income from members or shareholders	<b>11a</b>		
<b>b</b> Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	<b>11b</b>		
<b>12a Section 4947(a)(1) non-exempt charitable trusts.</b> Is the organization filing Form 990 in lieu of Form 1041?	<b>12a</b>		
<b>b</b> If "Yes," enter the amount of tax-exempt interest received or accrued during the year	<b>12b</b>		
<b>13 Section 501(c)(29) qualified nonprofit health insurance issuers.</b>			
<b>a</b> Is the organization licensed to issue qualified health plans in more than one state? <b>Note.</b> See the instructions for additional information the organization must report on Schedule O.	<b>13a</b>		
<b>b</b> Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	<b>13b</b>		
<b>c</b> Enter the amount of reserves on hand	<b>13c</b>		
<b>14a</b> Did the organization receive any payments for indoor tanning services during the tax year?	<b>14a</b>		X
<b>b</b> If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O	<b>14b</b>		

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**Part VI Governance, Management, and Disclosure** For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI ☒ **X**

**Section A. Governing Body and Management**

		Yes	No
<b>1a</b> Enter the number of voting members of the governing body at the end of the tax year	<b>1a</b>	23	
If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.			
<b>b</b> Enter the number of voting members included in line 1a, above, who are independent	<b>1b</b>	23	
<b>2</b> Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	<b>2</b>		<b>X</b>
<b>3</b> Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?	<b>3</b>		<b>X</b>
<b>4</b> Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	<b>4</b>		<b>X</b>
<b>5</b> Did the organization become aware during the year of a significant diversion of the organization's assets?	<b>5</b>		<b>X</b>
<b>6</b> Did the organization have members or stockholders?	<b>6</b>		<b>X</b>
<b>7a</b> Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	<b>7a</b>		<b>X</b>
<b>b</b> Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	<b>7b</b>		<b>X</b>
<b>8</b> Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
<b>a</b> The governing body?	<b>8a</b>	<b>X</b>	
<b>b</b> Each committee with authority to act on behalf of the governing body?	<b>8b</b>	<b>X</b>	
<b>9</b> Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O	<b>9</b>		<b>X</b>

**Section B. Policies** (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
<b>10a</b> Did the organization have local chapters, branches, or affiliates?	<b>10a</b>	<b>X</b>	
<b>b</b> If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	<b>10b</b>	<b>X</b>	
<b>11a</b> Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	<b>11a</b>	<b>X</b>	
<b>b</b> Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
<b>12a</b> Did the organization have a written conflict of interest policy? If "No," go to line 13	<b>12a</b>	<b>X</b>	
<b>b</b> Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	<b>12b</b>	<b>X</b>	
<b>c</b> Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	<b>12c</b>	<b>X</b>	
<b>13</b> Did the organization have a written whistleblower policy?	<b>13</b>	<b>X</b>	
<b>14</b> Did the organization have a written document retention and destruction policy?	<b>14</b>	<b>X</b>	
<b>15</b> Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
<b>a</b> The organization's CEO, Executive Director, or top management official	<b>15a</b>	<b>X</b>	
<b>b</b> Other officers or key employees of the organization	<b>15b</b>	<b>X</b>	
If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).			
<b>16a</b> Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	<b>16a</b>		<b>X</b>
<b>b</b> If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	<b>16b</b>		

**Section C. Disclosure**

**17** List the states with which a copy of this Form 990 is required to be filed **NONE**

**18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.  
☐ Own website    ☐ Another's website    ☒ Upon request    ☐ Other (explain in Schedule O)

**19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

**20** State the name, address, and telephone number of the person who possesses the organization's books and records: **RUSSELL BROWN - 803-734-0479**  
**1300 SUMTER STREET, NO. 100, COLUMBIA, SC 29201**

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Form 990 (2016)

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**Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors**

Check if Schedule O contains a response or note to any line in this Part VII ☐

**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees**

**1a** Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) KENNETH WINGATE GOVERNOR DESIGNEE	1.00	X						0.	0.	0.
(2) GREG HEMBREE SENATE	1.00	X						0.	0.	0.
(3) RITA ALLISON HOUSE	1.00	X						0.	0.	0.
(4) GERALD MALLOY SENATE	1.00	X						0.	0.	0.
(5) JERRY N. GOVAN HOUSE	1.00	X						0.	0.	0.
(6) MOLLY SPEARMAN SUPERINTENDENT OF EDUCATIO	1.00	X						0.	0.	0.
(7) MARY LYNNE DIGGS HEAD START COLLABORATION O	1.00	X						0.	0.	0.
(8) SUE WILLIAMS CHILDREN'S TRUST OF SC, CE	1.00	X						0.	0.	0.
(9) SUSAN ALFORD DSS, DIRECTOR	1.00	X						0.	0.	0.
(10) CATHERINE HEIGEL DHEC, DIRECTOR	1.00	X						0.	0.	0.
(11) DEIDRA SINGLETON DHHS, DIRECTOR	1.00	X						0.	0.	0.
(12) BEVERLY BUSCEMI DDSN, DIRECTOR	1.00	X						0.	0.	0.
(13) TRACY LAMB BUSINESS COMMUNITY	1.00	X						0.	0.	0.
(14) WALTER FLEMING, JR. BUSINESS COMMUNITY	1.00	X						0.	0.	0.
(15) ALEXIA NEWMAN BUSINESS COMMUNITY	1.00	X						0.	0.	0.
(16) TIMOTHY HOLT BUSINESS COMMUNITY	1.00	X						0.	0.	0.
(17) ROGER PRYOR, JR. CHILD CARE PROVIDER	1.00	X						0.	0.	0.

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

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**Part VII** Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(18) JENNIFER MCCONNELL CHILD CARE PROVIDER	1.00	X						0.	0.	0.
(19) EVELYN PATTERSON EARLY CHILDHOOD EDUCATOR	1.00	X						0.	0.	0.
(20) RICK NOBLE EARLY CHILDHOOD EDUCATOR	1.00	X						0.	0.	0.
(21) JULIE HUSSEY PARENT OF YOUNG CHILD	1.00	X						0.	0.	0.
(22) JUDITH AUGHTRY PARENT OF YOUNG CHILD	1.00	X						0.	0.	0.
(23) AMY WILLIAMS MEDICAL PROVIDER	1.00	X						0.	0.	0.
(24) MARK S. BARNES COO/CFO	37.50			X				86,545.	0.	7,051.
(25) DEBBIE C. ROBERTSON CHIEF PARTNERSHIP OFFICER	37.50			X				74,115.	0.	0.
(26) DANIEL F. WUORI DEPUTY DIRECTOR	37.50			X				98,900.	0.	1,771.
<b>1b Sub-total</b>								259,560.	0.	8,822.
<b>c Total from continuation sheets to Part VII, Section A</b>								121,033.	0.	88.
<b>d Total (add lines 1b and 1c)</b>								380,593.	0.	8,910.

**2** Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **1**

	Yes	No
<b>3</b> Did the organization list any <b>former</b> officer, director, or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual		X
<b>4</b> For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual		X
<b>5</b> Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person		X

**Section B. Independent Contractors**

**1** Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
SC SCHOOL FOR THE DEAF AND BLIND, 355 CEDAR SPRINGS ROAD, SPARTANBURG, SC 29302	SIGN LANGUAGE AND MOBILITY	1,082,774.
COMMUNITY PLAYTHINGS 10 HELLBROOK LANE, ULSTER PARK, NY 12487	PLAYGROUND EQUIPMENT	1,062,282.
SC DEPARTMENT OF DISABILITIES & SPECIAL NEEDS 3440 HARDEN STREET EXTENSION, COLUMBIA, SC	INFANTS AND TODDLERS SERVICES	800,000.
LAKEHORE LEARNING MATERIALS, 2695 EAST DOMINGUEZ STREET, CARSON, CA 90895	EDUCATIONAL MATERIALS	729,220.
THORNWELL HOME FOR CHILDREN 302 SOUTH BROAD STREET, CLINTON, SC 29325	CHILD CARE AND EDUCATION	680,844.

**2** Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **30**

**SEE PART VII, SECTION A CONTINUATION SHEETS**

Form **990** (2016)

632201  
04-01-16



**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

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**Part VIII Statement of Revenue**

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
<b>Contributions, Gifts, Grants and Other Similar Amounts</b>	<b>1 a</b> Federated campaigns .....	<b>1a</b>					
	<b>b</b> Membership dues .....	<b>1b</b>					
	<b>c</b> Fundraising events .....	<b>1c</b>					
	<b>d</b> Related organizations .....	<b>1d</b>					
	<b>e</b> Government grants (contributions) .....	<b>1e</b>	55,982,799.				
	<b>f</b> All other contributions, gifts, grants, and similar amounts not included above .....	<b>1f</b>	395,227.				
	<b>g</b> Noncash contributions included in lines 1a-1f: \$ .....						
	<b>h Total.</b> Add lines 1a-1f .....			56,378,026.			
<b>Program Service Revenue</b>	<b>2 a</b> _____ <b>Business Code</b> _____						
	<b>b</b> _____						
	<b>c</b> _____						
	<b>d</b> _____						
	<b>e</b> _____						
	<b>f</b> All other program service revenue .....						
	<b>g Total.</b> Add lines 2a-2f .....						
<b>Other Revenue</b>	<b>3</b> Investment income (including dividends, interest, and other similar amounts) .....			1,257,762.			1,257,762.
	<b>4</b> Income from investment of tax-exempt bond proceeds .....						
	<b>5</b> Royalties .....						
	<b>6 a</b> Gross rents .....						
	<b>b</b> Less: rental expenses .....						
	<b>c</b> Rental income or (loss) .....						
	<b>d</b> Net rental income or (loss) .....						
	<b>7 a</b> Gross amount from sales of assets other than inventory .....						
	<b>b</b> Less: cost or other basis and sales expenses .....						
	<b>c</b> Gain or (loss) .....						
	<b>d</b> Net gain or (loss) .....						
	<b>8 a</b> Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18 .....						
	<b>b</b> Less: direct expenses .....						
	<b>c</b> Net income or (loss) from fundraising events .....						
	<b>9 a</b> Gross income from gaming activities. See Part IV, line 19 .....						
	<b>b</b> Less: direct expenses .....						
<b>c</b> Net income or (loss) from gaming activities .....							
<b>10 a</b> Gross sales of inventory, less returns and allowances .....							
<b>b</b> Less: cost of goods sold .....							
<b>c</b> Net income or (loss) from sales of inventory .....							
<b>Miscellaneous Revenue</b>			<b>Business Code</b>				
<b>11 a</b> _____							
<b>b</b> _____							
<b>c</b> _____							
<b>d</b> All other revenue .....							
<b>e Total.</b> Add lines 11a-11d .....							
<b>12 Total revenue.</b> See instructions. ....			57,635,788.	0.	0.	1,257,762.	

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Form 990 (2016)

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**Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☒ **X**

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
<b>1</b> Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21	32,043,605.	32,043,605.		
<b>2</b> Grants and other assistance to domestic individuals. See Part IV, line 22				
<b>3</b> Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
<b>4</b> Benefits paid to or for members				
<b>5</b> Compensation of current officers, directors, trustees, and key employees				
<b>6</b> Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
<b>7</b> Other salaries and wages	5,015,808.	4,413,390.	602,418.	
<b>8</b> Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	1,258,369.	1,111,054.	147,315.	
<b>9</b> Other employee benefits	646,481.	591,251.	55,230.	
<b>10</b> Payroll taxes	347,810.	305,479.	42,331.	
<b>11</b> Fees for services (non-employees):				
<b>a</b> Management				
<b>b</b> Legal	10,603.	4,196.	6,407.	
<b>c</b> Accounting	999,817.	972,017.	27,800.	
<b>d</b> Lobbying				
<b>e</b> Professional fundraising services. See Part IV, line 17				
<b>f</b> Investment management fees				
<b>g</b> Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	8,259,913.	8,165,600.	94,313.	
<b>12</b> Advertising and promotion	29,978.	21,533.	8,445.	
<b>13</b> Office expenses	841,855.	728,084.	113,771.	
<b>14</b> Information technology	886,656.	837,813.	48,843.	
<b>15</b> Royalties				
<b>16</b> Occupancy	408,667.	335,965.	72,702.	
<b>17</b> Travel	623,557.	617,483.	6,074.	
<b>18</b> Payments of travel or entertainment expenses for any federal, state, or local public officials				
<b>19</b> Conferences, conventions, and meetings	1,036,551.	984,406.	52,145.	
<b>20</b> Interest				
<b>21</b> Payments to affiliates	4,461.	3,795.	666.	
<b>22</b> Depreciation, depletion, and amortization	166,948.	166,948.		
<b>23</b> Insurance	49,860.	39,733.	10,127.	
<b>24</b> Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
<b>a</b> _____				
<b>b</b> _____				
<b>c</b> _____				
<b>d</b> _____				
<b>e</b> All other expenses _____				
<b>25</b> <b>Total functional expenses.</b> Add lines 1 through 24e	52,630,939.	51,342,352.	1,288,587.	0.
<b>26</b> <b>Joint costs.</b> Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here ☐ if following SOP 98-2 (ASC 958-720)

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Form 990 (2016)

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**Part X Balance Sheet**

Check if Schedule O contains a response or note to any line in this Part X ☐

		(A) Beginning of year		(B) End of year
<b>Assets</b>	<b>1</b> Cash - non-interest-bearing .....	6,498,991.	<b>1</b>	10,278,191.
	<b>2</b> Savings and temporary cash investments .....		<b>2</b>	
	<b>3</b> Pledges and grants receivable, net .....	1,096,733.	<b>3</b>	1,596,806.
	<b>4</b> Accounts receivable, net .....		<b>4</b>	
	<b>5</b> Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L .....		<b>5</b>	
	<b>6</b> Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L .....		<b>6</b>	
	<b>7</b> Notes and loans receivable, net .....		<b>7</b>	
	<b>8</b> Inventories for sale or use .....		<b>8</b>	
	<b>9</b> Prepaid expenses and deferred charges .....	564,085.	<b>9</b>	2,363,083.
	<b>10a</b> Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D .....	1,210,776.		
	<b>b</b> Less: accumulated depreciation .....	546,804.		
		427,255.	<b>10c</b>	663,972.
	<b>11</b> Investments - publicly traded securities .....		<b>11</b>	
	<b>12</b> Investments - other securities. See Part IV, line 11 .....		<b>12</b>	
	<b>13</b> Investments - program-related. See Part IV, line 11 .....		<b>13</b>	
	<b>14</b> Intangible assets .....		<b>14</b>	
<b>15</b> Other assets. See Part IV, line 11 .....		<b>15</b>		
<b>16</b> <b>Total assets.</b> Add lines 1 through 15 (must equal line 34) .....	8,587,064.	<b>16</b>	14,902,052.	
<b>Liabilities</b>	<b>17</b> Accounts payable and accrued expenses .....	2,491,309.	<b>17</b>	1,540,407.
	<b>18</b> Grants payable .....		<b>18</b>	
	<b>19</b> Deferred revenue .....	10,661.	<b>19</b>	8,932.
	<b>20</b> Tax-exempt bond liabilities .....		<b>20</b>	
	<b>21</b> Escrow or custodial account liability. Complete Part IV of Schedule D .....		<b>21</b>	
	<b>22</b> Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L .....		<b>22</b>	
	<b>23</b> Secured mortgages and notes payable to unrelated third parties .....		<b>23</b>	
	<b>24</b> Unsecured notes and loans payable to unrelated third parties .....		<b>24</b>	
	<b>25</b> Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D .....	5,961,706.	<b>25</b>	8,224,476.
	<b>26</b> <b>Total liabilities.</b> Add lines 17 through 25 .....	8,463,676.	<b>26</b>	9,773,815.
<b>Net Assets or Fund Balances</b>	<b>Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.</b>			
	<b>27</b> Unrestricted net assets .....	-6,635,912.	<b>27</b>	-4,615,320.
	<b>28</b> Temporarily restricted net assets .....	6,759,300.	<b>28</b>	9,743,557.
	<b>29</b> Permanently restricted net assets .....		<b>29</b>	
	<b>Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.</b>			
	<b>30</b> Capital stock or trust principal, or current funds .....		<b>30</b>	
	<b>31</b> Paid-in or capital surplus, or land, building, or equipment fund .....		<b>31</b>	
	<b>32</b> Retained earnings, endowment, accumulated income, or other funds .....		<b>32</b>	
	<b>33</b> <b>Total net assets or fund balances</b> .....	123,388.	<b>33</b>	5,128,237.
	<b>34</b> <b>Total liabilities and net assets/fund balances</b> .....	8,587,064.	<b>34</b>	14,902,052.

Form **990** (2016)

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

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**Part XI Reconciliation of Net Assets**

Check if Schedule O contains a response or note to any line in this Part XI ☐

<b>1</b>	Total revenue (must equal Part VIII, column (A), line 12)	<b>1</b>	57,635,788.
<b>2</b>	Total expenses (must equal Part IX, column (A), line 25)	<b>2</b>	52,630,939.
<b>3</b>	Revenue less expenses. Subtract line 2 from line 1	<b>3</b>	5,004,849.
<b>4</b>	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	<b>4</b>	123,388.
<b>5</b>	Net unrealized gains (losses) on investments	<b>5</b>	
<b>6</b>	Donated services and use of facilities	<b>6</b>	
<b>7</b>	Investment expenses	<b>7</b>	
<b>8</b>	Prior period adjustments	<b>8</b>	
<b>9</b>	Other changes in net assets or fund balances (explain in Schedule O)	<b>9</b>	0.
<b>10</b>	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	<b>10</b>	5,128,237.

**Part XII Financial Statements and Reporting**

Check if Schedule O contains a response or note to any line in this Part XII ☒

		Yes	No
<b>1</b>	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
<b>2a</b>	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
<b>b</b>	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
<b>c</b>	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
<b>3a</b>	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	X	
<b>b</b>	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits	X	

Form **990** (2016)

**SCHEDULE A**  
**(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Public Charity Status and Public Support**

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.  
▶ Attach to Form 990 or Form 990-EZ.

OMB No. 1545-0047

**2016**

**Open to Public  
Inspection**

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

Name of the organization **SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES** Employer identification number  
**57-1087576**

**Part I Reason for Public Charity Status** (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 ☐ A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ).)
- 3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: \_\_\_\_\_
- 5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 ☒ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 ☐ A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: \_\_\_\_\_
- 10 ☐ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
- a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
- b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
- c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
- d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
- e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
- f Enter the number of supported organizations \_\_\_\_\_
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
<b>Total</b>						

## SOUTH CAROLINA FIRST STEPS TO SCHOOL

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**Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....	25,924,426.	35,225,701.	40,941,757.	43,877,889.	56,378,026.	202,347,799.
<b>2</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
<b>3</b> The value of services or facilities furnished by a governmental unit to the organization without charge .....						
<b>4 Total.</b> Add lines 1 through 3 .....	25,924,426.	35,225,701.	40,941,757.	43,877,889.	56,378,026.	202,347,799.
<b>5</b> The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f) .....						
<b>6 Public support.</b> Subtract line 5 from line 4.						202,347,799.

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
<b>7</b> Amounts from line 4 .....	25,924,426.	35,225,701.	40,941,757.	43,877,889.	56,378,026.	202,347,799.
<b>8</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources .....	92,779.	176,927.	129,302.	378,682.	1,257,762.	2,035,452.
<b>9</b> Net income from unrelated business activities, whether or not the business is regularly carried on .....						
<b>10</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
<b>11 Total support.</b> Add lines 7 through 10						204,383,251.
<b>12</b> Gross receipts from related activities, etc. (see instructions) .....					12	
<b>13 First five years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b> .....						<input type="checkbox"/>

**Section C. Computation of Public Support Percentage**

<b>14</b> Public support percentage for 2016 (line 6, column (f) divided by line 11, column (f)) .....	<b>14</b>	99.00 %
<b>15</b> Public support percentage from 2015 Schedule A, Part II, line 14 .....	<b>15</b>	99.49 %
<b>16a 33 1/3% support test - 2016.</b> If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....		<input checked="" type="checkbox"/>
<b>b 33 1/3% support test - 2015.</b> If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>17a 10% -facts-and-circumstances test - 2016.</b> If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>b 10% -facts-and-circumstances test - 2015.</b> If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>18 Private foundation.</b> If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions .....		<input type="checkbox"/>

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**Part III Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ►	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
<b>2</b> Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose .....						
<b>3</b> Gross receipts from activities that are not an unrelated trade or business under section 513 .....						
<b>4</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
<b>5</b> The value of services or facilities furnished by a governmental unit to the organization without charge .....						
<b>6 Total.</b> Add lines 1 through 5 .....						
<b>7a</b> Amounts included on lines 1, 2, and 3 received from disqualified persons .....						
<b>b</b> Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year .....						
<b>c</b> Add lines 7a and 7b .....						
<b>8 Public support.</b> (Subtract line 7c from line 6.)						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ►	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
<b>9</b> Amounts from line 6 .....						
<b>10a</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources .....						
<b>b</b> Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975 .....						
<b>c</b> Add lines 10a and 10b .....						
<b>11</b> Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on .....						
<b>12</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
<b>13 Total support.</b> (Add lines 9, 10c, 11, and 12.)						

**14 First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ..... ► ☐

**Section C. Computation of Public Support Percentage**

<b>15</b> Public support percentage for 2016 (line 8, column (f) divided by line 13, column (f)) .....	<b>15</b>	%
<b>16</b> Public support percentage from 2015 Schedule A, Part III, line 15 .....	<b>16</b>	%

**Section D. Computation of Investment Income Percentage**

<b>17</b> Investment income percentage for 2016 (line 10c, column (f) divided by line 13, column (f)) .....	<b>17</b>	%
<b>18</b> Investment income percentage from 2015 Schedule A, Part III, line 17 .....	<b>18</b>	%

**19a 33 1/3% support tests - 2016.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ..... ► ☐

**b 33 1/3% support tests - 2015.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ..... ► ☐

**20 Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ..... ► ☐



**Part IV Supporting Organizations**

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

**Section A. All Supporting Organizations**

	Yes	No
<b>1</b> Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
<b>2</b> Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
<b>3a</b> Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
<b>b</b> Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
<b>c</b> Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
<b>4a</b> Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
<b>b</b> Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
<b>c</b> Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
<b>5a</b> Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
<b>b Type I or Type II only.</b> Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
<b>c Substitutions only.</b> Was the substitution the result of an event beyond the organization's control?		
<b>6</b> Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
<b>7</b> Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
<b>8</b> Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
<b>9a</b> Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
<b>b</b> Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>c</b> Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>10a</b> Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
<b>b</b> Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

**Part IV Supporting Organizations** (continued)

	Yes	No
<b>11</b> Has the organization accepted a gift or contribution from any of the following persons?		
<b>a</b> A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
<b>11a</b>		
<b>b</b> A family member of a person described in (a) above?		
<b>11b</b>		
<b>c</b> A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in <b>Part VI</b> .		
<b>11c</b>		

**Section B. Type I Supporting Organizations**

	Yes	No
<b>1</b> Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in <b>Part VI</b> how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
<b>1</b>		
<b>2</b> Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in <b>Part VI</b> how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
<b>2</b>		

**Section C. Type II Supporting Organizations**

	Yes	No
<b>1</b> Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in <b>Part VI</b> how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
<b>1</b>		

**Section D. All Type III Supporting Organizations**

	Yes	No
<b>1</b> Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
<b>1</b>		
<b>2</b> Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in <b>Part VI</b> how the organization maintained a close and continuous working relationship with the supported organization(s).		
<b>2</b>		
<b>3</b> By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in <b>Part VI</b> the role the organization's supported organizations played in this regard.		
<b>3</b>		

**Section E. Type III Functionally Integrated Supporting Organizations**

<b>1</b> Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
<b>a</b> <input type="checkbox"/> The organization satisfied the Activities Test. Complete <b>line 2</b> below.			
<b>b</b> <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete <b>line 3</b> below.			
<b>c</b> <input type="checkbox"/> The organization supported a governmental entity. Describe in <b>Part VI</b> how you supported a government entity (see instructions).			
<b>2</b> Activities Test. Answer (a) and (b) below.			
<b>a</b> Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in <b>Part VI</b> identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.			
<b>2a</b>			
<b>b</b> Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in <b>Part VI</b> the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.			
<b>2b</b>			
<b>3</b> Parent of Supported Organizations. Answer (a) and (b) below.			
<b>a</b> Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in <b>Part VI</b> .			
<b>3a</b>			
<b>b</b> Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in <b>Part VI</b> the role played by the organization in this regard.			
<b>3b</b>			

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

- 1** ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

<b>Section A - Adjusted Net Income</b>		(A) Prior Year	(B) Current Year (optional)
<b>1</b> Net short-term capital gain	<b>1</b>		
<b>2</b> Recoveries of prior-year distributions	<b>2</b>		
<b>3</b> Other gross income (see instructions)	<b>3</b>		
<b>4</b> Add lines 1 through 3	<b>4</b>		
<b>5</b> Depreciation and depletion	<b>5</b>		
<b>6</b> Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	<b>6</b>		
<b>7</b> Other expenses (see instructions)	<b>7</b>		
<b>8 Adjusted Net Income</b> (subtract lines 5, 6, and 7 from line 4)	<b>8</b>		

<b>Section B - Minimum Asset Amount</b>		(A) Prior Year	(B) Current Year (optional)
<b>1</b> Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
<b>a</b> Average monthly value of securities	<b>1a</b>		
<b>b</b> Average monthly cash balances	<b>1b</b>		
<b>c</b> Fair market value of other non-exempt-use assets	<b>1c</b>		
<b>d Total</b> (add lines 1a, 1b, and 1c)	<b>1d</b>		
<b>e Discount</b> claimed for blockage or other factors (explain in detail in <b>Part VI</b> ):			
<b>2</b> Acquisition indebtedness applicable to non-exempt-use assets	<b>2</b>		
<b>3</b> Subtract line 2 from line 1d	<b>3</b>		
<b>4</b> Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	<b>4</b>		
<b>5</b> Net value of non-exempt-use assets (subtract line 4 from line 3)	<b>5</b>		
<b>6</b> Multiply line 5 by .035	<b>6</b>		
<b>7</b> Recoveries of prior-year distributions	<b>7</b>		
<b>8 Minimum Asset Amount</b> (add line 7 to line 6)	<b>8</b>		

<b>Section C - Distributable Amount</b>			Current Year
<b>1</b> Adjusted net income for prior year (from Section A, line 8, Column A)	<b>1</b>		
<b>2</b> Enter 85% of line 1	<b>2</b>		
<b>3</b> Minimum asset amount for prior year (from Section B, line 8, Column A)	<b>3</b>		
<b>4</b> Enter greater of line 2 or line 3	<b>4</b>		
<b>5</b> Income tax imposed in prior year	<b>5</b>		
<b>6 Distributable Amount.</b> Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	<b>6</b>		
<b>7</b> <input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).			

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**Part V** Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
<b>1</b> Amounts paid to supported organizations to accomplish exempt purposes	
<b>2</b> Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
<b>3</b> Administrative expenses paid to accomplish exempt purposes of supported organizations	
<b>4</b> Amounts paid to acquire exempt-use assets	
<b>5</b> Qualified set-aside amounts (prior IRS approval required)	
<b>6</b> Other distributions (describe in <b>Part VI</b> ). See instructions	
<b>7</b> <b>Total annual distributions.</b> Add lines 1 through 6	
<b>8</b> Distributions to attentive supported organizations to which the organization is responsive (provide details in <b>Part VI</b> ). See instructions	
<b>9</b> Distributable amount for 2016 from Section C, line 6	
<b>10</b> Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2016	(iii) Distributable Amount for 2016
<b>1</b> Distributable amount for 2016 from Section C, line 6			
<b>2</b> Underdistributions, if any, for years prior to 2016 (reasonable cause required- explain in Part VI). See instructions			
<b>3</b> Excess distributions carryover, if any, to 2016:			
<b>a</b>			
<b>b</b>			
<b>c</b> From 2013			
<b>d</b> From 2014			
<b>e</b> From 2015			
<b>f</b> <b>Total</b> of lines 3a through e			
<b>g</b> Applied to underdistributions of prior years			
<b>h</b> Applied to 2016 distributable amount			
<b>i</b> Carryover from 2011 not applied (see instructions)			
<b>j</b> Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
<b>4</b> Distributions for 2016 from Section D, line 7: \$			
<b>a</b> Applied to underdistributions of prior years			
<b>b</b> Applied to 2016 distributable amount			
<b>c</b> Remainder. Subtract lines 4a and 4b from 4			
<b>5</b> Remaining underdistributions for years prior to 2016, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions			
<b>6</b> Remaining underdistributions for 2016. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions			
<b>7</b> <b>Excess distributions carryover to 2017.</b> Add lines 3j and 4c			
<b>8</b> Breakdown of line 7:			
<b>a</b>			
<b>b</b> Excess from 2013			
<b>c</b> Excess from 2014			
<b>d</b> Excess from 2015			
<b>e</b> Excess from 2016			

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**Part VI**

**Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information.  
(See instructions.)

DRAFT

**Schedule B**(Form 990, 990-EZ,  
or 990-PF)Department of the Treasury  
Internal Revenue Service**Schedule of Contributors**

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.  
▶ Information about Schedule B (Form 990, 990-EZ, or 990-PF) and  
its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

OMB No. 1545-0047

**2016**

Name of the organization

SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES

Employer identification number

57-1087576

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

☒ 501(c)( 3 ) (enter number) organization☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation☐ 527 political organization

Form 990-PF

☐ 501(c)(3) exempt private foundation☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation☐ 501(c)(3) taxable private foundationCheck if your organization is covered by the **General Rule** or a **Special Rule**.**Note:** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.**General Rule**

- ☐ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

**Special Rules**

- ☒ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ..... ▶ \$ \_\_\_\_\_

**Caution:** An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

**LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2016)**

Name of organization <b>SOUTH CAROLINA FIRST STEPS TO SCHOOL READINESS BOARD OF TRUSTEES</b>	Employer identification number <b>57-1087576</b>
---	---

**Part I Contributors** (See instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	S.C. GENERAL ASSEMBLY 1100 GERVAIS STREET COLUMBIA, SC 29201	\$ 41,790,782.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	U.S. DEPARTMENT OF EDUCATION 550 12TH STREET SW WASHINGTON, DC 20202	\$ 6,964,923.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES 200 INDEPENDENCE AVENUE SW WASHINGTON, DC 20201	\$ 7,814,373.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Employer identification number

57-1087576

## Part II

[illegible]



Name of organization

SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES

Employer identification number

57-1087576

**Part III** Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee

**SCHEDULE D**  
**(Form 990)**Department of the Treasury  
Internal Revenue Service**Supplemental Financial Statements**▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**▶ **Attach to Form 990.**▶ **Information about Schedule D (Form 990) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).**

OMB No. 1545-0047

**2016****Open to Public Inspection****Name of the organization** SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**Employer identification number**  
57-1087576**Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.** Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year .....		
2 Aggregate value of contributions to (during year) .....		
3 Aggregate value of grants from (during year) .....		
4 Aggregate value at end of year .....		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Part II Conservation Easements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

<input type="checkbox"/> Preservation of land for public use (e.g., recreation or education)	<input type="checkbox"/> Preservation of a historically important land area
<input type="checkbox"/> Protection of natural habitat	<input type="checkbox"/> Preservation of a certified historic structure
<input type="checkbox"/> Preservation of open space	

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements .....	2a
b Total acreage restricted by conservation easements .....	2b
c Number of conservation easements on a certified historic structure included in (a) .....	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register .....	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ .....

4 Number of states where property subject to conservation easement is located ▶ .....

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? .....

☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ .....

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ .....

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? .....

☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 .....

(ii) Assets included in Form 990, Part X .....

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1 .....

b Assets included in Form 990, Part X .....

<b>Part III</b>	<b>Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets</b> <i>(continued)</i>
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- 3** Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- |   |   |
|---|---|
| <b>a</b> <input type="checkbox"/> Public exhibition                   | <b>d</b> <input type="checkbox"/> Loan or exchange programs |
| <b>b</b> <input type="checkbox"/> Scholarly research                  | <b>e</b> <input type="checkbox"/> Other _____               |
| <b>c</b> <input type="checkbox"/> Preservation for future generations |   |
- 4** Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5** During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

**Part IV Escrow and Custodial Arrangements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a** Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No
- b** If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
<b>c</b> Beginning balance .....	<b>1c</b>
<b>d</b> Additions during the year .....	<b>1d</b>
<b>e</b> Distributions during the year .....	<b>1e</b>
<b>f</b> Ending balance .....	<b>1f</b>

- 2a** Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ..... ☐ **Yes** ☐ **No**
- b** If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ..... ☐

<b>Part V</b>	<b>Endowment Funds.</b> Complete if the organization answered "Yes" on Form 990, Part IV, line 10.
---------------	--

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
<b>1a</b> Beginning of year balance .....					
<b>b</b> Contributions .....					
<b>c</b> Net investment earnings, gains, and losses .....					
<b>d</b> Grants or scholarships .....					
<b>e</b> Other expenditures for facilities and programs .....					
<b>f</b> Administrative expenses .....					
<b>g</b> End of year balance .....					

- 2** Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment %
- b Permanent endowment %
- c Temporarily restricted endowment %

The percentages on lines 2a, 2b, and 2c should equal 100%.

- 3a** Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
3a(i)		
3a(ii)		
3b		

- (i) unrelated organizations .....
- (ii) related organizations .....
- b** If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? .....

- 4** Describe in Part XIII the intended uses of the organization's endowment funds.

<b>Part VI</b>	<b>Land, Buildings, and Equipment.</b>
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Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
<b>1a</b> Land .....				
<b>b</b> Buildings .....				
<b>c</b> Leasehold improvements .....				
<b>d</b> Equipment .....		403,665.	6,728.	396,937.
<b>e</b> Other .....		807,111.	540,076.	267,035.
<b>Total.</b> Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				663,972.

Schedule D (Form 990) 2016

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Schedule D (Form 990) 2016

57-1087576 Page **3**

**Part VII Investments - Other Securities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives .....		
(2) Closely-held equity interests .....		
(3) Other .....		
(A) .....		
(B) .....		
(C) .....		
(D) .....		
(E) .....		
(F) .....		
(G) .....		
(H) .....		
<b>Total.</b> (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ►		

**Part VIII Investments - Program Related.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) .....		
(2) .....		
(3) .....		
(4) .....		
(5) .....		
(6) .....		
(7) .....		
(8) .....		
(9) .....		
<b>Total.</b> (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ►		

**Part IX Other Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) .....	
(2) .....	
(3) .....	
(4) .....	
(5) .....	
(6) .....	
(7) .....	
(8) .....	
(9) .....	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 15.) ►	

**Part X Other Liabilities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value	
(1) Federal income taxes		
(2) <b>NET PENSION LIABILITY</b>	<b>8,224,476.</b>	
(3) .....		
(4) .....		
(5) .....		
(6) .....		
(7) .....		
(8) .....		
(9) .....		
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 25.) ►	<b>8,224,476.</b>	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII ☐

**Schedule D (Form 990) 2016**

<b>Part XI</b>	<b>Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.</b>
----------------	--

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

<b>1</b>	Total revenue, gains, and other support per audited financial statements .....	<b>1</b>	<b>57,635,788.</b>
<b>2</b>	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
<b>a</b>	Net unrealized gains (losses) on investments .....	<b>2a</b>	
<b>b</b>	Donated services and use of facilities .....	<b>2b</b>	
<b>c</b>	Recoveries of prior year grants .....	<b>2c</b>	
<b>d</b>	Other (Describe in Part XIII.) .....	<b>2d</b>	
<b>e</b>	Add lines <b>2a</b> through <b>2d</b> .....	<b>2e</b>	<b>0.</b>
<b>3</b>	Subtract line <b>2e</b> from line <b>1</b> .....	<b>3</b>	<b>57,635,788.</b>
<b>4</b>	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
<b>a</b>	Investment expenses not included on Form 990, Part VIII, line 7b .....	<b>4a</b>	
<b>b</b>	Other (Describe in Part XIII.) .....	<b>4b</b>	
<b>c</b>	Add lines <b>4a</b> and <b>4b</b> .....	<b>4c</b>	<b>0.</b>
<b>5</b>	Total revenue. Add lines <b>3</b> and <b>4c</b> . (This must equal Form 990, Part I, line 12.) .....	<b>5</b>	<b>57,635,788.</b>


<b>Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.</b>	
---	--

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

<b>1</b>	Total expenses and losses per audited financial statements .....	<b>1</b>	52,630,939.
<b>2</b>	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
<b>a</b>	Donated services and use of facilities .....	<b>2a</b>	
<b>b</b>	Prior year adjustments .....	<b>2b</b>	
<b>c</b>	Other losses .....	<b>2c</b>	
<b>d</b>	Other (Describe in Part XIII.) .....	<b>2d</b>	
<b>e</b>	Add lines <b>2a</b> through <b>2d</b> .....	<b>2e</b>	0.
<b>3</b>	Subtract line <b>2e</b> from line <b>1</b> .....	<b>3</b>	52,630,939.
<b>4</b>	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
<b>a</b>	Investment expenses not included on Form 990, Part VIII, line 7b .....	<b>4a</b>	
<b>b</b>	Other (Describe in Part XIII.) .....	<b>4b</b>	
<b>c</b>	Add lines <b>4a</b> and <b>4b</b> .....	<b>4c</b>	0.
<b>5</b>	Total expenses. Add lines <b>3</b> and <b>4c</b> . (This must equal Form 990, Part I, line 18.) .....	<b>5</b>	52,630,939.

**Part XIII Supplemental Information.**

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.



**SCHEDULE I**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Grants and Other Assistance to Organizations,  
Governments, and Individuals in the United States**

Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.

▶ Attach to Form 990.

▶ Information about Schedule I (Form 990) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

OMB No. 1545-0047

**2016**

**Open to Public  
Inspection**

Name of the organization **SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Employer identification number  
**57-1087576**

**Part I** General Information on Grants and Assistance

**1** Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? ☒ Yes ☐ No

**2** Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

**Part II** Grants and Other Assistance to Domestic Organizations and Domestic Governments. Complete if the organization answered "Yes" on Form 990, Part IV, line 21, for any recipient that received more than \$5,000. Part II can be duplicated if additional space is needed.

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
ABBEVILLE COUNTY FIRST STEPS PARTNERSHIP - 1402C HIGHWAY 72 WEST - GREENWOOD, SC 29649	57-1097774	501(C)(3)	200,000.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
AIKEN COUNTY FIRST STEPS PARTNERSHIP - POST OFFICE BOX 2091 - GRANITEVILLE, SC 29802	57-1097775	501(C)(3)	427,526.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
ALLENDALE COUNTY FIRST STEPS PARTNERSHIP - 176 MAIN STREET NORTH - ALLENDALE, SC 29810	57-1097999	501(C)(3)	204,772.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
ANDERSON COUNTY FIRST STEPS PARTNERSHIP - 605 N. MAIN STREET - ANDERSON, SC 29622	57-1097776	501(C)(3)	490,675.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
BAMBERG COUNTY FIRST STEPS PARTNERSHIP - 3778 FAUST STREET - BAMBERG, SC 29003	57-1097777	501(C)(3)	205,800.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
BARNWELL COUNTY FIRST STEPS PARTNERSHIP - 5961 LARTIGUE STREET - BLACKVILLE, SC 29817	57-1097778	501(C)(3)	204,474.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP

**2** Enter total number of section 501(c)(3) and government organizations listed in the line 1 table ▶

**3** Enter total number of other organizations listed in the line 1 table ▶

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule I (Form 990) (2016)

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Schedule I (Form 990)

57-1087576

Page 1

**Part II** Continuation of Grants and Other Assistance to Governments and Organizations in the United States (Schedule I (Form 990), Part II.)

(a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
BEAUFORT COUNTY FIRST STEPS PARTNERSHIP - 2201 BOUNDARY STREET, SUITE 111 - BEAUFORT, SC 29903	57-1097779	501(C)(3)	362,104.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
BERKELEY COUNTY FIRST STEPS PARTNERSHIP - 6215 MURRAY DRIVE - HANAHAN, SC 29410	57-1097780	501(C)(3)	558,764.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
CALHOUN COUNTY FIRST STEPS PARTNERSHIP - 304 AGNES STREET - ST. MATTHEWS, SC 29135	57-1097781	501(C)(3)	206,536.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
CHARLESTON COUNTY FIRST STEPS PARTNERSHIP - 6296 RIVERS AVENUE, SUITE 308 - N. CHARLESTON, SC 29406	57-1097784	501(C)(3)	785,899.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
CHEROKEE COUNTY FIRST STEPS PARTNERSHIP - POST OFFICE BOX 23 - GAFFNEY, SC 29342	57-1097785	501(C)(3)	203,272.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
CHESTER COUNTY FIRST STEPS PARTNERSHIP - 109 ELLA STREET - CHESTER, SC 29706	57-1097786	501(C)(3)	200,000.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
CHESTERFIELD COUNTY FIRST STEPS PARTNERSHIP - 100 W. MAIN STREET - CHESTERFIELD, SC 29709	57-1097787	501(C)(3)	200,000.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
CLARENDON COUNTY FIRST STEPS PARTNERSHIP - 16 SOUTH BROOKS STREET - MANNING, SC 29102	57-1097789	501(C)(3)	204,056.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
COLLETON COUNTY FIRST STEPS PARTNERSHIP - 609 COLLETON LOOP - WALTERBORO, SC 29488	57-1097790	501(C)(3)	204,415.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP

Schedule I (Form 990)

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
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**Part II** Continuation of Grants and Other Assistance to Governments and Organizations in the United States (Schedule I (Form 990), Part II.)

(a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
DARLINGTON COUNTY FIRST STEPS PARTNERSHIP - POST OFFICE DRAWER 1357 - HARTSVILLE, SC 29551	57-1097791	501(C)(3)	237,076.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
DILLON COUNTY FIRST STEPS PARTNERSHIP - POST OFFICE BOX 295 - DILLON, SC 29536	57-1098006	501(C)(3)	205,800.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
DORCHESTER COUNTY FIRST STEPS PARTNERSHIP - 810 TRAVELERS BLVD, SUITE D-1 - SUMMERVILLE, SC 29485	57-1097806	501(C)(3)	371,702.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
EDGEFIELD COUNTY FIRST STEPS PARTNERSHIP - POST OFFICE BOX 295 - EDGEFIELD, SC 29824	57-1097809	501(C)(3)	203,555.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
FAIRFIELD COUNTY FIRST STEPS PARTNERSHIP - POST OFFICE BOX 215 - WINNSBORO, SC 29180	57-1097810	501(C)(3)	204,896.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
FLORENCE COUNTY FIRST STEPS PARTNERSHIP - 415 S. COIT STREET - FLORENCE, SC 29501	57-1097811	501(C)(3)	417,946.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
GEORGETOWN COUNTY FIRST STEPS PARTNERSHIP - POST OFFICE BOX 531 - GEORGETOWN, SC 29442	57-1097813	501(C)(3)	231,675.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
GREENVILLE COUNTY FIRST STEPS PARTNERSHIP - 24 CLEVELAND STREET - GREENVILLE, SC 29601	57-1097814	501(C)(3)	1,048,640.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
GREENWOOD COUNTY FIRST STEPS PARTNERSHIP - 1402C HIGHWAY 72 WEST - GREENWOOD, SC 29649	57-1097815	501(C)(3)	223,739.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP

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**Part II** Continuation of Grants and Other Assistance to Governments and Organizations in the United States (Schedule I (Form 990), Part II.)

(a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
HAMPTON COUNTY FIRST STEPS PARTNERSHIP - 301 FIRST STREET EAST - HAMPTON, SC 29924	57-1097816	501(C)(3)	203,272.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
HORRY COUNTY FIRST STEPS PARTNERSHIP - 900-C MAIN STREET - CONWAY, SC 29526	57-1098007	501(C)(3)	632,329.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
JASPER COUNTY FIRST STEPS PARTNERSHIP - POST OFFICE BOX 776 - RIDGELAND, SC 29936	57-1097817	501(C)(3)	204,482.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
KERSHAW COUNTY FIRST STEPS PARTNERSHIP - 110 E. DEKALB STREET - CAMDEN, SC 29021	57-1097818	501(C)(3)	201,636.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
LANCASTER COUNTY FIRST STEPS PARTNERSHIP - 121 SOUTH WYLIE STREET - LANCASTER, SC 29720	57-1097819	501(C)(3)	227,001.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
LAURENS COUNTY FIRST STEPS PARTNERSHIP - 1029 WEST MAIN STREET - LAURENS, SC 29360	57-1098008	501(C)(3)	216,439.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
LEE COUNTY FIRST STEPS PARTNERSHIP POST OFFICE BOX 344 BISHOPVILLE, SC 29010	57-1097820	501(C)(3)	203,060.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
LEXINGTON COUNTY FIRST STEPS PARTNERSHIP - 101 W. COLUMBIA AVENUE - BATESBURG, SC 29006	57-1097821	501(C)(3)	684,317.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
MARION COUNTY FIRST STEPS PARTNERSHIP - 415 S. COIT STREET - FLORENCE, SC 29501	57-1097822	501(C)(3)	200,000.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP

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**Part II** Continuation of Grants and Other Assistance to Governments and Organizations in the United States (Schedule I (Form 990), Part II.)

(a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
MARLBORO COUNTY FIRST STEPS PARTNERSHIP - POST OFFICE BOX 249 - BENNETTSVILLE, SC 29521	57-1097823	501(C)(3)	200,000.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
MCCORMICK COUNTY FIRST STEPS PARTNERSHIP - 615-C CLAYTON STREET - MCCORMICK, SC 29835	57-1097862	501(C)(3)	200,000.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
NEWBERRY COUNTY FIRST STEPS PARTNERSHIP - 540 BRANTLEY STREET - NEWBERRY, SC 29108	57-1067864	501(C)(3)	205,982.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
OCONEE COUNTY FIRST STEPS PARTNERSHIP - 409 EAST NORTH FIRST STREET, SUITE C - SENECA, SC 29678	57-1097866	501(C)(3)	200,495.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
ORANGEBURG COUNTY FIRST STEPS PARTNERSHIP - 350 THOMAS ECKLUND CIRCLE - ORANGEBURG, SC 29115	57-1097868	501(C)(3)	326,455.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
PICKENS COUNTY FIRST STEPS PARTNERSHIP - POST OFFICE BOX 1113 - CENTRAL, SC 29631	57-1097863	501(C)(3)	261,194.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
RICHLAND COUNTY FIRST STEPS PARTNERSHIP - 2008 MARION STREET, SUITE B - COLUMBIA, SC 29201	57-1097865	501(C)(3)	808,430.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
SALUDA COUNTY FIRST STEPS PARTNERSHIP - 103 SOUTH RUDOLPH STREET - SALUDA, SC 29138	57-1097867	501(C)(3)	210,282.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
SPARTANBURG COUNTY FIRST STEPS PARTNERSHIP - 900 SOUTH PINE STREET - SPARTANBURG, SC 29302	57-1097869	501(C)(3)	669,449.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP

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**Part II** Continuation of Grants and Other Assistance to Governments and Organizations in the United States (Schedule I (Form 990), Part II.)

(a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
SUMTER COUNTY FIRST STEPS PARTNERSHIP - 112 BROAD STREET - SUMTER, SC 29151	57-1098010	501(C)(3)	363,393.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
UNION COUNTY FIRST STEPS PARTNERSHIP - 130 W. MAIN STREET - UNION, SC 29379	57-1097870	501(C)(3)	204,464.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
WILLIAMSBURG COUNTY FIRST STEPS PARTNERSHIP - 500 NORTH ACADEMY STREET, BUILDING I - KINGSTREE, SC 29556	57-1097861	501(C)(3)	203,598.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP
YORK COUNTY FIRST STEPS PARTNERSHIP - 410 E. BLACK STREET - ROCK HILL, SC 29731	57-1097951	501(C)(3)	586,875.	0.			GENERAL SUPPORT OF FIRST STEPS COUNTY PARTNERSHIP

Schedule I (Form 990)

Part III can be duplicated if additional space is needed.

(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of non-cash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of noncash assistance

**Supplemental Information.** Provide the information required in Part I, line 2; Part III, column (b); and any other additional information.

**SCHEDULE L**  
**(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Transactions With Interested Persons**

- ▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 25a, 25b, 26, 27, 28a, 28b, or 28c, or Form 990-EZ, Part V, line 38a or 40b.**  
▶ **Attach to Form 990 or Form 990-EZ.**  
▶ **Information about Schedule L (Form 990 or 990-EZ) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).**

OMB No. 1545-0047

**2016**

**Open To Public  
Inspection**

Name of the organization **SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES** Employer identification number **57-1087576**

**Part I Excess Benefit Transactions** (section 501(c)(3), section 501(c)(4), and 501(c)(29) organizations only).

Complete if the organization answered "Yes" on Form 990, Part IV, line 25a or 25b, or Form 990-EZ, Part V, line 40b.

1 (a) Name of disqualified person	(b) Relationship between disqualified person and organization	(c) Description of transaction	(d) Corrected?	
			Yes	No

- 2 Enter the amount of tax incurred by the organization managers or disqualified persons during the year under section 4958 ..... ▶ \$
- 3 Enter the amount of tax, if any, on line 2, above, reimbursed by the organization ..... ▶ \$

**Part II Loans to and/or From Interested Persons.**

Complete if the organization answered "Yes" on Form 990-EZ, Part V, line 38a or Form 990, Part IV, line 26; or if the organization reported an amount on Form 990, Part X, line 5, 6, or 22.

(a) Name of interested person	(b) Relationship with organization	(c) Purpose of loan	(d) Loan to or from the organization?		(e) Original principal amount	(f) Balance due	(g) In default?		(h) Approved by board or committee?		(i) Written agreement?	
			To	From			Yes	No	Yes	No	Yes	No

Total ..... ▶ \$

**Part III Grants or Assistance Benefiting Interested Persons.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 27.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of assistance	(d) Type of assistance	(e) Purpose of assistance

## SOUTH CAROLINA FIRST STEPS TO SCHOOL

Schedule L (Form 990 or 990-EZ) 2016

READINESS BOARD OF TRUSTEES

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**Part IV Business Transactions Involving Interested Persons.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of organization's revenues?	
				Yes	No
RICK NOBLE	BOARD MEMBER	808,430.	THE EXECUTIVE		X

**Part V Supplemental Information**

Provide additional information for responses to questions on Schedule L (see instructions).

SCH L, PART IV, BUSINESS TRANSACTIONS INVOLVING INTERESTED PERSONS:

(A) NAME OF PERSON: RICK NOBLE

(D) DESCRIPTION OF TRANSACTION: THE EXECUTIVE DIRECTOR OF RICHLAND COUNTY FIRST STEPS PARTNERSHIP SERVES AS A VOTING MEMBER OF THE FIRST STEPS BOARD OF TRUSTEES. RICHLAND COUNTY FIRST STEPS PARTNERSHIP RECEIVES A SIGNIFICANT AMOUNT OF ITS FUNDING FROM FIRST STEPS. THE AMOUNT OF FUNDING AUTHORIZED TO EACH COUNTY FIRST STEPS PARTNERSHIP IS DETERMINED BY A MATHEMATICAL FORMULA WHICH USES A VARIETY OF DEMOGRAPHICS OF CHILDREN 0-5 THAT SERVE AS A PROXY FOR THE LEVEL OF NEED IN EACH COUNTY. AS A FIRST STEPS BOARD OF TRUSTEES MEMBER, THE RICHLAND COUNTY FIRST STEPS PARTNERSHIP EXECUTIVE DIRECTOR ABSTAINS FROM VOTING ON COUNTY PARTNERSHIP FUNDING AUTHORIZATIONS.

**SCHEDULE O**  
**(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Supplemental Information to Form 990 or 990-EZ**

Complete to provide information for responses to specific questions on  
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

OMB No. 1545-0047

**2016**

Open to Public  
Inspection

Name of the organization

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Employer identification number  
**57-1087576**

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

SCHOOL READINESS, A COMPREHENSIVE, RESULTS-ORIENTED INITIATIVE FOR  
IMPROVING EARLY CHILDHOOD DEVELOPMENT BY PROVIDING, THROUGH COUNTY  
PARTNERSHIPS, PUBLIC AND PRIVATE FUNDS AND SUPPORT FOR HIGH-QUALITY  
EARLY CHILDHOOD DEVELOPMENT AND EDUCATION SERVICES FOR CHILDREN BY  
PROVIDING SUPPORT FOR THEIR FAMILIES' EFFORTS TOWARD ENABLING THEIR  
CHILDREN TO REACH SCHOOL READY TO LEARN."

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

PRESCHOOL CHILDREN; (2) INCREASE COMPREHENSIVE SERVICES SO CHILDREN  
HAVE REDUCED RISK FOR MAJOR PHYSICAL, DEVELOPMENTAL, AND LEARNING  
PROBLEMS; (3) PROMOTE HIGH QUALITY PRESCHOOL PROGRAMS THAT PROVIDE A  
HEALTHY ENVIRONMENT THAT WILL PROMOTE NORMAL GROWTH AND DEVELOPMENT;  
(4) PROVIDE SERVICES SO ALL CHILDREN RECEIVE THE PROTECTION, NUTRITION,  
AND HEALTH CARE NEEDED TO THRIVE IN THE EARLY YEARS OF LIFE SO THEY  
ARRIVE AT SCHOOL READY TO LEARN; AND (5) MOBILIZE COMMUNITIES TO FOCUS  
EFFORTS ON PROVIDING ENHANCED SERVICES TO SUPPORT FAMILIES AND THEIR  
YOUNG CHILDREN SO AS TO ENABLE EVERY CHILD TO REACH SCHOOL HEALTHY AND  
READY TO LEARN."

FORM 990, PART III, LINE 4D, OTHER PROGRAM SERVICES:

THE EARLY HEAD START CHILD CARE PARTNERSHIP IS A FEDERALLY-FUNDED GRANT  
FOR EARLY CHILDHOOD PROGRAMS DESIGNED TO SERVE LOW-INCOME INFANTS AND  
TODDLERS (FROM BIRTH UNTIL THE CHILD'S THIRD BIRTHDAY). PARTICIPATING  
FAMILIES WILL RECEIVE HIGH-QUALITY, FULL-DAY EARLY CARE AND EDUCATION  
SERVICES (WITHIN CONTRACTED PRESCHOOL SETTINGS) AND COMPREHENSIVE,

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2016)

Name of the organization **SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Employer identification number  
**57-1087576**

WRAP-AROUND PROGRAMS PROVIDED BY SC FIRST STEPS. THE FOLLOWING FIRST STEPS COUNTY PARTNERSHIPS ARE INCLUDED AS SERVICE LOCATIONS WITHIN THE GRANT: ALLENDALE, ANDERSON, BAMBERG, BERKELEY, DILLON, GEORGETOWN, LAURENS, LEXINGTON, NEWBERRY, ORANGEBURG, SALUDA, AND YORK. FIRST STEPS WILL CONTRACT WITH A LIMITED NUMBER OF CHILD CARE PROVIDERS WITHIN THE DEFINED TWELVE COUNTY SERVICE AREAS.

EXPENSES \$ 6,698,047. INCLUDING GRANTS OF \$ 132,075. REVENUE \$ 0.

FORM 990, PART VI, SECTION B, LINE 11B:

INTERNAL FINANCE STAFF PROVIDE ALL NECESSARY FINANCIAL DATA TO THE CONTRACTED ACCOUNTING FIRM THAT PREPARES THE FORM 990. ONCE COMPLETED, THE FORM 990 FIRST UNDERGOES AN INTERNAL REVIEW BY THE AGENCY DIRECTOR AND SENIOR MANAGERS. THE FINANCE AND ADMINISTRATION COMMITTEE OF THE SOUTH CAROLINA FIRST STEPS TO SCHOOL READINESS BOARD OF TRUSTEES WILL THEN RECEIVE THE FORM 990 FOR ITS APPROVAL. THE CHAIR OF THE FINANCE AND ADMINISTRATION COMMITTEE WILL REPORT THE COMMITTEE'S APPROVAL OF THE FORM 990 TO THE FULL BOARD OF TRUSTEES. THE BOARD OF TRUSTEES WILL THEN APPROVE THE FORM 990 THROUGH THEIR CONSENT AGENDA PROCESS.

FORM 990, PART VI, SECTION B, LINE 12C:

THERE IS AN ANNUAL REQUIREMENT FOR OFFICERS, DIRECTORS, TRUSTEES, AND KEY EMPLOYEES TO REPORT ANY POTENTIAL CONFLICTS OF INTEREST.

FORM 990, PART VI, SECTION B, LINE 15:

THE FINANCE AND ADMINISTRATIVE COMMITTEE SHALL WORK WITH THE OFFICE OF FIRST STEPS ON BUDGETARY, FISCAL, STAFFING, AND COMPENSATION MATTERS, TO INCLUDE THE DEVELOPMENT OF THE ANNUAL OFFICE OF FIRST STEPS ADMINISTRATIVE AND PROGRAM BUDGETS, AND AN ANNUAL PERFORMANCE REVIEW OF THE EXECUTIVE



Name of the organization **SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Employer identification number  
**57-1087576**

DIRECTOR-ALL SUBJECT TO APPROVAL BY THE BOARD. OFFICERS AND EMPLOYEES WILL BE PAID REASONABLE COMPENSATION, WHICH COMPENSATION SHALL BE DETERMINED BY THE COMMITTEE AS FOLLOWS: (I) THE COMMITTEE DETERMINING COMPENSATION SHALL BE COMPOSED OF PERSONS WHO ARE UNRELATED TO AND NOT SUBJECT TO THE CONTROL OF THE PERSON WHOSE COMPENSATION IS BEING DETERMINED; (II) THE COMMITTEE DETERMINING COMPENSATION SHALL CONTEMPORANEOUSLY OBTAIN AND RELY UPON APPROPRIATE DATA AS TO THE COMPARABILITY OF THE COMPENSATION PACKAGE; AND (III) THERE SHALL BE ADEQUATE DOCUMENTATION FOR THE BASIS OF THIS DETERMINATION.

FORM 990, PART VI, SECTION C, LINE 19:

ALL RECORDS (POLICIES, GOVERNING DOCUMENTS, FINANCIAL STATEMENTS, AND COPIES OF ANNUAL FORM 990) ARE MAINTAINED IN THE OFFICE OF FIRST STEPS AND IN COMPLIANCE WITH THE FREEDOM OF INFORMATION ACT. IN ADDITION, THE FIRST STEPS ENABLING LEGISLATION, OPERATIONS MANUAL, AND ANNUAL REPORTS ARE MAINTAINED ON THE AGENCY WEBSITE.

FORM 990, PART IX, LINE 11G, OTHER FEES:

OTHER PROFESSIONAL FEES:

PROGRAM SERVICE EXPENSES	8,165,600.
MANAGEMENT AND GENERAL EXPENSES	94,313.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	8,259,913.
TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	8,259,913.

FORM 990, PART XII, LINE 2C:

THIS PROCESS IS UNCHANGED FROM THE PRIOR YEAR.

**SCHEDULE R**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Related Organizations and Unrelated Partnerships**

► Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.

► Attach to Form 990.

► Information about Schedule R (Form 990) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

OMB No. 1545-0047

**2016**

Open to Public  
Inspection

Name of the organization **SOUTH CAROLINA FIRST STEPS TO SCHOOL  
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**Part I Identification of Disregarded Entities.** Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

**Part II Identification of Related Tax-Exempt Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
ABBEVILLE COUNTY FIRST STEPS PARTNERSHIP - 57-1097774, 1402C HIGHWAY 72 WEST, GREENWOOD, SC 29649	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
AIKEN COUNTY FIRST STEPS PARTNERSHIP - 57-1097775, POST OFFICE BOX 2091, GRANITEVILLE, SC 29802	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
ALLENDALE COUNTY FIRST STEPS PARTNERSHIP - 57-1097999, 176 MAIN STREET NORTH, ALLENDALE, SC 29810	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
ANDERSON COUNTY FIRST STEPS PARTNERSHIP - 57-1097776, 605 N. MAIN STREET, ANDERSON, SC 29622	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2016

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Schedule R (Form 990)

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**Part II** Continuation of Identification of Related Tax-Exempt Organizations

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled organization?	
						Yes	No
BAMBERG COUNTY FIRST STEPS PARTNERSHIP - 57-1097777, 3778 FAUST STREET, BAMBERG, SC 29003	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
BARNWELL COUNTY FIRST STEPS PARTNERSHIP - 57-1097778, 5961 LARTIGUE STREET, BLACKVILLE, SC 29817	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
BEAUFORT COUNTY FIRST STEPS PARTNERSHIP - 57-1097779, 2201 BOUNDARY STREET, SUITE 111, BEAUFORT, SC 29903	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
BERKELEY COUNTY FIRST STEPS PARTNERSHIP - 57-1097780, 6215 MURRAY DRIVE, HANAHAN, SC 29410	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
CALHOUN COUNTY FIRST STEPS PARTNERSHIP - 57-1097781, 304 AGNES STREET, ST. MATTHEWS, SC 29135	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
CHARLESTON COUNTY FIRST STEPS PARTNERSHIP - 57-1097784, 6296 RIVERS AVENUE, SUITE 308, N. CHARLESTON, SC 29406	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
CHEROKEE COUNTY FIRST STEPS PARTNERSHIP - 57-1097785, POST OFFICE BOX 23, GAFFNEY, SC 29342	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
CHESTER COUNTY FIRST STEPS PARTNERSHIP - 57-1097786, 109 ELLA STREET, CHESTER, SC 29706	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
CHESTERFIELD COUNTY FIRST STEPS PARTNERSHIP - 57-1097787, 100 W. MAIN STREET, CHESTERFIELD, SC 29709	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
CLARENDON COUNTY FIRST STEPS PARTNERSHIP - 57-1097789, 16 SOUTH BROOKS STREET, MANNING, SC 29102	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
COLLETON COUNTY FIRST STEPS PARTNERSHIP - 57-1097790, 609 COLLETON LOOP, WALTERBORO, SC 29488	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
DARLINGTON COUNTY FIRST STEPS PARTNERSHIP - 57-1097791, POST OFFICE DRAWER 1357, HARTSVILLE, SC 29551	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Schedule R (Form 990)

57-1087576

**Part II** Continuation of Identification of Related Tax-Exempt Organizations

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled organization?	
						Yes	No
DILLON COUNTY FIRST STEPS PARTNERSHIP - 57-1098006, POST OFFICE BOX 295, DILLON, SC 29536	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
DORCHESTER COUNTY FIRST STEPS PARTNERSHIP - 57-1097806, 810 TRAVELERS BLVD, SUITE D-1, SUMMERVILLE, SC 29485	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
EDGEFIELD COUNTY FIRST STEPS PARTNERSHIP - 57-1097809, POST OFFICE BOX 295, EDGEFIELD, SC 29824	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
FAIRFIELD COUNTY FIRST STEPS PARTNERSHIP - 57-1097810, POST OFFICE BOX 215, WINNSBORO, SC 29180	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
FLORENCE COUNTY FIRST STEPS PARTNERSHIP - 57-1097811, 415 S. COIT STREET, FLORENCE, SC 29501	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
GEORGETOWN COUNTY FIRST STEPS PARTNERSHIP - 57-1097813, POST OFFICE BOX 531, GEORGETOWN, SC 29442	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
GREENVILLE COUNTY FIRST STEPS PARTNERSHIP - 57-1097814, 24 CLEVELAND STREET, GREENVILLE, SC 29601	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
GREENWOOD COUNTY FIRST STEPS PARTNERSHIP - 57-1097815, 1402C HIGHWAY 72 WEST, GREENWOOD, SC 29649	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
HAMPTON COUNTY FIRST STEPS PARTNERSHIP - 57-1097816, 301 FIRST STREET EAST, HAMPTON, SC 29924	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
HORRY COUNTY FIRST STEPS PARTNERSHIP - 57-1098007, 900-C MAIN STREET, CONWAY, SC 29526	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
JASPER COUNTY FIRST STEPS PARTNERSHIP - 57-1097817, POST OFFICE BOX 776, RIDGELAND, SC 29936	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
KERSHAW COUNTY FIRST STEPS PARTNERSHIP - 57-1097818, 110 E. DEKALB STREET, CAMDEN, SC 29021	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X

632222  
04-01-16

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Schedule R (Form 990)

57-1087576

**Part II** Continuation of Identification of Related Tax-Exempt Organizations

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled organization?	
						Yes	No
LANCASTER COUNTY FIRST STEPS PARTNERSHIP - 57-1097819, 121 SOUTH WYLIE STREET, LANCASTER, SC 29720	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
LAURENS COUNTY FIRST STEPS PARTNERSHIP - 57-1098008, 1029 WEST MAIN STREET, LAURENS, SC 29360	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
LEE COUNTY FIRST STEPS PARTNERSHIP - 57-1097820, POST OFFICE BOX 344, BISHOPVILLE, SC 29010	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
LEXINGTON COUNTY FIRST STEPS PARTNERSHIP - 57-1097821, 101 W. COLUMBIA AVENUE, BATESBURG, SC 29006	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
MARION COUNTY FIRST STEPS PARTNERSHIP - 57-1097822, 415 S. COIT STREET, FLORENCE, SC 29501	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
MARLBORO COUNTY FIRST STEPS PARTNERSHIP - 57-1097823, POST OFFICE BOX 249, BENNETTSVILLE, SC 29521	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
MCCORMICK COUNTY FIRST STEPS PARTNERSHIP - 57-1097862, 615-C CLAYTON STREET, MCCORMICK, SC 29835	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
NEWBERRY COUNTY FIRST STEPS PARTNERSHIP - 57-1097864, 540 BRANTLEY STREET, NEWBERRY, SC 29108	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
OCONEE COUNTY FIRST STEPS PARTNERSHIP - 57-1097866, 409 EAST NORTH FIRST STREET, SUITE C, SENECA, SC 29678	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
ORANGEBURG COUNTY FIRST STEPS PARTNERSHIP - 57-1097868, 350 THOMAS ECKLUND CIRCLE, ORANGEBURG, SC 29115	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
PICKENS COUNTY FIRST STEPS PARTNERSHIP - 57-1097863, POST OFFICE BOX 1113, CENTRAL, SC 29631	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X
RICHLAND COUNTY FIRST STEPS PARTNERSHIP - 57-1097865, 2008 MARION STREET, SUITE B, COLUMBIA, SC 29201	COUNTY PARTNERSHIP	SOUTH CAROLINA	501(C)(3)	LINE 7			X

## Schedule R (Form 990)

**Part II** Continuation of Identification of Related Tax-Exempt Organizations

632222  
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## SOUTH CAROLINA FIRST STEPS TO SCHOOL

Schedule R (Form 990) 2016

## READINESS BOARD OF TRUSTEES

57-1087576 Page 2

**Part III Identification of Related Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	

**Part IV Identification of Related Organizations Taxable as a Corporation or Trust.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity?	
								Yes	No

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

Schedule R (Form 990) 2016

57-1087576 Page 3

**Part V Transactions With Related Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

**Note:** Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

	Yes	No
<b>1</b> During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?		
<b>a</b> Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity .....	<b>1a</b>	X
<b>b</b> Gift, grant, or capital contribution to related organization(s) .....	<b>1b</b>	X
<b>c</b> Gift, grant, or capital contribution from related organization(s) .....	<b>1c</b>	X
<b>d</b> Loans or loan guarantees to or for related organization(s) .....	<b>1d</b>	X
<b>e</b> Loans or loan guarantees by related organization(s) .....	<b>1e</b>	X
<b>f</b> Dividends from related organization(s) .....	<b>1f</b>	X
<b>g</b> Sale of assets to related organization(s) .....	<b>1g</b>	X
<b>h</b> Purchase of assets from related organization(s) .....	<b>1h</b>	X
<b>i</b> Exchange of assets with related organization(s) .....	<b>1i</b>	X
<b>j</b> Lease of facilities, equipment, or other assets to related organization(s) .....	<b>1j</b>	X
<b>k</b> Lease of facilities, equipment, or other assets from related organization(s) .....	<b>1k</b>	X
<b>l</b> Performance of services or membership or fundraising solicitations for related organization(s) .....	<b>1l</b>	X
<b>m</b> Performance of services or membership or fundraising solicitations by related organization(s) .....	<b>1m</b>	X
<b>n</b> Sharing of facilities, equipment, mailing lists, or other assets with related organization(s) .....	<b>1n</b>	X
<b>o</b> Sharing of paid employees with related organization(s) .....	<b>1o</b>	X
<b>p</b> Reimbursement paid to related organization(s) for expenses .....	<b>1p</b>	X
<b>q</b> Reimbursement paid by related organization(s) for expenses .....	<b>1q</b>	X
<b>r</b> Other transfer of cash or property to related organization(s) .....	<b>1r</b>	X
<b>s</b> Other transfer of cash or property from related organization(s) .....	<b>1s</b>	X

**2** If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1) ABBEVILLE COUNTY FIRST STEPS PARTNERSHIP	B	200,000.	CASH
(2) AIKEN COUNTY FIRST STEPS PARTNERSHIP	B	427,526.	CASH
(3) ALLENDALE COUNTY FIRST STEPS PARTNERSHIP	B	204,772.	CASH
(4) ANDERSON COUNTY FIRST STEPS PARTNERSHIP	B	490,675.	CASH
(5) BAMBERG COUNTY FIRST STEPS PARTNERSHIP	B	205,800.	CASH
(6) BARNWELL COUNTY FIRST STEPS PARTNERSHIP	B	204,474.	CASH



SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES

Schedule R (Form 990)

57-1087576

**Part V** Continuation of Transactions With Related Organizations (Schedule R (Form 990), Part V, line 2)

(a) Name of other organization	(b) Transaction type (a-r)	(c) Amount involved	(d) Method of determining amount involved
(7)BEAUFORT COUNTY FIRST STEPS PARTNERSHIP	B	362,104.	CASH
(8)BERKELEY COUNTY FIRST STEPS PARTNERSHIP	B	558,764.	CASH
(9)CALHOUN COUNTY FIRST STEPS PARTNERSHIP	B	206,536.	CASH
(10)CHARLESTON COUNTY FIRST STEPS PARTNERSHIP	B	785,899.	CASH
(11)CHEROKEE COUNTY FIRST STEPS PARTNERSHIP	B	203,272.	CASH
(12)CHESTER COUNTY FIRST STEPS PARTNERSHIP	B	200,000.	CASH
(13)CHESTERFIELD COUNTY FIRST STEPS PARTNERSHIP	B	200,000.	CASH
(14)CLARENDON COUNTY FIRST STEPS PARTNERSHIP	B	204,056.	CASH
(15)COLLETON COUNTY FIRST STEPS PARTNERSHIP	B	204,415.	CASH
(16)DARLINGTON COUNTY FIRST STEPS PARTNERSHIP	B	237,076.	CASH
(17)DILLON COUNTY FIRST STEPS PARTNERSHIP	B	205,800.	CASH
(18)DORCHESTER COUNTY FIRST STEPS PARTNERSHIP	B	371,702.	CASH
(19)EDGEFIELD COUNTY FIRST STEPS PARTNERSHIP	B	203,555.	CASH
(20)FAIRFIELD COUNTY FIRST STEPS PARTNERSHIP	B	204,896.	CASH
(21)FLORENCE COUNTY FIRST STEPS PARTNERSHIP	B	417,946.	CASH
(22)GEORGETOWN COUNTY FIRST STEPS PARTNERSHIP	B	231,675.	CASH
(23)GREENVILLE COUNTY FIRST STEPS PARTNERSHIP	B	1,048,640.	CASH
(24)GREENWOOD COUNTY FIRST STEPS PARTNERSHIP	B	223,739.	CASH

**SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES**

57-1087576

**Part V** Continuation of Transactions With Related Organizations (Schedule R (Form 990), Part V, line 2)

(a) Name of other organization	(b) Transaction type (a-r)	(c) Amount involved	(d) Method of determining amount involved
(7)HAMPTON COUNTY FIRST STEPS PARTNERSHIP	B	203,272.	CASH
(8)HORRY COUNTY FIRST STEPS PARTNERSHIP	B	632,329.	CASH
(9)JASPER COUNTY FIRST STEPS PARTNERSHIP	B	204,482.	CASH
(10)KERSHAW COUNTY FIRST STEPS PARTNERSHIP	B	201,636.	CASH
(11)LANCASTER COUNTY FIRST STEPS PARTNERSHIP	B	227,001.	CASH
(12)LAURENS COUNTY FIRST STEPS PARTNERSHIP	B	216,439.	CASH
(13)LEE COUNTY FIRST STEPS PARTNERSHIP	B	203,060.	CASH
(14)LEXINGTON COUNTY FIRST STEPS PARTNERSHIP	B	684,317.	CASH
(15)MARION COUNTY FIRST STEPS PARTNERSHIP	B	200,000.	CASH
(16)MARLBORO COUNTY FIRST STEPS PARTNERSHIP	B	200,000.	CASH
(17)MCCORMICK COUNTY FIRST STEPS PARTNERSHIP	B	200,000.	CASH
(18)NEWBERRY COUNTY FIRST STEPS PARTNERSHIP	B	205,982.	CASH
(19)OCONEE COUNTY FIRST STEPS PARTNERSHIP	B	200,495.	CASH
(20)ORANGEBURG COUNTY FIRST STEPS PARTNERSHIP	B	326,455.	CASH
(21)PICKENS COUNTY FIRST STEPS PARTNERSHIP	B	261,194.	CASH
(22)RICHLAND COUNTY FIRST STEPS PARTNERSHIP	B	808,430.	CASH
(23)SALUDA COUNTY FIRST STEPS PARTNERSHIP	B	210,282.	CASH
(24)SPARTANBURG COUNTY FIRST STEPS PARTNERSHIP	B	669,449.	CASH

SOUTH CAROLINA FIRST STEPS TO SCHOOL  
READINESS BOARD OF TRUSTEES

Schedule R (Form 990)

57-1087576

**Part V** Continuation of Transactions With Related Organizations (Schedule R (Form 990), Part V, line 2)

(a) Name of other organization	(b) Transaction type (a-r)	(c) Amount involved	(d) Method of determining amount involved
(7) SUMTER COUNTY FIRST STEPS PARTNERSHIP	B	363,393.	CASH
(8) UNION COUNTY FIRST STEPS PARTNERSHIP	B	204,464.	CASH
(9) WILLIAMSBURG COUNTY FIRST STEPS PARTNERSHIP	B	203,598.	CASH
(10) YORK COUNTY FIRST STEPS PARTNERSHIP	B	586,875.	CASH
(11)			
(12)			
(13)			
(14)			
(15)			
(16)			
(17)			
(18)			
(19)			
(20)			
(21)			
(22)			
(23)			
(24)			

## Schedule R (Form 990) 2016

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Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

DRAFT

632164 09-06-16

**Part VII** Supplemental Information.

Provide additional information for responses to questions on Schedule R. See instructions.

DRAFT

# Application for Automatic Extension of Time To File an Exempt Organization Return

OMB No. 1545-1709

► **File a separate application for each return.**

► **Information about Form 8868 and its instructions is at [www.irs.gov/form8868](http://www.irs.gov/form8868).**

**Electronic filing (e-file).** You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit [www.irs.gov/efile](http://www.irs.gov/efile), click on Charities & Non-Profits, and click on e-file for Charities and Non-Profits.

## Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

		Enter filer's identifying number
Type or print  File by the due date for filing your return. See instructions.	Name of exempt organization or other filer, see instructions. <b>SOUTH CAROLINA FIRST STEPS TO SCHOOL READINESS BOARD OF TRUSTEES</b>	Employer identification number (EIN) or  <b>57-1087576</b>
	Number, street, and room or suite no. If a P.O. box, see instructions. <b>1300 SUMTER STREET, NO. 100</b>	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. <b>COLUMBIA, SC 29201</b>	

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

**RUSSELL BROWN**

- The books are in the care of ► **1300 SUMTER STREET, NO. 100 - COLUMBIA, SC 29201**  
Telephone No. ► **803-734-0479** Fax No. ► \_\_\_\_\_

- If the organization does not have an office or place of business in the United States, check this box ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) \_\_\_\_\_. If this is for the whole group, check this box ☐. If it is for part of the group, check this box ☐ and attach a list with the names and EINs of all members the extension is for.

**1** I request an automatic 6-month extension of time until **MAY 15, 2018**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

- ☐ calendar year \_\_\_\_\_ or  
 ► ☒ tax year beginning **JUL 1, 2016**, and ending **JUN 30, 2017**.

**2** If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return  
☐ Change in accounting period

<b>3a</b> If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	<b>3a</b>	\$	<b>0.</b>
<b>b</b> If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	<b>3b</b>	\$	<b>0.</b>
<b>c Balance due.</b> Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	<b>3c</b>	\$	<b>0.</b>

**Caution:** If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

# **FORMULA ALLOCATION** **SUMMARIZED Factors and Demographics**

	YEAR 2016	YEAR 2014-2015	YEAR 2015	YEAR 2016-2017	YEAR 2012-2013	YEAR 2012-2013	YEAR 2015	YEAR 2015
County	Factor A  Population Percent	Factor B  Free Lunch Percent	Factor C  Per Capita Income Percent	Kids Count 2  Children Overage in Grade 3	Kids Count 3  Not Met PACT Language	Kids Count 4  Not Met PACT Mathematics	Kids Count 5  Low Birth Weight Infants	Kids Count 6  Mothers Less Than High School Edu.
Abbeville	0.441%	0.489%	2.361%	0.910%	0.354%	0.275%	0.451%	0.469%
Aiken	3.281%	3.534%	1.881%	4.578%	3.539%	4.028%	3.586%	3.886%
Allendale	0.151%	0.255%	2.555%	0.173%	0.409%	0.332%	0.090%	0.149%
Anderson	4.005%	3.992%	2.024%	4.549%	3.185%	3.246%	3.460%	4.583%
Bamberg	0.253%	0.426%	2.389%	0.318%	0.431%	0.419%	0.234%	0.149%
Barnwell	0.477%	0.633%	2.584%	1.083%	0.962%	0.869%	0.451%	0.423%
Beaufort	3.431%	2.854%	1.442%	2.397%	3.329%	3.002%	2.703%	3.452%
Berkeley	4.724%	4.396%	2.061%	4.549%	3.572%	4.597%	4.523%	3.955%
Calhoun	0.249%	0.345%	2.102%	0.260%	0.210%	0.350%	0.360%	0.206%
Charleston	8.066%	5.695%	1.380%	5.271%	6.116%	6.612%	8.704%	6.652%
Cherokee	1.170%	1.383%	2.442%	0.866%	1.825%	1.439%	1.586%	1.634%
Chester	0.655%	0.907%	2.365%	1.199%	1.194%	1.176%	0.811%	0.640%
Chesterfield	0.910%	1.442%	2.403%	0.765%	1.084%	0.869%	1.081%	1.280%
Clarendon	0.576%	0.928%	2.588%	0.924%	0.575%	0.676%	0.414%	0.617%
Colleton	0.767%	1.265%	2.163%	0.924%	1.427%	1.213%	0.955%	1.132%
Darlington	1.355%	2.111%	2.111%	2.368%	1.471%	1.464%	1.982%	1.955%
Dillon	0.697%	1.139%	2.833%	1.271%	0.951%	0.995%	0.937%	1.109%
Dorchester	3.356%	2.999%	2.030%	3.307%	2.588%	2.083%	2.793%	2.217%
Edgefield	0.378%	0.462%	2.264%	0.852%	0.442%	0.557%	0.342%	0.457%
Fairfield	0.373%	0.527%	2.124%	0.173%	0.608%	0.582%	0.414%	0.309%
Florence	2.990%	3.546%	1.912%	4.809%	3.583%	3.878%	3.784%	2.937%
Georgetown	0.980%	1.808%	1.739%	1.430%	1.471%	1.495%	1.280%	1.086%
Greenville	10.885%	8.989%	1.648%	10.931%	8.549%	8.538%	9.659%	10.756%
Greenwood	1.506%	1.715%	2.132%	1.531%	1.681%	1.676%	1.730%	1.852%
Hampton	0.364%	0.595%	2.621%	0.794%	0.630%	0.519%	0.541%	0.320%
Horry	5.486%	5.419%	2.147%	4.260%	4.026%	4.379%	5.082%	6.092%
Jasper	0.577%	0.577%	2.798%	0.491%	0.951%	0.938%	0.649%	1.132%
Kershaw	1.281%	1.400%	1.902%	1.646%	1.272%	1.395%	0.955%	1.326%
Lancaster	1.877%	1.476%	1.796%	1.588%	1.792%	1.801%	2.000%	1.360%
Laurens	1.297%	1.501%	2.293%	1.762%	1.559%	1.420%	1.316%	2.080%
Lee	0.303%	0.391%	2.731%	0.159%	0.896%	0.801%	0.306%	0.286%
Lexington	5.855%	5.590%	1.707%	4.188%	6.824%	6.943%	4.631%	5.018%
Marion	0.668%	0.810%	2.516%	0.722%	1.161%	0.907%	0.757%	0.606%
Marlboro	0.489%	0.895%	2.892%	0.996%	0.144%	0.238%	0.883%	1.143%
McCormick	0.102%	0.175%	2.125%	0.318%	1.338%	1.345%	0.072%	0.103%
Newberry	0.771%	0.929%	2.042%	0.765%	1.062%	0.776%	1.063%	1.257%
Oconee	1.345%	1.321%	1.887%	1.458%	1.338%	1.507%	1.135%	1.566%
Orangeburg	1.777%	2.915%	2.352%	2.267%	3.251%	2.802%	2.090%	1.977%
Pickens	2.154%	1.872%	2.105%	2.859%	1.604%	1.658%	1.856%	2.286%
Richland	8.135%	6.752%	1.738%	4.130%	7.410%	8.038%	9.677%	6.446%
Saluda	0.423%	0.400%	2.225%	0.635%	0.276%	0.263%	0.469%	1.006%
Spartanburg	6.296%	6.097%	1.855%	5.978%	5.917%	5.504%	5.280%	6.469%
Sumter	2.500%	3.534%	1.944%	3.957%	2.654%	2.546%	3.226%	2.355%
Union	0.531%	0.664%	2.382%	0.881%	0.686%	0.600%	0.595%	0.663%
Williamsburg	0.577%	0.881%	2.610%	1.444%	0.973%	0.926%	0.757%	0.594%
York	5.516%	3.964%	1.798%	3.264%	4.678%	4.322%	4.325%	4.012%
<b>Total</b>	<b>100.000%</b>	<b>100.000%</b>	<b>100.000%</b>	<b>100.000%</b>	<b>100.000%</b>	<b>100.000%</b>	<b>100.000%</b>	<b>100.000%</b>

## FY-18 & FY-19 Allocation Comparison

Minimum Base \$ 200,000

		<b>BUDGETS</b>		
#	PARTNERSHIP	FY - 18	FY - 19	DIFFERENCE
01	Abbeville	\$200,000	\$200,000	0
02	Aiken	\$403,869	\$410,115	6,246
03	Allendale	\$200,000	\$200,000	0
04	Anderson	\$455,801	\$452,177	(3,624)
05	Bamberg	\$200,000	\$200,000	0
06	Barnwell	\$200,000	\$200,000	0
07	Beaufort	\$353,000	\$352,994	(6)
08	Berkeley	\$503,659	\$507,218	3,559
09	Calhoun	\$200,000	\$200,000	0
10	Charleston	\$727,340	\$736,040	8,700
11	Cherokee	\$200,000	\$200,000	0
12	Chester	\$200,000	\$200,000	0
13	Chesterfield	\$200,000	\$200,000	0
14	Clarendon	\$200,000	\$200,000	0
15	Colleton	\$200,000	\$200,000	0
16	Darlington	\$228,282	\$231,261	2,979
17	Dillon	\$200,000	\$200,000	0
18	Dorchester	\$353,747	\$357,664	3,917
19	Edgefield	\$200,000	\$200,000	0
20	Fairfield	\$200,000	\$200,000	0
21	Florence	\$402,178	\$396,224	(5,954)
22	Georgetown	\$200,000	\$200,000	0
23	Greenville	\$1,056,324	\$1,051,033	(5,291)
24	Greenwood	\$219,496	\$220,045	549
25	Hampton	\$200,000	\$200,000	0
26	Horry	\$581,758	\$587,818	6,060
27	Jasper	\$200,000	\$200,000	0
28	Kershaw	\$200,000	\$200,000	0
29	Lancaster	\$216,158	\$218,579	2,421
30	Laurens	\$209,940	\$207,303	(2,637)
31	Lee	\$200,000	\$200,000	0
32	Lexington	\$624,416	\$620,103	(4,313)
33	Marion	\$200,000	\$200,000	0
34	Marlboro	\$200,000	\$200,000	0
35	McCormick	\$200,000	\$200,000	0
36	Newberry	\$200,000	\$200,000	0
37	Oconee	\$200,000	\$200,000	0
38	Orangeburg	\$303,237	\$299,069	(4,168)
39	Pickens	\$259,728	\$260,506	778
40	Richland	\$799,336	\$796,304	(3,032)
41	Saluda	\$200,000	\$200,000	0
42	Spartanburg	\$678,353	\$666,608	(11,745)
43	Sumter	\$347,291	\$350,957	3,666
44	Union	\$200,000	\$200,000	0
45	Williamsburg	\$200,000	\$200,000	0
46	York	\$511,313	\$513,211	1,898
<b>TOTAL</b>		<b>\$ 14,435,228</b>	<b>\$ 14,435,229</b>	<b>\$ 1</b>

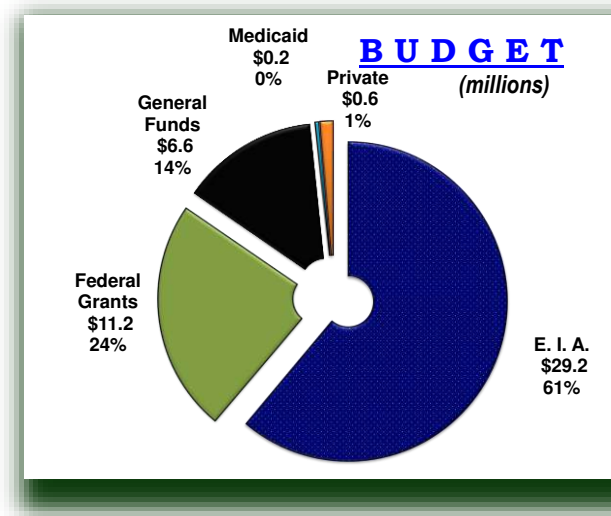
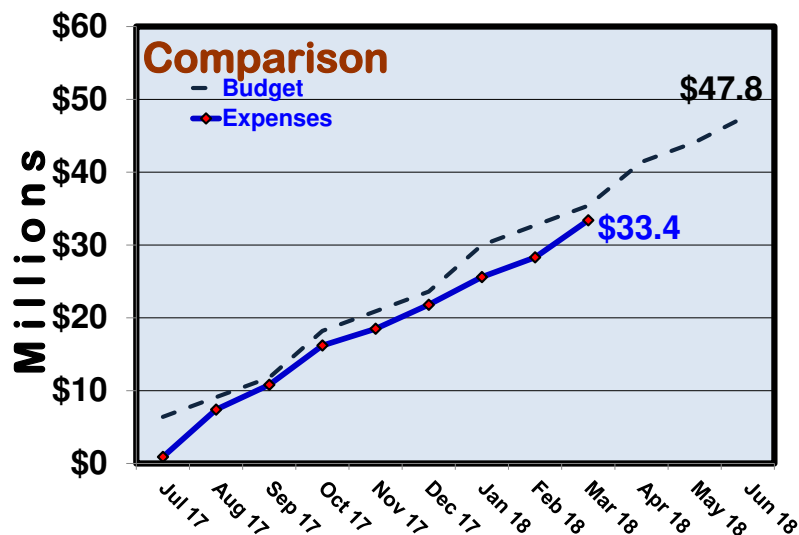




## FY 2018 Financial Status Report

As of:  
Mar 31, 2018

SPENDING RATES	
Projected =	74%
Actual =	70%
Spending is UNDER Budget	



PROGRAMS / OPERATIONS	E.I.A. APPROPRIATION			GENERAL FUNDS & FEDERAL GRANTS			PRIVATE & MEDICAID			GRAND TOTAL		
	Budget	Expenses	Balance	Budget	Expenses	Balance	Budget	Expenses	Balance	BUDGET	EXPENSES	BALANCES
LOCAL PARTNERSHIPS	\$ 14,435,228	\$ 14,435,228	\$ -			\$ -			\$ -	\$ 14,435,228	\$ 14,435,228	\$ -
LOCAL PARTNERSHIPS SUPPORT & TECH. ASST.	\$ 2,758,135	\$ 1,274,825	\$ 1,483,310			\$ -	\$ 539,162	\$ 115,241	\$ 423,921	\$ 3,297,297	\$ 1,390,066	\$ 1,907,231
PRIVATE 4-K	\$ 9,662,864	\$ 7,706,728	\$ 1,956,136	\$ 6,582,010	\$ 3,060,768	\$ 3,521,242			\$ -	\$ 16,244,874	\$ 10,767,496	\$ 5,477,378
EARLY HEAD START CHILD CARE PARTNERSHIP			\$ -	\$ 11,219,325	\$ 5,179,205	\$ 6,040,120			\$ -	\$ 11,219,325	\$ 5,179,205	\$ 6,040,120
BABYNET	\$ 750,000	\$ 541,400	\$ 208,600			\$ -	\$ 177,645	\$ 170,680	\$ 6,965	\$ 927,645	\$ 712,080	\$ 215,565
COUNTDOWN TO KINDERGARTEN	\$ 125,000	\$ 2,300	\$ 122,700			\$ -			\$ -	\$ 125,000	\$ 2,300	\$ 122,700
POLICY & ACCOUNTABILITY	\$ 1,500,000	\$ 807,116	\$ 692,884			\$ -	\$ 75,000	\$ 67,837	\$ 7,163	\$ 1,575,000	\$ 874,953	\$ 700,047
<b>GRAND TOTAL:</b>	<b>\$ 29,231,227</b>	<b>\$ 24,767,597</b>	<b>\$ 4,463,630</b>	<b>\$ 17,801,335</b>	<b>\$ 8,239,973</b>	<b>\$ 9,561,362</b>	<b>\$ 791,807</b>	<b>\$ 353,758</b>	<b>\$ 438,049</b>	<b>\$ 47,824,369</b>	<b>\$ 33,361,328</b>	<b>\$ 14,463,041</b>

### NOTES:

#### 1) Local Partnerships:

- Funding sources: Education Improvement Act (EIA) funds
- Formula allocation cash advances are disbursed on a quarterly basis
- Expenditures reflect disbursements from SC First Steps (state-level)
- Does not include local-level actual expenses to staff and vendors

#### 2) Federal grants are multi-year - budget authority shown

#### 3) Private & Medicaid budgets based on income & prior year cash

#### 4) LP Support & Technical Assistance

- Contracted accounting firm (Manley Garvin, LLC)
- Accounting software network support & data housing
- Programmatic data housing & network support
- Workers' compensation insurance coverage
- External programmatic evaluation
- Financial audits --- annually

#### 4) LP Support & Technical Assistance (cont.)

- Does not include local-level actual expenses to staff and vendors
  - OFS program staff (salaries & fringe benefits)
  - Operations cost
  - Travel cost to LPs
  - Lease (cost allocation of office rent)
- 5) 4K EIA budget reduced by \$105K -- transfer to EOC for evaluation (proviso #1.58 & 1A.30)

DATE REC'D	GENERAL	SUMMIT	DONOR	FUNDS	PURPOSE / COMMENTS
Jul 13, 2017	\$ 10,000.00		Goldman Sachs Gives	RESTRICTED	Starlings Research Project
Jul 13, 2017	\$ 10,395.00		Parents As Teachers National	RESTRICTED	Prof. Dev. and Parent Assistance
Jul 17, 2017	\$ 1,000.00		Save The Children	RESTRICTED	PAT Conference and Consultants
Jul 27, 2017	\$ 210.00		TRUiST Connect	Unrestricted	General use
Oct 12, 2017		\$ 3,000.00	Kaplan Early Learning Company	RESTRICTED	Chairmen's Summit
Oct 30, 2017	\$ 180.00		TRUiST Connect	Unrestricted	General use
Nov 3, 2017	\$ 108.96		TRUiST Connect	Unrestricted	General use
Nov 6, 2017		\$ 1,000.00	Institute for Child Success	RESTRICTED	Chairmen's Summit
Nov 8, 2017		\$ 5,000.00	Children's Trust Fund of SC	RESTRICTED	Chairmen's Summit
Nov 8, 2017		\$ 200.00	Teaching Strategies	RESTRICTED	Chairmen's Summit
Nov 8, 2017		\$ 1,000.00	Lakeshore Learning Materials	RESTRICTED	Chairmen's Summit
Nov 13, 2017		\$ 500.00	Sisters of Charity Foundation	RESTRICTED	Chairmen's Summit
Nov 13, 2017		\$ 500.00	Pascal Learning, Inc. (Ready Rosie)	RESTRICTED	Chairmen's Summit
Nov 15, 2017		\$ 50.00	Child Care Resource & Referral	RESTRICTED	Chairmen's Summit
Nov 15, 2017		\$ 50.00	Children's Museum Lowcountry	RESTRICTED	Chairmen's Summit
Nov 15, 2017		\$ 50.00	Matthew & Katy Seppi	RESTRICTED	Chairmen's Summit
Nov 15, 2017		\$ 31.74	Kershaw First Steps	RESTRICTED	Chairmen's Summit
Nov 15, 2017		\$ 63.48	Colleton County Memorial Library	RESTRICTED	Chairmen's Summit
Nov 27, 2017		\$ 50.00	SC State Library	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 50.00	Family Connection of SC	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 50.00	Impact America	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 50.00	Edventure	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 100.00	Children's Trust Fund (for SC DSS)	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 90.00	Spartanburg Community College	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 30.00	Charlene High	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 30.00	Cash (unknown)	RESTRICTED	Chairmen's Summit
Dec 12, 2017		\$ 2,500.00	SC Council on Competiveness	RESTRICTED	Chairmen's Summit
Dec 15, 2017		\$ 150.00	Greenwood First Steps	RESTRICTED	Chairmen's Summit
Dec 15, 2017		\$ 50.00	Cherokee First Steps	RESTRICTED	Chairmen's Summit
Dec 15, 2017		\$ 30.00	Abbeville First Steps	RESTRICTED	Chairmen's Summit
Dec 28, 2017	\$ 250.00		Board Member	Unrestricted	General use
Dec 28, 2017	\$ 1,000.00		Office of First Steps Staff	RESTRICTED	To be determined
Dec 28, 2017	\$ 1,000.00		Board Member	Unrestricted	General use
Dec 28, 2017	\$ 1,000.00		Board Member	Unrestricted	General use
Dec 28, 2017	\$ 500.00		Board Member	Unrestricted	General use
Jan 3, 2018		\$ 50.00	SC State Library	RESTRICTED	Chairmen's Summit
Jan 4, 2018		\$ 360.00	Richland First Steps	RESTRICTED	Chairmen's Summit
Jan 4, 2018		\$ 360.00	Spartanburg First Steps	RESTRICTED	Chairmen's Summit
Jan 4, 2018		\$ 3,194.64	Eventbrite	RESTRICTED	Chairmen's Summit
Jan 4, 2018	\$ 100.00		Board Member	Unrestricted	General use
Jan 4, 2018		\$ 180.00	SC Dept. of Health & Human Svcs	RESTRICTED	Chairmen's Summit
Jan 16, 2018	\$ 30.76		TRUiST Connect	Unrestricted	General use
Jan 16, 2018		\$ 50.00	University of South Carolina	RESTRICTED	Chairmen's Summit
Feb 2, 2018	\$ 54.46		TRUiST Connect	Unrestricted	General use
Feb 22, 2018		\$ 50.00	Palmetto Shared Services Alliance	RESTRICTED	Chairmen's Summit
Feb 28, 2018		\$ 50.00	SC Program for Infant/Toddler Care	RESTRICTED	Chairmen's Summit
Feb 28, 2018	\$ 55.78		TRUiST Connect	Unrestricted	General use
Feb 28, 2018	\$ 1,000.00		Board Member	Unrestricted	General use
Feb 28, 2018	\$ 500.00		Board Member	Unrestricted	General use
Feb 28, 2018	\$ 500.00		Board Member	Unrestricted	General use
Feb 28, 2018	\$ 100.00		Board Member	Unrestricted	General use

Sub-Totals    **\$ 27,984.96    \$ 18,919.86**

**GRAND TOTAL:    \$ 46,904.82**

## **Minutes from Finance and Administration Committee Meeting**

**March 29, 2018**

Members present: Judith Aughtry, Chairman; Walter Fleming, Vice Chairman; Tim Holtz

Nonmembers present: Georgia Mjartan, Executive Director; Mark Barnes, COO/CFO; Debbie Robertson, Chief Partnership Officer; Russell Brown, Finance and Audit Director; Annie Cherry, Finance Manager for the Local Partnerships

Absent: Rick Noble

Meeting was called to order by Judith at 10:00 am.

### **ACTION ITEM: Approve the State Fiscal Year 2017 990 Form.**

Once the quorum was established, Judith asked Libby Shull, CPA to briefly review the contents of the 2017 990 Form. This not for profit tax form is required each year. Ms. Shull quickly went through the document describing the contents. After review and several questions, Walter Fleming made a motion to approve the 990 Form for 2017. Tim Holtz seconded the motion and it was brought to a vote. The motion carried unanimously.

### **ACTION ITEM: Approve the Local Partnership Allocations for SFY 2018-19.**

Judith asked Mr. Barnes to review the Draft Local Partnership Allocations for the next year. He presented two documents, they included the updated factors that are included in the Allocation formula, and a comparison between what each Local Partnership would receive in the coming year, and what they received last year. Mr. Barnes mentioned that there were three factors that were no longer being captured across the state. These include the number of free and reduced lunches, as well as the two third grade tests that have now been changed related to math and literacy. Since these are no longer being updated, we continue to use the last available data. There was general discussion and several questions. Tim Holtz moved to approve the Local Partnership Allocation, with a second by Walter Fleming which resulted in a unanimous vote to approve. Mr. Barnes will work to create a group, in conjunction with the Finance and Administration Committee and the Local Partnership ED Finance and Administration Committee, along with staff and others, to review the allocation model and make recommendations to bring it up to date, along with any improvements needed.

### **New ITEM: Local Partnership Tracking Code**

Georgia Mjartan presented a recommendation to the Committee regarding a new code to track expenses for services that are required by the Local Partnerships in the current statutes. These services include a number of Core Functions (convening, acting as a portal, and supporting state-level school readiness priorities). She mentioned that these costs are generally not included in Administrative Costs, nor are they costs associated with specific programs. Her recommendation to the Committee was that a specific code be set up to track these costs for the Local Partnerships. In addition, she is requesting that it not be included in Administrative Costs, nor Program Costs. In order to give the Local

Partnerships guidance and ensure accountability, the recommendation would be to set the percentages as follows as requirements for State Funds for the Local Partnerships which would be consistent with state statutes. They would be broken down as follows:

Administrative Cost	not more than 13% of SCFS funds
New Tracking Code	not more than 12% of SCFS funds
Program Codes	not less than 75% of SCFS funds; of which 75% would be Evidence-Based, and 25% would be Evidence-Informed.

There was general discussion in the Committee with each Committee Member supporting the new code and percentages. A motion would be made to the full Board of Trustees to establish the new code and percentages.

Mr. Barnes reviewed a number of issues with the Committee:

### **First Steps State Office**

#### **Financial Report**

The YTD financial report was reviewed with the committee with general discussion. As was discussed during the last meeting, the most recent monthly YTD financial report will be provided to the Board when they have their meeting.

#### **Update on the State Budget Request**

Mr. Barnes provided an update to the committee on the status of the request. The House of Representatives did not recommend any additional funding for SC First Steps in next year's state budget request. Staff presented the budget request to the Senate Finance Education Subcommittee on Wednesday, February 14. We do not know what the Senate will recommend in their version of the budget.

### **Local Partnerships**

#### **Sumter Forensic Audit**

The Sumter County First Steps Office has been contracting with the Sumter County School District for a number of years. In the last two years, the School District has come under investigation by SLED for possible misappropriation of funds, possible fraud, and other possible acts. After the investigation was started, staff that the local First Steps office worked with at the district terminated their employment with the District. SLED has been in touch with the local office to get information on their relationship with the School District. They have provided information to them. As a part of this investigation, SC First Steps has initiated a forensic audit of the records of this contract, in order to ensure due diligence on our part. At this time, there is no wrong-doing of any nature being suggested or involved in the investigation for the local First Steps office. State Office staff has been working with the Sumter County First Steps office to assist.

### **Reauthorization Update**

There was a brief discussion regarding the new changes in the bill that is on the floor of the Senate with Mr. Barnes providing information. The changes include a requirement that the administrative rate cap for local partnerships would have to be set by the Board and then could not be changed for 5 years. Once it is set, if a local partnership goes over their administrative cap, they would not be eligible for funds for the following year. Since this would be a new statute, there would be an opportunity for the Board to revisit the rate, set the rate, and would then use that rate for 5 years. At this time, with the number of changes in the accounting structure for the local partnerships, it would be difficult to set a rate without first assessing the impact of the changes in the accounting codes on the administrative expenses of the partnerships. Mr. Barnes will recommend that we put these changes into effect, analyze the impact, and then set the administrative rate.

Mr. Barnes also discussed the upcoming improvements in how the Local Partnerships will be allocating their costs. Tools are being developed to bring these allocation methods into use by the partnerships. It will include a new Budget Spending Plan Process with new tools. It should allow for more accurate and more appropriate cost allocations and documentation for the system.

### **Early Head Start-Child Care Partnerships**

#### **EHS Fuel Card Issue**

Mr. Barnes brought an item to the attention of the Committee. Disciplinary action was taken against an EHS-CCP employee who did not have documentation to show that her fuel card was used only in state approved vehicles. This employee is no longer employed by the organization.

### **Budget Revisions, Round 2 Grant Implementation**

An update was provided to the committee regarding the upcoming request to the Governance Council of the Board for a budget revision to fully expend the funds received for Round 2 of the EHS Grant and fully implement the grant.

### **4K Program**

#### **4K Payment Process Review**

The Fiscal staff is working with the 4K Program Manager and staff to evaluate, document, and revise the payment processes for the 4K Program. There are a number of sessions being conducted to complete this process. During the process we continue to find ways that we can improve accountability and document the work that is taking place. Once completed, we will have process flows for all of these processes and easily show strong internal controls.

### **SLED Investigation**

Through the internal monitoring of program staff, we have identified a potential fraudulent situation with a 4K Provider. We immediately contacted SLED to conduct a thorough investigation, and due to the evidence, canceled the contract with the provider. The SLED investigation continues with possible

criminal charges against the provider. All of the children that were at the center have been moved to other centers and will continue in the program.

As Judith had to leave the meeting prior to it's conclusion, Walter Fleming, Vice Chairman of the Committee agree do preside until the end of the meeting.

Mr. Barnes mentioned that Georgia Mjartan had requested that the Committee meetings be scheduled for the entire year on the opposite months from the Full Board of Trustees Meetings. The committee agreed and Mr. Barnes will work with Judith to get those scheduled. The Committee Members recommended either Wednesday or Thursday mid mornings as the best time for availability.

After other general discussion Walter Fleming adjourned the meeting.



To: First Steps Board of Trustees  
From: Roger Pryor, Chair, Early Head Start Governance Council  
Date: April 18, 2018

**RE: EHS Governance Council Actions for Friday, April 20, 2018**

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The Early Head Start Governance Council participated in a joint work session with staff and Policy Council leaders and met by conference call on Wednesday, April 18, 2018. A follow up meeting is scheduled for Friday, April 20, 2018 immediately preceding the Board meeting at EdVenture.

The committee brings forward three important action items for Board approval Friday, both developed with and likewise approved by the (parent/community) Policy Council on Wednesday, April 18.

**ACTION ITEM #1:**

***Motion: Approve the Early Head Start Round One Continuation Application as approved by both the Policy Council and EHS Governance Council on Wednesday, April 18, 2018.***

As you know, First Steps is the recipient of two separate Early Head Start grants from the federal government, each spanning approximately 5 years. Because these grants were awarded in conjunction with two funding opportunities offered by the federal government, we refer to these grants as “Round One” (the first grant received in February 2015) and “Round 2” (for the second grant, received in March 2017).

Like the local First Steps partnerships’ own grants from our Board, First Steps’ Early Head Start grants require an annual renewal/refunding application to the federal government, with our “Round 1” refunding application due to the Office of Head Start on May 1, 2018 and “Round 2” due June 1, 2018.

Today we bring forward for your approval the full, draft Round One continuation application. This application is designed to highlight significant changes within the grant since last year’s application. *First Steps is proposing minor budget adjustments, designed to split program costs proportionately across the two grants, and a change to the program’s annual operational calendar.*

Early Head Start programs are required to operate for at least 1,380 hours annually. First Steps’ Child Care Partnership program is designed to extend this minimum, offering full-day (10 hours), year-round (240 days) care. With an annual program duration of 2,400 hours, First Steps existing program exceeds this required minimum by nearly 1,000 hours annually.

While clearly beneficial to the clients the program serves, staff, parents and teachers have all noted a significant shortcoming with this all-day, all-year approach: it does not allow for sufficient planning and professional development for teachers – or for regular opportunities for deep cleaning of classrooms – all required in order to meet the high standards of the program. Accordingly we are requesting permission to reduce operation by 250 hours in the coming year, allowing for:

- A three week summer break between program years (allowing for up to 10 days of teacher training and the opportunity for teachers to take a week of leave with their own families each summer), and
- 10 teacher inservice/work days (spread roughly once per month across the school year).

Doing so will still allow First Steps to exceed the federal minimum program year by 770 hours annually, while providing time needed to ensure our teachers training, planning and personal needs are better met, resulting in what we hope will be improved quality and teacher retention. We ask for your support today.

**Action ITEM #2:**

**Motion: Approve the proposed final center/slot assignments for First Steps "Round 2" EHS grant.**

First Steps is in the final stages of Round 2 start up, with most centers now under contract and in the final stages of renovation and hiring in advance of opening in the coming weeks. Currently 2 of 162 Round 2 slots are operational, though full enrollment is expected by August.

In our original Round 2 grant to the federal government, First Steps proposed the communities in which it intended to expand EHS services, along with a projected number of expansion slots in each. After a formal application process, we have narrowed to specific providers who are in the final stages of pre-operational start up. Because of several unforeseen changes, we are bringing you a proposed final set of center/slot assignments for your approval today. This recommendation reflects the feedback and approval of both the Policy Council and EHS Governance Council on Wednesday, April 18, 2018. We ask that you approve modifications to the original grant proposal as outlined below.

Center Name	Address	County	SLOTS	Projected Opening	Slots Proposed for County	Currently Proposed for County
Little New Steps	3896 Bluff Rd. Allendale, SC 29810	Allendale	8	May	8	8
Kiddie University	1700 S. Main St. Anderson, SC 29624	Anderson	2	Operational	2	2
Provider TBD		Georgetown	8	TBD		
Pawley's Island	291 Parkersville Rd. Pawley's Island, SC 29585	Georgetown	8	May		
Little Smurfs	903 Martin Luther King Dr. Andrew, SC 29510	Georgetown	8	May	24	24
Lexington 4	135 Lewis Rast Rd. Swansea, SC 29624	Lexington	16	June		
Midlands Primary Learning Ctr. (NEW)	203 Hendrix St. Lexington, SC 29072	Lexington	16	May	32	32
Wright Way	639 Torrington Rd. Eutawville, SC 29048	Orangeburg	8	May		
Wright's Daycare (NEW)	1821 Bonner Ave. Santee, SC 29142	Orangeburg	16	May	16	24 (+8)
Love and Cherish (NEW)	2199 Mt. Holly Rd. Rock Hill, SC 29730	York	16	May	16	16
McCormick ECC (NEW)	615-B Clayton Street, McCormick, SC 29835	McCormick	16	May	16	16
Progressive Family Life	284 Progressive Way Denmark, SC 29042	Bamberg	8	TBD	8	8
Majestic Academy	325 Elm St. Winsboro, SC 29180	Fairfield	16	June/July	16	16
Provider TBD	Withdrawal of Miracle Academy (unable to open by August)	Berkeley	16	TBD	16	8 (-8)
Dillon County First Steps	134 Latimer St, Latta, SC 29565	Dillon	16	June/July	8	8
					162	162



**ACTION ITEM #3:**

***Motion: Approve the inclusion of \$480K (an increase of \$270K in unexpended operating funds) to provide for 8 EHS playgrounds in the agency's pending Round 2 Budget Revision.***

As the Round 2 EHS grant ramps up toward full enrollment and operation by August, the agency has the opportunity to request budget revisions to utilize unexpended operating funds from the current year before an August 31 federal deadline. Doing so will require a comprehensive budget revision to the federal government, to be reviewed in full by the Policy and Governance Councils over the coming weeks. Several items on the proposed revision list are especially time sensitive. One is being brought forward to the Board for consideration in advance of the full revision as a committee recommendation.

The recommendation from committee is a proposed increase of \$270K to a preexisting playground line item of \$210K (bringing the total proposed to \$480K) for the procurement of 8 Early Head Start playgrounds at Round 2 expansion centers. Both the Policy Council and Governance Council voted in support of this staff request on Wednesday, April 18, 2018. We ask for your support.

**ACTION ITEM #4:**

**Motion: Reject adoption of 2017 revisions to the Policy Council bylaws and return them to Policy Council for review and revision.**

**South Carolina First Steps  
Early Head Start Governance Council Meeting  
Wednesday, April 18, 2018  
Teleconference  
MINUTES**

**Members Via Phone (8):**

Roger Pryor, Early Head Start Governance Council Chair  
Jennifer McConnell, Early Head Start Governance Council Vice-Chair  
Julie Hussey  
Walter Fleming  
Ellen Still  
Amy Williams  
Candi Lalonde  
Jennifer McConnell

**Members Absent (1):**

Felicity Bradley

**Others Present:**

Dr. Dan Wuori, South Carolina First Steps Deputy Director  
Mark Barnes, South Carolina First Steps CFO/COO  
Lavinia Tejada, Early Head Start Fiscal Manager

**Call to Order**

Members of South Carolina First Steps Early Head Start Governance Council were welcomed, and the meeting was called to order at 4:00 PM. A quorum was present.

Mr. Pryor began with an overview the federal grant process, explaining that the council would be asked over the coming weeks to participate in the development and approval of both a Round 1 and Round 2 continuation application and a proposed budget revision to the Round 2 grant designed to appropriately utilize unexpended operating funds from the Round 2 grant, now in the final stages of start-up. He thanked members for participating in a joint Governance/Policy Council work session on this topic held Tuesday, April 10, 2018.

**Round One Continuation Application**

Mr. Pryor called on Dr. Wuori to provide an overview to the complete Round 1 application provided to the Council. Dr. Wuori explained that as a continuation application, the application was designed primarily to highlight changes to the grant or program design since the prior year. He explained that the current refunding application contained two types of updates: minor budget adjustments, designed primarily to distribute costs proportionately across the agency's two grants. For example, because First Steps will serve 61% of enrolled children under the Round One grant and 39% as part of the Round 2 expansion, certain program staff salaries are split across the two grants accordingly.

Dr. Wuori explained that the primary change in the application relates to the proposed program calendar.

He explained that Early Head Start programs are required to operate for at least 1,380 hours annually. First Steps' Child Care Partnership program is designed to extend this minimum, offering full-day (10 hours), year-round (240 days) care. With an annual program duration of 2,400 hours, First Steps existing program exceeds this required minimum by nearly 1,000 hours annually.

While beneficial to the clients the program serves, Dr. Wuori noted concern that this all-day, all-year approach: it does not allow for sufficient planning and professional development for teachers – or for regular opportunities for deep cleaning of classrooms – all required in order to meet the high standards of the program. Accordingly with Policy Council's support, staff are requesting permission to reduce operation by 250 hours in the coming year, allowing for:

- A three week summer break between program years (allowing for up to 10 days of teacher training and the opportunity for teachers to take a week of leave with their own families each summer), and
- 10 teacher in-service/work days (spread roughly once per month across the school year).

Dr. Wuori explained that doing so will still allow First Steps to exceed the federal minimum program year by 770 hours annually, while providing time needed to ensure our teachers training, planning and personal needs are better met, resulting in what staff hope will be improved quality and teacher retention.

Policy Council approved the Round One application with these changes on Wednesday, April 18, 2018. After a motion from Dr. Williams and a second by Ms. Still, the Council unanimously voted to advance the Round One continuation application as presented to the full Board with its recommendation for approval on Friday, April 20, 2018.

### **Round 2 Centers/Slots:**

Dr. Wuori updated the Council on progress toward Round 2 implementation, reporting that most centers were under contract and in the final stages of renovation and hiring in advance of opening in the coming weeks. Currently 2 of 162 Round 2 slots are operational, though full enrollment is expected by August.

Dr. Wuori then reviewed a list of the proposed final Round 2 center locations and slot assignments reviewed and approved earlier in the day by Policy Council. In recognition of the unexpected withdrawal of a proposed Berkeley County provider partner, the final proposal reduces the original number of proposed slots for Berkeley County from 16 to 8 – likely to be placed within an existing Round One provider partner – and increases slots in Orangeburg by 8, raising the original Round 2 projection from 16 to 24.

An earlier discussion of decreasing slots in Georgetown County by 8 and increasing slots Dillon County by 8, was dropped after discussion with Policy Council, making the shift described above the only deviation from the original Round 2 projection, which was itself always contingent on the availability and interest of suitable providers.

On a motion by Ms. Still and a second by Ms. Lalonde, the Council unanimously approved the proposed final slate as reflected below:

Center Name	Address	County	SLOTS	Projected Opening	Slots Proposed for County	Currently Proposed for County
Little New Steps	3896 Bluff Rd. Allendale, SC 29810	Allendale	8	May	8	8
Kiddie University	1700 S. Main St. Anderson, SC 29624	Anderson	2	Operational	2	2
Provider TBD		Georgetown	8	TBD		
Pawley's Island	291 Parkersville Rd. Pawley's Island, SC 29585	Georgetown	8	May		
Little Smurfs	903 Martin Luther King Dr. Andrew, SC 29510	Georgetown	8	May	24	24
Lexington 4	135 Lewis Rast Rd. Swansea, SC 29624	Lexington	16	June		
Midlands Primary Learning Ctr. (NEW)	203 Hendrix St. Lexington, SC 29072	Lexington	16	May	32	32
Wright Way	639 Torrington Rd. Eutawville, SC 29048	Orangeburg	8	May		
Wright's Daycare (NEW)	1821 Bonner Ave. Santee, SC 29142	Orangeburg	16	May	16	24 (+8)
Love and Cherish (NEW)	2199 Mt. Holly Rd. Rock Hill, SC 29730	York	16	May	16	16
McCormick ECC (NEW)	615-B Clayton Street, McCormick, SC 29835	McCormick	16	May	16	16
Progressive Family Life	284 Progressive Way Denmark, SC 29042	Bamberg	8	TBD	8	8
Majestic Academy	325 Elm St. Winsboro, SC 29180	Fairfield	16	June/July	16	16
Provider TBD	Withdrawal of Miracle Academy (unable to open by August)	Berkeley	16	TBD	16	8 (-8)
Dillon County First Steps	134 Latimer St, Latta, SC 29565	Dillon	16	June/July	8	8
					162	162

### **Round 2 Budget Revision: Playground Line Item**

Dr. Wuori explained that as the Round 2 EHS grant ramps up toward full enrollment and operation by August, the agency has the opportunity to request budget revisions to utilize unexpended operating funds from the current year before an August 31 federal deadline. Doing so will require a comprehensive budget revision to the federal government, to be reviewed in full by the Policy and Governance Councils over the coming weeks. He explained, however, that several items on the proposed revision list are especially time sensitive.

One of these is a proposed increase of \$270K to a preexisting playground line item of \$210K (bringing the total proposed to \$480K). The Policy Council voted to include this in the agency's pending revision request on Wednesday, April 18, 2018.

On a motion by Mr. Fleming and a second by Ms. McConnell, the Council voted unanimously to support this request.

Dr. Wuori and Mr. Barnes also discussed a line item relating to vehicle purchases for Round 2 staff adopted by the Policy Council earlier in the day. At Mr. Pryor's request, the Council deferred action on this item, opting instead to allow its discussion by the full Board on Friday, April 20, 2018.

### **Policy Council Bylaws Revision**

Mr. Pryor reported to the Council on a recent discussion with the Policy Council Chair and First Steps' federal project officer about changes to the Policy Council bylaws proposed in 2017 but never approved by the full Governing Board. On a motion by Ms. McConnell and a second by Mr. Fleming, the Council voted to recommend rejecting the adoption of these 2017 bylaws and returning them to the Policy Council for additional review and revision in advance of Board approval.

### **Code of Conduct**

Mr. Pryor shared a draft of a proposed update to the Code of Conduct for First Steps' EHS governing bodies. Due to time, it was agreed that this item would receive additional discussion on Friday, April 20, 2018.

There being no further business, the meeting adjourned at 5:13pm.

**South Carolina First Steps: Early Head Start-Child Care Partnership Program**  
**Continuation Refunding Application**

South Carolina First Steps to School Readiness (website: [scfirststeps.org](http://scfirststeps.org))  
1300 Sumter Street, Suite 100, Columbia, SC 29201  
Contact: Dr. Dan Wuori, Deputy Director/Acting EHS Director  
803-734-0100 (o), 803-312-4532 (c), 803-734-1431 (f), and e-mail: [dwuori@scfirststeps.org](mailto:dwuori@scfirststeps.org)

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## SECTION I. PROJECT DESIGN AND APPROACH TO SERVICE DELIVERY

South Carolina First Steps for School Readiness (herein, SCFS) currently provides service to 256 infants and toddlers via the Child Care Partnership model in 15 locations in 12 South Carolina Counties. SCFS was fortunate to receive a Round 2 Early Head Start - Child Care Partnership (EHS-CCP) grant on March 1, 2017 for 162 children. When fully operational, this will bring the agency's total (combined) enrollment for Round 1 and 2 to 416 children. First Steps' Round 2 grant proposed the following objectives:

- Build on SCFS' extensive work to establish its Round 1 partnership - In linking Round 1 to 2, SCFS is projecting to leverage at least 6 of its Round 1 CCPs for an overall expansion of 21 classrooms based on the alignment of need, facility capacity, and interest of the CCPs.
- Pursue essential and compelling economies of scale within the newly expanded 14 county service area by reshaping Round 1 program, staffing and organizational design to cover all EHS content areas in a more cost-effective and sufficient manner;
- Reduce existing geographic challenges posed by 14 Round 1 and 2 counties covering over 9,500 square miles (approximately 1/3 of the state);
- Build upon child care partner capacities to serve the area's unmet EHS needs and better support their special challenges in meeting EHS high quality standards; and
- Leverage SCFS' statewide expertise, leadership and partnerships by integrating the federally-recognized evidence-based home visiting model, Parents as Teachers (PAT), into the EHS program design. (SCFS is the State Sponsor for PAT, and currently oversees the program within 12 of the 14 (combined) Round 1 and 2 counties.)

SCFS is currently in the final stages of operationalizing the Round 2 grant and will be bringing additional center and slots online over the coming weeks, with full enrollment planned by August 2018. Between implementation of the Round 2 grant and significant staffing changes, including the retirement of the agency's EHS Director, departure of the agency's Interim Director and hiring of new Round 2 staff, ours is a program in significant transition, as will be reflected in the pages to come.

This Round 1 Continuation Application will review and update the Round 1 program design, staffing and organizational changes articulated in the Round 2 grant award, aimed at integrating both grants into a blended, unified program model while preserving the distinct and separate grant status of each. We consider Rounds 1 and 2 as separate puzzle pieces that, when placed together, create a more complete, sensible, and appealing portrait of SCFS's EHS-CCP program.

#### **SUB-SECTION A: Goals**

**A.1. Revision to Program Goals, Objectives, and Expected Outcomes:** No changes to program goals, objectives or expected outcomes have been proposed since May 2017's Round 1 Continuation Application – which was designed to meaningfully integrate the Round 1 and Round 2 grants into a cohesive whole.

**A.2. Progress toward meeting Measurable Objectives, and Expected Outcomes:** Please see Program G/O/EO Table 1.1 (below) for progress to date meeting objectives/expected outcomes and challenges.

**A.3. Revisions to School Readiness Goals:** There are no changes to the EHS-CCP school readiness goals.

**A.4 Inclusion of Parents and Governing Body in Amended Program Goals:** No changes to program goals are proposed.

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<b>Program Goal 1: SOUTH CAROLINA FIRST STEPS (SCFS) will assist our Early Head Start-Child Care Partners to improve their Quality Rating and Improvement System (QRIS) ratings as measured by the SC ABC Quality Program.</b>		
<b>OBJECTIVE</b>	<b>PROGRESS/ OUTCOMES</b>	<b>CHALLENGES</b>
1. South Carolina First Steps will develop a process for measuring and improving the quality of <b>EHS</b> classrooms using the <b>Infant-Toddler Environment Rating Scale (ITERS-3)</b> . By the end of year two, SCFS will assess all EHS-CCP classrooms and develop a Training and Technical Assistance plan designed to improve all EHS-CCP classrooms to an average score of 5 or higher by the end of the grant period.	<p>SCFS remains strongly committed to measuring and improving the quality of participating classrooms and is in the process of increasing its education staff from four to eight (2 Education Coordinators, 6 Teacher Mentors).</p> <p>During the past year, we have identified the need to focus heavily on teacher-child interactions and curricular fidelity and is initiating a major effort around the implementation of Conscious Discipline.</p> <p>Given both the needs of our child care partners and perceived limitations of the ITERS tool (which – while improved from prior editions – continues to focus heavily on environmental/building quality and classrooms materials), our recent emphasis has been on coaching/assessing each classroom with Teaching Strategies’ Coaching to Fidelity Tool – which looks comprehensively at environmental quality (like the ITERS), process quality, and curricular fidelity to the Creative Curriculum</p>	<p>As referenced at left, SCFS has experienced a number of challenges related to teacher-child interactions at contracted provider partners, which have led to a program deficiency in this area.</p> <p>Accordingly staff time has been dedicated to coaching around interaction-quality and curriculum fidelity as opposed to assessment of structural quality.</p> <p>That said, it is not our intent to modify this objective and hope to see additional progress toward its attainment (using the ITERS in particular) over the coming months as we expand the education team.</p>

<b>Program Goal 1: SOUTH CAROLINA FIRST STEPS (SCFS) will assist our Early Head Start-Child Care Partners to improve their Quality Rating and Improvement System (QRIS) ratings as measured by the SC ABC Quality Program.</b>		
<b>OBJECTIVE</b>	<b>PROGRESS/ OUTCOMES</b>	<b>CHALLENGES</b>
	All classrooms have been assessed with portions of the Teaching to Fidelity tool with the intent of completing a comprehensive assessment no later than the end of the program year. With the addition of new Education staff, it is our intent to either assess – or contract for supplemental assessment with the ITES in all classrooms over the coming months.	
<p>2. South Carolina First Steps will improve the administrative capacity and sustainability of our EHS-Child Care Partners. By the end of year <i>two</i>, each center will have a fiscal stability assessment and improvement plan in place.</p> <p>By the end of the grant period, child care partners will be able to produce revenue vs. cost projections for each classroom in their centers.</p>	<p>It is clear that First Steps’ 15 Round 1 child care provider partners operate with varying degrees of administrative sophistication – ranging from school districts with extensive operational supports and fully-staffed finance departments to small family businesses.</p> <p>In an effort to strengthen and sustain each, First Steps contracted with an accounting firm, Manley Garvin, to undertake a fiscal capacity review of 7 Round One centers using a fiscal capacity assessment tool developed by Foundations for Families. These reviews were intended to support both the centers and SCFS in the development of its own fiscal reporting</p>	<p>While our Round 1 partners bring varying degrees of support, background and sophistication to their administrative operations, SCFS considers support in this area key to the long-term sustainability of the EHS program, which relies on the braiding of multiple revenue streams.</p> <p>SCFS is adding a Round 2 fiscal manager who will support existing staff in the provision of technical assistance to our centers.</p>

<b>Program Goal 1: SOUTH CAROLINA FIRST STEPS (SCFS) will assist our Early Head Start-Child Care Partners to improve their Quality Rating and Improvement System (QRIS) ratings as measured by the SC ABC Quality Program.</b>		
<b>OBJECTIVE</b>	<b>PROGRESS/ OUTCOMES</b>	<b>CHALLENGES</b>
	<p>requirements and expectations.</p> <p>With the recommendations developed, First Steps will be requiring new center fiscal reports beginning in May 2018 which will include standardized revenue and expense reports, EHS payroll information and revenue statements by source (EHS funding, CACFP, ABC Quality, etc.) in an effort to ensure the long-term sustainability of the EHS-CCP program.</p> <p>SCFS has budgeted Round 2 funds to do the same with incoming providers and hopes to identify Round 1 funds with which to complete these assessments as needed with the remaining R1 partners.</p>	
<p><b>3.</b> SC First Steps will support EHS CCP partners in the advancement of their quality ratings as measured by South Carolina’s ABC Quality (QRIS) Program. By the end of the grant period 80% of all child care partners will be rated at Level B+ or higher. Currently 40% of our centers are at B+ or higher.</p> <p>Our goal in Year Two is to achieve 60% of our</p>	<p>At this time, 12 of SCFS’ 15 Round 1 Provider Partners (80%) are at a level “B” or above within South Carolina’s ABC Quality Program. The three remaining centers are all new entrants into the system (at the initial C level) as a result of their participation in EHS. During the past year, one center, Progressive Family Life in Bamberg County has advanced from B to</p>	<p>As referenced at left, ABC Quality ratings are a reflection of the entirety of a child care partner’s program and not just its EHS classrooms. Additionally, when a center review is undertaken, there is no guarantee that the EHS classrooms will be selected for review, making this a</p>

<b>Program Goal 1: SOUTH CAROLINA FIRST STEPS (SCFS) will assist our Early Head Start-Child Care Partners to improve their Quality Rating and Improvement System (QRIS) ratings as measured by the SC ABC Quality Program.</b>		
<b>OBJECTIVE</b>	<b>PROGRESS/ OUTCOMES</b>	<b>CHALLENGES</b>
centers at a B+ rating or higher.	<p>B+.</p> <p>SCFS continues in its intent to advance participating centers on the ABC scale. It is important to note that these ratings are based on the entire center – and not just the EHS classrooms themselves, making this a difficult needle to move during startup.</p> <p>Round 1 center directors were provided training in the new ABC quality requirements in March 2018 by the SC Department of Social Services. This new system will make it easier for centers to advance, allowing centers to leapfrog over intermediate ratings if they are capable (whereas the prior system required sequential advancement).</p> <p>Four new teacher mentors (funded across both Round 1 and 2) are in the process of being hired. This will increase First Steps' on-site support of these provider partners.</p>	<p>challenging metric to advance.</p> <p>Particularly with new EHS partners, our current focus remains adherence to EHS requirements within the funded classrooms, though as these expectations become more and more ingrained, we anticipate an ever-larger ripple effect into non-EHS classrooms.</p>

<b>Program Goal 1: SOUTH CAROLINA FIRST STEPS (SCFS) will assist our Early Head Start-Child Care Partners to improve their Quality Rating and Improvement System (QRIS) ratings as measured by the SC ABC Quality Program.</b>		
<b>OBJECTIVE</b>	<b>PROGRESS/ OUTCOMES</b>	<b>CHALLENGES</b>
<p>4. SC First Steps will ensure that Head Start Environmental Safety Standards are met in all classrooms and on all playgrounds. Systems are in place for training and monitoring each element of the Environmental Safety Standards. All new EHS classrooms and playgrounds will be compliant before enrollment of children. By the end of the grant period 80% of non-EHS classrooms will be compliant.</p> <p>Hire a Health and Safety Specialist as part of the SCFS EHS Team. This position would ensure that the state licensing standards for safety of the classrooms and playgrounds are maintained at all times.</p>	<p>SCFS is currently in the process of expanding its health team, which is proposed for expansion from 1 staff member to 4 in conjunction with the Round 2 grant. These staff, a Health Coordinator, a Health Advocate and a Health-related Program Assistant, will – along with the grant’s Health and Disabilities Manager - share the responsibility for monitoring all aspects of health and safety.</p> <p>The Manager, Coordinator and Advocate are (or will) all involved with monitoring on site compliance, with additional support by the EHS education team and family educators who are all regularly on site.</p> <p>During the Spring of 2018, SCFS launched a new center corrective action process, that involves all staff in the identification and correction of (among other things) significant health and safety concerns.</p> <p>Round 1 playgrounds have been installed in compliance with all state and federal safety standards.</p>	<p>The formal hiring of the Health Advocate (already interviewed and identified) is currently on hold, pending approval by the Policy Council.</p>



<b>PROGRAM GOAL 2:</b> SOUTH CAROLINA FIRST STEPS (SCFS) will improve the mental health outcomes of enrolled infants and toddlers, their families, and among EHS-CCP staff as measured by Mental Health Assessment Tools.		
<b>OBJECTIVE</b>	<b>PROGRESS/ OUTCOMES</b>	<b>CHALLENGES</b>
<p>1. SC First Steps will identify children with mental health (MH) concerns and refer them for further evaluation and treatment.</p> <p>By the end of the first year, education and family service staff were trained in mental health screening procedures. A tracking process was developed to ensure timely referrals.</p> <p>By the end of the second year, staff will conduct Mental Health screening with families and make necessary referrals within 90 days</p>	<p>All enrolled children are screened with the Ages and Stages Questionnaire and ASQ-Social Emotional assessment. Referrals to First Steps' mental health consultant (and additional community resources, as necessary) are operational and ongoing.</p>	<p>One area of current emphasis is helping teachers to differentiate between challenging toddler behaviors and mental health concerns.</p> <p>As part of the agency's emphasis on teacher-child interactions, EHS teaching staff will receive training in both Conscious Discipline and CSEFEL, with an emphasis on the importance of the education team (teacher mentors) in helping teachers to manage challenging behaviors, with referrals to the agency's mental health consultant limited to cases where basic classroom management interventions have proven unsuccessful or in cases where there is other reason to believe a mental health issue may be involved.</p>

<b>PROGRAM GOAL 2: SOUTH CAROLINA FIRST STEPS (SCFS) will improve the mental health outcomes of enrolled infants and toddlers, their families, and among EHS-CCP staff as measured by Mental Health Assessment Tools.</b>		
<b>OBJECTIVE</b>	<b>PROGRESS/ OUTCOMES</b>	<b>CHALLENGES</b>
<p>2. At the end of the second year a Mental Health needs assessment will be conducted and parent trainings planned to address ongoing MH needs.</p> <p>At the end of the grant cycle, SCFS will have established MOUs with partner agencies to provide specialized MH family services and training in a variety of areas, including depression, stress, domestic violence and substance abuse.</p>	<p>First Steps' mental health consultant works extensively with the families of children with behavioral and/or potential mental health concerns, typically providing this parent training in the form of one-on-one consultation.</p> <p>Additional trainings are planned as part of this summer's 2018 preservice training.</p>	<p>As referenced above, we are working to better distinguish and communicate the differences between age-appropriate (though challenging) toddler behaviors and potential mental health concerns. Doing so will not only better utilize our education team, but will help to destigmatize what are actually common classroom management issues, while tapping mental health services when legitimately called for.</p>
<p>3. SCFS has developed training plans for teaching staff on coping with the challenging behavior of children aged 0-3 and how to include individualized lesson plans for them</p> <p>By the end of the second year teaching staff will be trained in CSEFEL and be able to articulate strategies for working with challenging behavior from young children.</p> <p>By the end of the grant cycle, mentor coaches will have received "train the trainer" certification in these strategies so that new teachers can be provided with individualized training in a</p>	<p>Teacher-child interactions and appropriate behavior management were the topic of a statewide training for all EHS teachers and administrators delivered in January 2018, with Conscious Discipline training planned for all teachers during the week of May 14, 2018. (All teachers will participate in a two day training here, with plans for completion of the six-day CD1 coursework over the coming months and additional CSEFEL training planned for preservice during the summer of 2018.</p>	<p>As referenced previously, we have experienced a number of issues related to teacher-child interaction, identifying the need for focused training in this area for teachers for whom the expectations of EHS may entail a significant shift away from the behavior management practices they were raised with and/or have utilized in the past in both the classroom and home. With the program's significant restrictions</p>

<b>PROGRAM GOAL 2:</b> SOUTH CAROLINA FIRST STEPS (SCFS) will improve the mental health outcomes of enrolled infants and toddlers, their families, and among EHS-CCP staff as measured by Mental Health Assessment Tools.		
<b>OBJECTIVE</b>	<b>PROGRESS/ OUTCOMES</b>	<b>CHALLENGES</b>
classroom setting.		<p>on what some teachers may consider “traditional” behavior management techniques (time-out, withholding of rewards or participation in desired activities, etc.) teacher have expressed concern over what they “can” do to address challenging toddler behaviors.</p> <p>This is a focus of our education team in the classrooms and the reason for aggressive expansion of First Steps’ efforts to provide focused professional development via both Conscious Discipline and CSEFEL.</p>

<b>PROGRAM GOAL 3: SOUTH CAROLINA FIRST STEPS (SCFS) will maximize the language and literacy acquisition among enrolled children and reduce the percentage of children with qualifying speech delays.</b>		
<b>OBJECTIVE</b>	<b>PROGRESS/ OUTCOMES</b>	<b>CHALLENGES</b>
<p>1. SC First Steps will train teachers in the Program for Infant-Toddler Care (PITC) and use the Program Assessment Rating Scale (PARS) assessment tool to measure the quality of language and literacy interactions. At the end of the first year all teachers, teacher mentors, center directors and SCFS staff will receive PITC/PARS training and a baseline assessment will be conducted.</p> <p>By the end of the grant, PARS assessment results will have improved in each classroom.</p>	<p>5 of First Steps' 12 EHS provider partners are either currently participating in PITC training or have done so in the recent past.</p>	<p>While this remains a long term project objective, our recent efforts have been focused on ensure EHS compliance among novice providers, with a special emphasis on curricular fidelity and teacher-child interactions – particularly in light of identified deficiencies within these child care settings.</p>
<p>2. The SCFS program will strengthen the parents' understanding of early brain development and language acquisition through the receipt of annual training.</p> <p>Parent participation in language and literacy events will increase every month as measured by attendance, classroom volunteer hours, frequency of book reading at home.</p>	<p>As part of its Round 2 application, First Steps proposed a transition to the use of the evidence-based Parents as Teachers home visitation curriculum across the program. This transition will entail a title change for our prior "family advocates" – who will henceforth be known as "parent educators." While continuing to fulfill their important Head Start roles, these staff will begin doing so largely within the context of parent education visits utilizing the PAT Curriculum – the primary focus of which is strengthening parents' understanding of early brain development and language acquisition, which an emphasis on literacy.</p>	<p>As we prepare for the formal launch of PAT, SCFS is working to ensure the model's delivery in compliance with the national office's "essential requirements." Given the diverse geography of our program, we are working to ensure a manageable caseload and service delivery expectations for all staff, while ensuring we meet the needs of working families as well as national model requirements.</p> <p>One additional challenge will be</p>

<b>PROGRAM GOAL 3: SOUTH CAROLINA FIRST STEPS (SCFS) will maximize the language and literacy acquisition among enrolled children and reduce the percentage of children with qualifying speech delays.</b>		
<b>OBJECTIVE</b>	<b>PROGRESS/ OUTCOMES</b>	<b>CHALLENGES</b>
		ensuring PAT training for all parent educators. While most current staff are trained – with one recent hire scheduled to complete this in the coming weeks – this training is not offered with great regularity and may require travel to complete in a timely fashion.
3. Teachers will utilize the Creative Curriculum to improve the school readiness domains of language and literacy. At the end of the second year teachers and center directors will be proficient at entering anecdotal records into TS Gold will be able to track children’s educational outcomes at classroom, center and program levels. By the end of the grant period there will be a reduction of children participating (for at least one year) with speech delays due to participation in EHS.	All teachers have received training in – and are implementing - both <i>The Creative Curriculum for Infants and Toddlers</i> and <i>Teaching Strategies GOLD</i> .  SCFS’ education staff are monitoring implementation using Teaching Strategies’ Coaching to Fidelity tool, as described above.	Despite initial training for all teachers, we recognize that expert teaching will entail time, practice and ongoing professional development. First Steps is in the process of deploying tablet computers designed to support teachers timely documentation within Teaching Strategies GOLD.

### B.1. Service and Recruitment Area:

Round 1 Only =

Round 2 Only =

Round 1 and 2 =

**B.2. Needs of Children and Families:** There are no changes identified since the 2017 Round 1 Continuation Application as relates to the needs of EHS children and families.

**B.3. Program Options and Funded Enrollment Slots:** Both the agency's Round 1 and Round 2 grants will operate under the center-based Child Care Partnership model proposed, with combined total enrollment of 416 (Round 1: 254, Round 2: 162).

*We do propose one programmatic change necessary to ensure high-quality care.*

EHS programs must operate for at least 1,380 hours annually. In an effort to provide full-day, year-round care for our children and families, both of First Steps' grants proposed to operate on a 10 hour-per-day, 240 days-per-year for a combined 2,400 hours of annual service, exceeding this minimum requirement by nearly 1,000 hours annually.

At this time we recognize critical shortcomings associated with this all-day, all-year approach. Without sufficient professional development days built into the calendar, we will continue to struggle to provide much-needed teacher training. Without a break between program years, we are unable to provide planning and preparation time for teachers. And without periodic downtime, programs are unable to complete regular deep cleaning of classrooms.

While we remain strongly committed to providing year-round, full-day care, we are proposing to reduce our current service delivery model by 250 hours (25 days) annually. This reduction to 2,150 hours annually will allow for:

- A three week (15 day) break between program years, allowing up to 10 days for professional development and planning, and up to 5 days for vacation time for our teachers
- 10 teacher inservice and work days spread (roughly once monthly throughout the program year).

This reduction will complement 10 existing state or federal holidays and weeklong winter and spring breaks.

We feel strongly that this proposed change is more humane to teachers and will provide much-needed opportunities for professional development – which will in turn improve overall program quality.

**B.4. Centers and Facilities:** SCFS terminated the contract of Little Treasures Christian Daycare in Dillon, SC in February 2018. In May 2018 the Dillon program will re-open on an interim basis in partnership with Pee Dee Community Action Partnership at their Hamer-Canaan Head Start Center, which will operate on a temporary basis until the licensing of a new facility in Latta, SC to be operated by Dillon County First Steps. This facility will house the 2 original Round 1 classrooms and at least 1 Round 2 expansion classroom. As of this writing, there are no additional changes in Round 1 centers or facilities anticipated.

**B.5. Recruitment and Selection:** There are no changes from the May 2017 Round 1 Continuation Application re: First Steps' recruitment and selection process. Likewise, the Round



2 expansion will not result in any changes. SCFS Round 1 has remained fully enrolled since August 2016.

#### **B.6. Education and Child Development Services:**

In the component area of Education, the key change from the Baseline is for expanding the FTE capacity of Teacher Mentors. Teachers Mentors are at the root of success for the SCFS EHS-CCP model. Yet, in Round 1 there were only two Teacher Mentors for 15 CCPs spanning 12 counties. Fortunately, the Round 2 award allows SCFS to expand the number of Teacher Mentors to a team of 6 FTE's serving 52 classrooms across 14 counties. This will allow for the dedication of time to mentor, coach, and train the teaching staff on implementation of curriculum, parent engagement, and assessments among many other EHS standards. The education staff will also play a key role in the implementation of the Conscious Discipline model.

**B.7. Health:** In the area of Health, we have expanded staffing capacity via the Round 2 grant. In Round 1, only one FTE position covered this complex area for 254 children across 12 counties. With the Round 2 expansion, both grants will share an expanded suite of staff including the Round 1 Health and Disabilities Manager, a Health Specialist, a Health Advocate, and a Health Assistant. Additionally First Steps contracts with a mental health specialist and a registered dietician. The responsibilities of a proposed Facility and Licensing Specialist remain incorporated within this team, under the banner of these slightly more inclusive titles.

**B.8. Family and Community Engagement:** In the area of Family Services, a substantial change is afforded by the Round 2 award, which will allow SCFS to integrate the federally-recognized evidence-based home visiting model, Parents as Teachers (PAT), into the EHS program design. (SCFS is the State Sponsor for PAT, and currently oversees the program within 12 of the 14 (combined) Round 1 and 2 counties.) A team of 16 Family Advocates with caseloads of 24-32 families will be divided between the Round 1 and 2 grants, with PAT services delivered in accordance with the national model’s “essential requirements” for affiliate programs. This is consistent with the 2017 Continuation Application. No additional changes are envisioned.

**B.9. Services for Children with Disabilities:** SCFS takes pride in its successful service to children with disabilities within the EHS program. No changes are proposed in this area.

**B.10. Transition:** There are no changes from the 2017 Round 1 Continuation Application as related to the transition activities, nor will the Round 2 expansion grant result in changes.

**B.11. Services to Enrolled Pregnant Women:** There are no changes from the 2017 Round 1 Continuation Application as related to these activities, nor will the Round 2 expansion grant result in changes.

**B.12. Transportation:** SCFS does not provide transportation services. The agency’s Family Advocates (FAs), now Parent Educators (PEs), work with families to help with transportation needs such as affordable car maintenance, and transportation stipends to attend Policy Council

and parent engagement activities. Initially gas cards were identified as a method to assist with the latter as well as getting to child care. After multiple meetings on how to offer gas cards within the parameters of the State procurement system, a decision was made to instead offer travel reimbursements for attending Policy Council and parent engagement activities via the child care partners. The anticipated challenge of parents not bringing children to child care has not materialized. The vast majority of enrolled parents are working and view getting their child to care as an essential step. Attendance issues have not been found attributable to car trouble or lack of funds for gas. As for Round 2, there will be no change in strategies in this area to report.

## **SUB-SECTION C: Governance, Organizational and Management Structures**

**C.1. Governance:** First Steps recognizes shared governance as an area in need of improvement. Technical Assistance in this area has been requested from Region IV. That said, SCFS' EHS Governance Council and Policy Council are in increasingly regular contact, with the mutual goal of improving two-way communication, participation and program quality. The groups hosted a half-day, joint work session to plan for the Round 1 and 2 Continuation Applications, and have scheduled a number of calls to review associated budgets and plan a comprehensive review of program policies and procedures (as appropriate). This application reflects their collective work.

**C.2. Human Resources Management:** Among the areas in need of governance TA is human resources management. As an agency of state government, SCFS is bound to certain state and SC Department of Education HR policies, which may require updating and/or revisiting in

association with our governing bodies to ensure they simultaneously meet state and EHS requirements, to include the appropriate participation of Policy Council. The EHS Governance Council and the First Steps Board of Trustees will be undertaking a review of human resources policies in the immediate future to ensure that HR decisions are executed timely and in compliance with both state and federal requirements.

**C.3. Program Management and Quality Improvement:** As referenced throughout this document, First Steps EHS program is in a state of transition, with the launch (and incorporation) of a sizable Round 2 grant which will see full implementation over the coming weeks and the transition of key staff instrumental to the agency’s EHS launch, including its former Interim Director (a career-long Head Start veteran) and its EHS Director, who retired in mid-February. The program has experienced a number of early implementation challenges including a deficiency related to teacher—child interaction and an area of non-compliance related to reporting to the Office of Head Start. Both of these areas have been aggressively corrected, with corrective action plans prepared, implemented and submitted to DANYA. Ongoing references throughout this document to the need training in appropriate classroom management (Conscious Discipline and CSEFEL) are reflections of this need. We believe the changes to our program calendar proposed earlier will assist us in ensuring the delivery of high-quality professional development designed to support SCFS in attaining – and sustaining – EHS’ high standards among a cadre of relative novice EHS providers.

## **Section II. Budget and Budget Justification Narrative**

### **II.1-4**

As described in the program narrative, SCFS was fortunate to receive a Round 2 Expansion Early Head Start - Child Care Partnership (EHS-CCP) grant on March 1, 2017 for 162 children. This brings the total children for Round 1 and 2 to 416 children. First Steps' Round 2 grant proposed to:

- Build on SCFS' extensive work to establish its Round 1 partnership - In linking Round 1 to 2, SCFS is projecting to leverage at least 6 of its Round 1 CCPs for an overall expansion of 20 classrooms, while adding two children to an existing classroom, based on the alignment of need, facility capacity, and interest of the CCPs.
- Pursue essential and compelling economies of scale within the newly expanded 14 county service area by reshaping Round 1 program, staffing and organizational design to cover all EHS content areas in a more cost-effective and sufficient manner;
- Reduce existing geographic challenges posed by 14 Round 1 and 2 counties covering over 9,500 square miles (approximately 1/3 of the state);
- Build upon child care partner capacities to serve the area's unmet EHS needs and better support their special challenges in meeting EHS high quality standards; and,
- Leverage SCFS' statewide expertise, leadership and partnerships by integrating the federally-recognized evidence-based home visiting model, Parents as Teachers (PAT), into the EHS program design. (SCFS is the State Sponsor for PAT, and currently oversees the program within 12 of the 14 (combined) Round 1 and 2 counties.)

This Round 1 Continuation Application will continue the work that was proposed in the most recent Continuation Application which described essential Round 1 program design, staff and organizational changes articulated and predicated in the Round 2 grant award aimed to integrate both grants into a blended, unified program model while preserving the distinct and separate grant status of each. We continue to operate Rounds 1 and 2 together, which have created a more complete, sensible, and appealing portrait of SCFS's EHS-CCP program.

This application continues the framework described and approved in the last Continuation Application with very few changes being proposed. We continue the existing management positions based on a 61% proportion of the Round 1 children (254) to the total children of (416) between both Round 1 and Round 2 with Round 2 picking up the remaining 39%.

The following detailed budget narrative and justification for the Fiscal Year 2018 period between August 1, 2018-July 31, 2019 describes the total re-application funding request plus the proposed revisions to continue funding the EHS-CCP program as confirmed by Office of Head Start (OHS) Guidance Letter for 254 children in 12 South Carolina (SC) counties totaling **\$3,764,608**. SCFS is requesting Operational funds of **\$3,675,245** and Training and Technical Assistance (T/TA) funding of **\$ \$89,363** from the U.S. Department of Health and Human Services, Administration for Children and Families (ACF), and SCFS and its partners will contribute the required 20% Non-Federal match of **\$941,152**. Additionally, SCFS will strive to ensure no less than 25% of served children

receive either a federally funded child care subsidy through the *SC ABC Quality Program*. The estimated child care subsidy funding is included in the line item budget. This budget justification describes costs annually in each object class. Costs within each object class reflect detailed calculations by total program need and are summarized by federal amount requested and non-federal contribution from SCFS and its partners. Funds are budgeted to provide all required comprehensive EHS services to eligible children and families in a cost-effective manner as indicated in *Section I, Program Design and Approach to Service Delivery*.

**(a) PERSONNEL \$677,552(Operations: \$677,552; T&TA: \$0) Revision Requested**

The proposed funded SCFS EHS-CCP personnel based on the level of effort necessary to perform program services and management reflected in Section 1 for 254 children and their families is in the table. See Personnel Position table below for more detail. Shared management and program staff will be funded 61% from Round 1 and 39% from Round 2.

<b>EHS PROGRAM TEAM</b>	<b>Months</b>	<b>Annual Salary</b>	<b>Proposed Rd 1 FTE</b>	<b>Proposed Rd 1 Salary - Cont App 2018</b>
EHS-CCP Project Director	12		0.611	
Quality Assurance Coordinator	12		0.611	
Education Coordinators	12		1.000	
Teacher Mentors	12		3.000	
Health and Disability Manager	12		0.611	
Health Coordinator	12		0.611	
Health Advocate	12		0.000	
Health Program Assistant	12		0.000	
ERSEA/PFCE Manager	12		0.611	
PAT Supervisor	12		1.000	
ERSEA Specialist	12		0.611	
Family Advocates	12		6.500	
EHS-CCP Program Assistant	12		1.000	
EHS-CCP Fiscal Manager	12		0.611	
EHS-CCP Fiscal Clerk	12		0.000	
<b>Total EHS Program Team</b>			<b>16.77</b>	<b>\$691,380</b>
Total				
Personnel Vacancy Rate	2%			\$ (13,828)
<b>TOTAL PERSONNEL (6a)</b>				<b>\$677,552</b>

There have been several changes in staffing since the most recent Continuation Application. These have been fairly minor changes and include:

1. The Subsidy, Facility & Licensing Specialist was removed and the responsibilities were incorporated into the Health staff roles, the cost of which was split between the Round 1 and Round 2 Grants.
2. We increased the number of Teacher Mentors funded from Round 1 from 2.5 to 3. This was a minor shift in funding from Round 2 to Round 1 funding.
3. We had a very small increase in funding for the Health and Disability Coordinator from .60 to .61 in funding on the Round 1 Grant.
4. The Disabilities and Mental Health Coordinator has been changed to the Health Coordinator with the Health and Disability Coordinator taking on the role of overseeing the Mental Health Services.
5. A proposed ERSEA/PFCE Coordinator has been removed from the grant. Two positions, the PAT Supervisors, were created to cover the responsibilities of this position, which consist of



each one supervising 8 Family Advocates. Both Supervisors report to the ERSEA/PFCE Manager. One of these two supervisors is funded from the Round 1 Grant.

6. The funding for all staff have been removed from the T&TA Budget.

**(b) FRINGE BENEFITS \$251,677 (Operations \$251,677; T&TA \$0):** The State of South Carolina fringe rate for 2018-19 is 37.15%.

Fringe Rate		
FICA		7.65%
Workers Comp.		0.71%
Retirement		16.88%
Insurance		11.91%
<b>Total</b>		<b>37.15%</b>

**(c) TRAVEL \$18,831: No Revision**

Program staff will travel to regional and national grantee professional development and conferences based on the program's Training and Technical Assistance Plan Budget Projection (See Attachment B) Costs include airfare, hotel (per night rate not to exceed federal rate), local transportation, and meals at the state maximum per diem rate of \$25/day for in-state purchases and \$32/day for out of state purchases..

**(d) EQUIPMENT \$0:** There are no proposed equipment purchases.

**(e) SUPPLIES \$60,678 (Operations \$31,956; T&TA \$28,722): Proposed Revision from Last Year**

**Office Supplies \$9,728:** Costs for general office supplies to support SCFS EHS–CCP personnel.

**Gas and Oil \$18,000:** Cost for gas and oil for the vehicles purchased with Carry Over funds from the start up period of the Round 1 Grant.

**Program Supplies & Licenses Proposed Revision: \$32,950 (Operations \$4,228; T&TA \$28,722)** Created new item of “Program Supplies & Licenses” to combine into one budget category – Curriculum and Assessment Tools” and “Early Learning & Parenting Curriculum Licenses & Affiliations” and added in funds for replacement supplies and Parents as Teacher for both Round 1 and Round 2. Costs to purchase annual supplies of curriculum and assessment tools for the 32 CCP classrooms (not inclusive in the Classroom Standard Rate Budget). This includes Teaching Strategies Gold Licenses, Teaching Strategies Gold Replacement supplies, Developmental Assessment Replacement Supplies, Child Plus System Licenses, PAT Affiliation Memberships, PAT Replacement Supplies, and Conscious Discipline Replacement Supplies. The remainder of these costs are included in the Training and Technical Assistance Budget.

**(f) CONTRACTUAL \$2,477,714:**

**Child Care Payment per Classroom (no Subsidy) \$2,379,520:** SCFS EHS-CCP entered into contractual agreements with 15 child care partners to provide 32 infant and toddler classrooms, full-day (10 hours), full-year education and child development services. SCFS developed an EHS “standard infant/toddler quality classroom budget cost model” (See Attachment A) This template classroom budget serves several purposes: serves as projection of EHS-CCP program priorities – meeting HSPPS and ABC Quality System Level B+; projects both revenues and expenses recognizing that fully maximizing revenue sources is equally important to the understanding of

how to fund the cost of high quality care; it directly informs the calculation of a fair, reasonable, and justified payment rate for child care providers; it recognizes the payment rate is an essential variable that enables quality – closes the cost-quality gap; and, it aims to foster financial health for the partners. The SCFS EHS-CCP *Standard Classroom Budget Model* was developed on a set of assumptions based on locally informed data where available. Setting these assumptions through fiscal tracking, monitoring and reporting practices is an essential step to derive the best projection for the next annual budget. It is assumed the child care partner (CCP) will follow the budget in revenue and expense expectations and provide SCFS with documentation reporting on the use of the budget. The SCFC EHS-CCP Classroom budget rate is \$74,360 or approximately \$35.75 daily rate per child enrolled.

**CCP Lost Subsidy Payment per classroom \$29,635:** The estimate for payment for lost subsidy is factored at \$926 per 32 classroom = \$29,635. (See the *Standard Classroom Budget for detail on formula*).

**Local Partnerships Proposed Revision: \$49,400:** SCFS Local Partnerships in 12 counties will host EHS-CCP Family Advocates and Health and Education Coordinators and support ERSEA and Parent Engagement activities via their existing scope of service. An average of \$4,117 will be allocated to the Local Partnerships for administrative funds totaling \$49,400.

**Registered Dietician Consultant \$10,000:** Contracted providers @ \$10,000 (\$670 x 15 child care partners) to provide short-term, on-site consultation and training to child care partners with specific issues relative to health and nutrition.

**Mental Health Consultation \$9,159:** Contracted provider will provide support to the 15 child care centers to cover mental health consultation and assessment for individual children and for classroom management purposes.

**(g) CONSTRUCTION – N/A**

**(h) OTHER - \$250,279 (Operations \$208,469; T&TA \$41,810): Proposed Revisions**

**Building Occupancy \$42,000- Proposed Revision:** Rental and utilities costs for central SCFS EHS-CCP offices in Columbia office.

**Office Technology \$28,070:** Costs to support the office technology of cells phones, laptops, internet, and data storage services, and communication methods to accommodate a geographic dispersed service area. See Technology worksheet for justification.

<b>Office Technology:</b>	<b>Unit cost</b>	<b># Mths</b>	<b># Users</b>	<b>TOTAL</b>
Leased Laptops including network support:	\$560		17.00	\$ 9,520
Wireless for laptops - main office	\$ 19.17	12	4.00	\$ 920
<i>Go To Meetings</i> for Policy & Mangmnt/Prtmrshp mtgs	\$ 100	12		\$ 1,200
<i>Skype</i> for Policy/Mangmnt/Partnership mtgs	\$ 5.00	12	8.00	\$ 480
Other technology options for parents /CCP/FA	\$375	12		\$ 4,500
Cmputer Cloud service w/CCP & LP	\$375	12		\$ 4,500
Cell phones SCFS team	\$55	12	15.00	\$ 9,900
Less economies of scale				\$ (2,950)
<b>TOTAL FOR TECHNOLOGY</b>				<b>\$ 28,070</b>

**Parent Engagement \$94,778 (Operations \$81,268; T&TA \$13,510) :** Estimates for parent engagement activities including parent committees, parent/family activities, Policy Council, Parent Travel to and from child care center for daily attendance for those in need and

transportation costs for all parent engagement activities. See detailed worksheet below detailing these funding needs.

PARENT ENGAGEMENT WORKSHEET									
			# Parent s	# Mtgs	Funds	Per Diem and Hotel	#	Reimburs eable funds to	SCFS Reimburse Parents
<b>PARENT ENGAGEMENT</b>									
Parent Engagement	Parent Committees	10 meetings/year; 3 parents per meeting; \$15 childcare/\$10 snacks per parents; supplies \$10/meeting; 32 classrooms	3	10	\$ 35.00		32	\$ 28,560	
	Parent/Family Activities:	Supplies/food/speakers: \$20/child x 4 activities	254	4	20			\$ 20,320	
	Policy Council	6 meetings/year in Columbia; 10 parents per meeting; \$60 child care; \$35 food/drink; supplies; overnight \$100 + \$25 per diem for 1/3 parents.		6	\$ 95.00	\$ 3,000	10		\$ 8,700
<b>PARENT TRAVEL</b>									
	Transportation for Child Care Attendance	25% of parents x \$10 Cost x 50 weeks	254	25%	\$ 10.00		50	\$ 31,750	
	Gas for Parent Meetings	10% parents x \$15 Cost x 12 months	254	10%	\$ 10.00		12	\$ 3,048	
	Gas for Policy Committee	10 parents x \$40 Cost x 6 months	10	0	\$ 40.00		6		\$ 2,400
<b>Grand Total</b>								<b>\$ 83,678</b>	<b>\$ 11,100</b>
									<b>\$94,778</b>

**Medical Services \$12,700:** Necessary medical services for Early Head Start children (payer of last resort). Budgeted based on \$50 per 254 children for needed hematocrits, lead screenings etc. as payer of last resort.

**Car Maintenance and Car Operating Cost \$11,298 – Proposed Revision – New Line Item:**

Funds to cover the operating cost of the vehicles purchased with Carry Over Funds from the Start Up Period from the Round 1 Grant.

**Local Travel \$15,800 – Proposed Revision:** Staff without agency vehicles will need to travel regularly to sites throughout the 12-county area. Additional funding of \$15,800 for Staff travel costs calculated as \$3,006 per 4 employees for the year for mileage reimbursement, and the remaining \$12,794 being used to cover instate meals, over-night stays, and other travel reimbursement expenses.

**Publications/Advertising/Printing \$6,000:** Estimate for printing recruitment materials.

**Staff Training and Professional Development \$28,300(Operations \$0; T&TA \$28,300):**

Funds to support local and in state training and professional development for the SCFS EHS-CCP staff, including those with CCP and the Local Partnerships. See Training and Technical Assistance Plan Budget Projection (See Attachment B).

**Contingency \$1,524:** Line item to account for unanticipated expenditures.

**Miscellaneous \$9,808:** Minor cost items that are not shown in one of the existing lines.

**(i) TOTAL DIRECT COSTS (sum of items a-h) : \$3,736,731, (Operations \$3,647,368; T&TA \$89,363)**

**(j) TOTAL INDIRECT CHARGES : \$27,877 (Operations \$27,877; T&TA \$0)**

South Carolina First Steps' fiscal agent within state government is the South Carolina Department of Education; therefore, SCFS must use their negotiated indirect cost rate, which is currently under renegotiation with the U.S. Department of Education. The provisional rate is 3%. A copy of the indirect cost rate agreement is attached in the Appendices.

**(k) TOTAL PROJECT COST (sum of items i and j) - \$3,764,608**

**TRAINING AND TECHNICAL ASSISTANCE BUDGET JUSTIFICATION \$89,363:**

The SCFS EHS-CCP *Training and Technical Assistance Written Plan* for April 2017-July 2018 describes training and technical support plans for staff, child care partnerships and local partnerships, families and volunteers for the upcoming year based on current needs. This comprehensive T/TA plan extends beyond the allocated T/TA budget allotment provided in the NOA award (\$89,363) given the programs complexities both geographically and number of

partners. Although the dollar amount of this budget has not changed from the most recent Continuation Application, there have been some shifts in the costs. Included is a shift of the Teacher Mentors from this budget to the Program Operations budget. This was replaced with parent engagement costs, and program and licenses for training and other material.

Training priorities for the coming year include: teacher training on best practices for high quality infant and toddler classrooms; staff and partner training for meeting skillfully all HSPPS, and program long and short range goals and objectives; supporting strong support system for families inclusive of the Head Start Parent, Family, Community Engagement Framework; and, building sustainable and respectful partnerships with childcare and FS Local Partnerships. Included in this area will be considerable efforts to developing teacher skills through Conscience Discipline. Each EHS CCP staff member at First Steps, Child Care Partners, and Local Partnerships will have their individual tailored professional development plans designed to enhance their job performance. Training and technical support will be provided in the multiple strategies given the 12 counties service area. Depending upon the location of the staff being trained, training will occur at the most geographically convenient location to the trainees to reduce costs and minimize trainee time commitments. Training may be at the SCFS main office in Columbia or in specific regions in the state. Opportunities to collaborate with other SC HS and EHS programs will be a priority where possible, as well as leverage other infant toddler early childhood trainings provided throughout the state.

## **II.5 Financial and property management system and internal controls:**

Chief Financial Officer/Chief Operations Officer (CFO/COO) and Director of Finance and Audit responsibilities:
<ul style="list-style-type: none"> <li>• overall mission of agency financial and property management; reports to the Executive Director; ensures all funds adhere to federal, state and not-for-profit laws and guidelines.</li> </ul>
<ul style="list-style-type: none"> <li>• two (2) real-time accounting systems for both state and local level finances.</li> </ul>
<ul style="list-style-type: none"> <li>• coordination with the SCDE, SC Executive Budget Office (EBO), SC Office of the Comptroller General (OCG), SC Office of the State Auditor (OSA) and SC General Assembly is a continuous occurrence in order to properly manage FS EHS-CCP funds.</li> </ul>
<ul style="list-style-type: none"> <li>• preparing the initial draft of the agency's budget for the coming fiscal year.</li> </ul>
<ul style="list-style-type: none"> <li>• Board of Trustees and Policy Council review and approve all budgets and amendments.</li> </ul>
<ul style="list-style-type: none"> <li>• Approve the budget or budget amendments submitted to Health and Human Services Administration for Children and Families (HHS) for approval.</li> </ul>
<ul style="list-style-type: none"> <li>• revenue and expenditures adhere to federal &amp; state laws &amp; guidelines for SCFS EHS funds and audits.</li> </ul>
<ul style="list-style-type: none"> <li>• use of South Carolina Enterprise Information System (SCEIS) financial database; thorough security measures are in place to ensure secured access to only assigned and approved positions.</li> </ul>
<ul style="list-style-type: none"> <li>• provide monthly financial Statements to Board of Trustees, Policy Council, and Early Head Start Director.</li> </ul>
<ul style="list-style-type: none"> <li>• track all administrative costs monthly to ensure not exceeding 15% limitation on development and administrative costs.</li> </ul>

**II.6. Non-federal share match:** The nonfederal in kind match required is calculated to be **\$941,152**. We estimate that we will exceed this amount. Below is a breakdown and justification for securing:

<b>Personnel</b>	SCFS Personnel contributing time to benefit the program. See Personnel Sheet for detail	\$118,204
<b>Fringe Benefits</b>	SCFS Personnel fringe rate contributing time to benefit the program. See Personnel Sheet for detail	\$43,907
<b>Child Care</b>	<b>Classroom Space Rental:</b> Estimate of square	\$259,251



	footage of common space per Child Care Center. Payments and In kind	
<b>Local Ptnshp.</b>	Administrative and Cooperative Services	\$49,400
<b>Contractual</b>	<b>Quality Enhancement:</b> Five local FS Local Partnerships operate a state-funded Child Care Quality Enhancement strategy program and employ technical assistance providers who are certified by the SC's Center for Child Care Career Development. Estimates of on-site support to EHS-CCP Teachers (\$5,000/year x 2 CCP x 5 Local Partnerships) = \$50,000.	\$50,000
<b>Volunteers</b>	Trustees, Council, and parents volunteer time	\$287,194
<b>CCP Svcs.</b>	Building & grounds maintenance, etc.	\$116,695
<b>Other</b>	Misc. in-kind contributions	\$11,638
<b>Indirect Costs</b>	Indirect Costs	\$4,863
<b>Total</b>		\$941,152

**II.7 Funding and Administrative (F&A) costs:** Below is the detailed justification of how SCFS will meets the 15% F&A limitation.

South Carolina First Steps Early Head Start Administrative Costs Calculation					
Administrative Costs Associated with Annualized Budget FY2018-19					
OBJECT CLASS CATEGORIES	Name or Description of Cost	Federal Share	Non Federa Share	Percent Admin	Admin Cost
<b>PERSONNEL</b>					
Program Manager (EHS Director)	Administrative portion of salary	\$ 75,000	\$ -	61%	\$45,750
Fiscal Manager	Administrative portion of salary	\$ 55,755	\$ -	61%	\$34,011
<b>FRINGE BENEFITS</b>	37.15% of Salary	48,575	\$ -	61%	\$29,631
<b>OPERATING COSTS</b>					
Office Supplies	administrative portion of costs	\$ 9,728	\$ -	100%	\$9,728
Building/Occupancy	administrative portion of costs	\$ 42,000		100%	\$42,000
Office Technology	administrative portion of costs	\$ 28,070		100%	\$28,070
<b>TOTAL OPERATING COSTS</b>					<b>\$189,190</b>
<b>INDIRECT COSTS</b>		\$ 27,877	0	100%	<b>\$ 27,877</b>
					<b>\$217,066</b>
Annualized Federal Share					\$ 3,764,766
Annualized Non-Federal Share Requires 20% of total program costs					\$ 941,152
Administrative Cost Base					\$4,705,918
15% Allowable Administrative Costs					\$705,888
<b>Administrative Costs</b>					<b>\$217,066</b>
<b>ADMINISTRATIVE COST PERCENTAGE</b>					<b>4.61 %</b>

**II.8** There is no other sources of cash, donated goods and services contributed to this grant. SCFS has included \$858,240 in other funding that gets paid directly to the Child Care Providers. The Child Care and Development Fund (CCDF) or otherwise known as SC ABC voucher will contribute an estimated \$476,800 to the child care providers. These CCDF funds support the basic operation of the centers at the level required prior to the enhancement of the quality through the Early Head Start Child Care Partnership program. The Child and Adult Care Food Program (CACFP) will contribute an estimated \$381,440 to the operation of the food

program at the child care centers. Please see Standard Classroom Budget for detail on calculation.

***II.9*** There is no need for a cost allocation plan for any proposed costs to be shared between or among programs.

***II.10*** There is no application for an “Indirect Cost Rate Agreement.”

DRAFT



**To: First Steps Board of Trustees**  
**From: Jennifer McConnell, Chair, Program and Grants Committee**  
**Date: April 20, 2018**

**RE: Report of the Program and Grants Committee**

The Program and Grants Committee met on March 14, 2018 to review the FY19 Partnership Renewal Plan/Grant Application. The committee unanimously approved the content for the First Steps Partnership Renewal Plan/Grant Application (attachment 1).

The committee recommends the following motion: **the Board approve the content for a Local Partnership Renewal Plan and Grant Application as outlined in the following sections:**

**Section 1 - Data Collection and Evaluation**

1. Data Check for all programs
2. Questions re: data collection and evaluation

**Section 2 - Partnership Services**

1. Proposed Program Strategies
2. Core Functions: Local Portal, Community Convener, Community Education and Outreach

**Section 3 - Governance – Board Functioning**

1. Review of current governance practices
2. Board Development Plans
3. Board member composition and terms table

**Section 4 - Resource Development Review and Plans**

1. 15% match requirement details
2. Results to date: Grants, Fundraising Events, Campaigns
3. Plans for next year

**Section 5 - Fiscal Review and Budget Spending Plan**

1. Fiscal Review
2. FY 19 Partnership Budget

In addition the Committee met on April 17<sup>th</sup> to review the proposed changes for the FY19 Partnership and Program Accountability Standards (attachment 2).

The committee recommends the following motion: **the Board approve the FY 19 First Steps Partnership and Program Accountability Standards as presented to and reviewed by the Program and Grants committee (see attachment 3).**

Attachments:

- Attachment 1. First Steps Partnership Renewal Plan/Grant Application
- Attachment 2. FY 19 Partnership and Program Accountability Standards –Overview of Changes
- Attachment 3. Draft FY 19 First Steps Partnership and Program Accountability Standards
- Attachment 4. Minutes Program and Grants Committee Meeting – March 14, 2018
- Attachment 5. Minutes Program and Grants Committee Meeting - April 17, 2018



Board of Trustees  
Program and Grants Committee Meeting  
March 14, 2018  
Conference Call 1-888-537-7715, code: 43126552#  
10:30 AM -11:00 AM

Committee Members: Jennifer McConnell (chair), Julie Hussey, Roger Pryor  
Staff to committee: Debbie Robertson

1. Welcome and Introductions

2. Review of FY19 Partnership Renewal Plan / Grant Application

Legislative Guidance –

Section 59-152-90 (B) To obtain a grant, a First Steps partnership must qualify by meeting the grant requirements established pursuant to subsection (C). A First Steps Partnership shall submit an application to the Office of First Steps in a format specified by the First Steps to School Readiness Board. The application shall include the level of funding requested, a description of needs of children and families; assets and resources available; and the proposed strategies to address needs as they relate to the goals of South Carolina First Steps to School Readiness.

Per Section 59-152-90 (C), partnership grant qualification requirements must also include: adherence to partnership bylaws, utilization of South Carolina First Steps to School Readiness benchmarks and objectives (Profile of the Ready Kindergartner); implementation of programs and activities that are effective and contributing to the state First Steps goals; and fulfilment of all duties of local partnership boards as contained in 59-152-70 (needs assessment, comprehensive plan, program implementation, core functions, fiscal accountability, record keeping, annual report, performance review)

Application Content–

**Section 1 - Data Collection and Evaluation (p. 6-7)**

1. Data Check for all programs – confirming data entry
2. Questions re: data collection and evaluation – (p.8)  
Info will use to support plans for improved data system and evaluation effort

**Section 2 - Partnership Services**

1. Proposed Program Strategies – chart (p.9)
2. Core Functions (p.11)
  - Local Portal
  - Community Convener
  - Community Education and Outreach

**Section 3 - Governance – Board Functioning**

1. Review of current governance practices – (p.12)
2. Board Development Plans for 2018-19 – (p.13)
3. Board member composition and terms table (can update from last year) – p.14



#### **Section 4 - Resource Development Review and Plans (p.15-16)**

1. 15% match requirement details
2. Results to date
  - a. Grants
  - b. Fundraising Events
  - c. Campaigns
3. Plans for next year

#### **Section 5 - Fiscal Review and Budget Spending Plan (p. 17)**

1. Fiscal Review
  - a. 13% Administrative Overhead limit
  - b. Fiscal Audit findings
  - c. Carry Forward exceeding 15%
2. FY 19 Partnership Budget
  - a. BSP check
  - b. Proposed use of carry forward – (p.18)

#### **Basis for Changes to Application Content-**

##### **1. Align with legislative requirements**

The First Steps legislation contains many requirements for local partnership accountability, as well as requirements for the State Office of First Steps to provide technical assistance, consultation, and support to local partnerships based on their needs. In order to streamline these requirements and minimize duplication, the “Renewal Plan” has been re-designed to meet three sets of legislative requirements:

- a) Grant application requirements
- b) Annual performance review requirements
- c) Identification of technical assistance, consultation and support needs

##### **2. Reduce duplication of reporting by local partnerships**

- Each local partnership board completed a three-year (2018-2020) Comprehensive Plan, based on local needs and resources, including objectives and action items for each program strategy and core function.
- For renewal application need only reference objectives and action items from Comprehensive Plan. More detail is necessary only if the activities proposed are not included in their Comprehensive Plan.
- Local partnerships submit an Annual Report by October 1 each year, detailing program effectiveness and client satisfaction for the previous fiscal year as well as progress towards achieving the goals and objectives of their Comprehensive Plan. Therefore, in order to reduce duplication:
  - Data for current year programs and core functions are not requested in this document, as data is available through the First Steps Data Collection System to determine grant application requirements (i.e., if programs were implemented as planned and according to First Steps program standards).
  - Data for other areas of partnership functioning – program evaluation, core functions, governance, resource development, and fiscal accountability - are requested both as part of the grant application and annual performance review requirements, and/or to identify areas where partnerships need additional support or technical assistance.

3. Action Item: Recommendation that the First Steps Board of Trustees approve the content for a Local Partnership Renewal Plan and Grant Application as outlined above.



## PROGRAM AND GRANTS COMMITTEE

March 14, 2018, 10:30 – 11:30 AM

Conference Call

### Meeting Minutes

Members Present: Jennifer McConnell, Chairperson  
Julie Hussey  
Roger Pryor

Members Absent: None

Staff Present: Debbie Robertson, staff for the committee

1. Informational Item - Basis for Changes to Application Content-

The committee engaged in discussion regarding the proposed changes to the FY 19 Grant Application made in order to reflect First Steps legislative requirements and to reduce duplication of accountability reporting for the Local Partnerships.

2. Action Item - Recommendation that the First Steps Board of Trustees approve the content for a Local Partnership Renewal Plan and Grant Application as outlined in the following 5 sections:

**Section 1 - Data Collection and Evaluation**

1. Data Check for all programs
2. Questions re: data collection and evaluation

**Section 2 - Partnership Services**

1. Proposed Program Strategies
2. Core Functions: Local Portal, Community Convener, Community Education and Outreach

**Section 3 - Governance – Board Functioning**

1. Review of current governance practices
2. Board Development Plans
3. Board member composition and terms table

**Section 4 - Resource Development Review and Plans**

1. 15% match requirement details
2. Results to date: Grants, Fundraising Events, Campaigns
3. Plans for next year

**Section 5 - Fiscal Review and Budget Spending Plan**

1. Fiscal Review
2. FY 19 Partnership Budget

Roger Pryor made the motion to recommend that the State Board approve the proposed content for a Local Partnership Renewal Plan and Grant Application as outlined above. Julie Hussey seconded the motion and it was unanimously approved (see attachment 1 – FY 19 Partnership Renewal Plan /Grant Application.)

3. Information Item –FY19 Partnership and Program Accountability Standards

The committee was informed that the FY 18 accountability standards were under the process of annual review. The committee will meet prior to the State Board meeting in April to consider changes to the Accountability Standards and prepare a recommendation for adoption by the State Board at their April 20<sup>th</sup> meeting.

There being no further business, the meeting was adjourned.

Attachment 1. FY19 Partnership Renewal Plan/Grant Application Template



# Partnership Performance Renewal Plan and Grant Application



## [[Insert Name]] County First Steps for Fiscal Year 2018-2019

**Board Chair:**

[[Insert name]]

**Executive Director:**

[[Insert name]]

**Partnership Contact Information:**

[[Insert street address]]

[[Insert city, state zip]]

Phone: [[Insert phone]] FAX: [[Insert fax]]

Email: [[Insert email]]

**FINAL DEADLINE FOR SUBMISSION: 5:00pm, Friday, May 11, 2018 (no extensions)**

Email this renewal plan application, budget spending plan and ALL required attachments to your assigned Technical Assistant (TA). Please email all documents with signatures as scanned pdfs.

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***By signing below, the Board Chair and Executive Director each attest that:***

- To the best of our knowledge, all information contained herein is an accurate portrayal of the [[Insert Name]] County First Steps Partnership's programs, activities, financial resources, and partnership functioning.
- The [[Insert Name]] County First Steps Partnership Board met on [[DATE]] and voted to approve the enclosed Partnership Performance Renewal Plan and Grant Application, which was provided to board members in advance of the meeting for review. Meeting minutes reflecting this action are attached.
- [[Insert Name]] County First Steps Partnership Board met on [[DATE]] and reviewed the projected data for FY18 and compared it to its actual data and strategy performance relative to SC First Steps Program Accountability Standards. Minutes reflecting this action are attached.
- The SC First Steps Partnership and Program Accountability Standards and the First Steps legislation detail requirements governing the operation of local partnerships and their funded strategies. By submitting this Partnership Performance Renewal Plan and Grant Application to the First Steps Board of Trustees, the [[Insert Name]] certifies its familiarity with these requirements and its commitment to their fulfillment.
- [[Insert Name]] County First Steps Partnership is responsible for entering complete and accurate data for the FY18 program year into the First Steps Data Collection System by **May 11, 2018** for all data through April 30, 2018. Final data for client visits and assessments must be entered by **June 1, 2018** for determining strategy approvals for the coming year.

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Printed Name of Board Chair

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Signature of Board Chair

---

Date

---

Printed Name of Executive Director

---

Signature of Executive Director

---

Date

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## Required Attachments Checklist

### For all partnerships:

- ☐ FY19 Renewal Application in Word
- ☐ FY19 Budget Spending Plan (BSP) in Excel
- ☐ FY19 Resource Development Plan
- ☐ FY19 Community Education and Outreach Plan (*optional*)

**Signed copy** of the following documents (scanned as pdf):

- ☐ Renewal Plan cover page
- ☐ BSP Summary Page
- ☐ Approval of Fiscal Signatories for FY19 (*also submit to Finance Manager*)

**Board minutes**, signed by the Board Chair and Executive Director (in Word or pdf, signature pages scanned as pdf), reflecting:

- ☐ Approval of the partnership's FY19 Partnership Performance Renewal Plan and Grant Application
- ☐ Approval of the partnership's FY19 Budget Spending Plan
- ☐ Approval of proposed use of estimated carry-forward funds for FY19 (*optional at this time*)
- ☐ Approval of partnership's fiscal signatories for FY19
- ☐ Review of FY18 projected and actual data, as well as strategy performance relative to SC First Steps Program Accountability Standards.
- ☐ Adoption of the partnership's FY19 Resource Development Plan
- ☐ Adoption of the partnership's FY19 Community Education and Outreach Plan (*optional*)

### For Partnerships contracting with one or more school districts:

- ☐ Letter from school board chair(s) certifying:
  - the need for First Steps funding for the 2018-2019 school year;
  - that partnership funds will be used to supplement, not supplant, other federal/state/local funding; and
  - what matching resources will be provided to the partnership's strategy(ies).

### For Partnerships funding Early Education strategies in one or more school districts:

- ☐ Letter from school district confirming:
  - that the Power School file of each child enrolled in a First Steps funded 4K classroom during FY17 (2017-18) has been flagged to reflect (as appropriate) that his/her classroom was fully/partially funded by SCFS, and
  - the need for First Steps funding to provide/maintain services to children qualifying for free- or reduced-lunch and/or Medicaid during FY19 (2018-19)

# Plan Introduction and Alignment with First Steps Legislation

This 2018-19 **Partnership Performance Renewal Plan and Grant Application** contains both similarities and differences from prior years. There are two main reasons for these changes:

## **1. Align with legislative requirements**

The First Steps legislation contains many requirements for local partnership accountability, as well as requirements for the State Office of First Steps to provide technical assistance, consultation, and support to local partnerships based on their needs. In order to streamline these requirements and minimize duplication, the “Renewal Plan” has been re-designed to meet three sets of legislative requirements:

- a) Grant application requirements
- b) Annual performance review requirements
- c) Identification of technical assistance, consultation and support needs

The following page includes excerpts from the First Steps legislation documenting each of the above requirements.

## **2. Reduce duplication of reporting by local partnerships**

In 2018, each local partnership board completed a three-year (2018-2020) Comprehensive Plan, based on local needs and resources, which included objectives and action items for each program strategy and core function. For the enclosed document, partnerships need only reference what objectives and action items they intend to implement in the coming year (July 1, 2018 – June 30, 2019) within their strategies and core functions. More detail is necessary only if the activities proposed are not included within their Comprehensive Plan.

Per First Steps legislation, local partnerships must submit an Annual Report by October 1 each year, detailing program effectiveness and client satisfaction for the previous fiscal year as well as progress towards achieving the goals and objectives of their Comprehensive Plan. Therefore, in order to reduce duplication of accountability requirements:

- Data for current year programs and core functions are not requested in this document, as data is available through the First Steps Data Collection System to determine grant application requirements (i.e., if programs were implemented as planned and according to First Steps program standards).
- Data for other areas of partnership functioning – program evaluation, core functions, governance, resource development, and fiscal accountability - are requested both as part of the grant application and annual performance review requirements, and/or to identify areas of strength and opportunities.

## **First Steps legislative requirements met by the Partnership Performance Renewal Plan and Grant Application:**

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### **Grant Application requirements:**

Section 59-152-90 (A) A local partnership's grant may be funded annually by the First Steps to School Readiness Board of Trustees and must be contingent on the General Assembly's appropriation of funds to use for offering grants.

Section 59-152-90 (B) To obtain a grant, a First Steps partnership must qualify by meeting the grant requirements established pursuant to subsection (C). A First Steps Partnership shall submit an application to the Office of First Steps in a format specified by the First Steps to School Readiness Board. The application shall include the level of funding requested, a description of needs of children and families; assets and resources available; and the proposed strategies to address needs as they relate to the goals of South Carolina First Steps to School Readiness.

Per Section 59-152-90 (C), partnership grant qualification requirements must also include: adherence to partnership bylaws, utilization of South Carolina First Steps to School Readiness benchmarks and objectives (Profile of the Ready Kindergartner); implementation of programs and activities that are effective and contributing to the state First Steps goals; and fulfilment of all duties of local partnership boards as contained in 59-152-70 (needs assessment, comprehensive plan, program implementation, core functions, fiscal accountability, record keeping, annual report, performance review)

(use of grant funds specified under 59-152-100, 59-152-120, 59-152-130)

### **Annual performance review requirements:**

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. If any significant operational deficiencies or misconduct is identified within the partnership, the South Carolina First Steps Board of Trustees must identify a remedy with input from the local legislative delegation.

Progress evaluations (Section 59-125-160) (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.

### **Review partnership needs for technical assistance:**

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;

Section 59-152-50 (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.

# Data Collection and Evaluation

## First Steps Data Collection System

Partnerships will report final numbers impacted and outcomes achieved for their 2017-18 strategies as part of their Annual Report submission, due October 1, 2018. **Therefore, that information is not requested at this time.**

To assist in determining approval recommendations to the SC First Steps Board of Trustees for the coming year (2018-19), the State Office of First Steps will use data entered in the First Steps Data Collection (FSDC) system to determine if the partnership met the standard for projected vs. actual served (min. 75%) as well as compliance with First Steps Program Accountability Standards, to the extent that data is available in the FSDC. Other program information that may impact approval status include meeting PAT Essential Requirements, program site visits, and other program data and information collected to date by SC First Steps.

The following chart lists the program standards that will be checked in the FSDC. Program staff and EDs are strongly encouraged to check their data in the FSDC prior to submitting their Renewal Plan. The Strategy Checklists available at <http://scfirststeps.com/partnership-self-assessment-checklists/> include the name of the FSDC report or screen(s) used to determine standards compliance. **Please contact your TA as soon as possible if you need assistance with the data system.**

<b>Home Visitation (Parents as Teachers, Parent-Child Home, Early Steps)</b>	<b>Cases Data:</b> Family data entered; staff and required training entered; Risk Factors 100% 1+, 60% 2+; VPM 1.8+ (6+ PCH); Visit Duration 45min (30min PCH); Retention 6+ months current year/9+ months cumulative; Connections 50% (PAT, PCH); ASQ-3 80% active clients; ASQ:SE2 80% active clients (PAT); KIPS 75% active clients; ACIRI 75% active clients (PAT, PCH); LSP (PAT); Health Screenings (PAT); Group Meetings and attendance entered (PAT, ESSS)
<b>LENA</b>	<b>Cases Data:</b> Family data entered; staff entered; Risk Factors 100% 1+, 60% 2+; visits entered; LENA assessments entered
<b>Family Literacy</b>	<b>Cases Data:</b> Family data entered; staff entered; Risk Factors 100% 1+, 80% 2+; parenting education/events and attendance entered as Group Meetings; Retention 75% of clients get 120+ hrs; Connections 50%; ASQ-3 80% active clients; HS diploma/GED goals and outcomes entered; TABE and/or BEST entered for adult outcomes; PPVT (36mo+) or other entered for child outcomes; KIPS, PEP or other entered for parenting outcomes; LSP optional for family goal setting
<b>Group Parent Training (Triple P, IY, etc.)</b>	<b>Cases Data:</b> Family data entered; Risk Factors entered; sessions and attendance entered as Group Meetings; Triple P assessments entered; Connections optional
<b>Child Care Scholarships</b>	<b>Cases Data:</b> Family data entered; scholarship info entered; Risk Factors 100% 2+ or have waiver; child care providers B level+ (ABC web site checked) or have waiver; ASQ-3 80% active clients; Connections 50%; training on quality child care entered as Group Meeting <b>DSS Report for 7031 scholarships:</b> amount paid vs. scholarships allocated
<b>Early Identification and Referral</b>	<b>Cases Data:</b> Family data entered; staff entered; ASQ-3 entered; MCHAT entered; Connections 50%
<b>Countdown to Kindergarten</b>	<b>Cases Data:</b> Summer 2017 families entered; Risk Factors 100% 1+, 60% 2+; CTk visits 5+; 5K teacher as home visitor Y/N; <b>(NEW):</b> name of CTk home visitor and 5K teacher <b>Survey Monkey:</b> pre/post parent surveys entered; teacher surveys completed
<b>Child Care Quality Enhancement</b>	<b>Child Care Data:</b> staff entered (TAP certification checked); Center Info up to date; child care staff completing ECD101 and attending training; VPM 2+; Visit Duration long enough for impact; Site Visits properly divided among admin and classroom visits; ERS done per standards in focus classrooms
<b>Child Care Training</b>	<b>Outputs Data:</b> entered accurately <b>Child Care Data:</b> Site visits to providers as follow-up to training (if partnership provides follow-up visits to training participants not in QE)
<b>EXEMPT from FSDC</b>	Early Head Start center based, 4K through school district, NFP
<b>ALL OTHER STRATEGIES</b>	<b>Outputs Data:</b> entered accurately

Please complete the chart below and include ALL strategies that the partnership implemented in 2017-18 that require FSDC data collection, including strategies that have been/will be discontinued for 2018-19 or strategies that were added mid-year. **Partnerships receiving one or more conditional approvals for 2017-18: it is important that conditionally approved strategies achieve compliance with all applicable program standards by the data deadlines listed below.**

[INSERT NAME] First Steps FSDC Data for 2017-18		
<b>Strategies entered in CASES DATA</b> Includes: PAT, PCH, ESSS, Family Literacy, LENA, EI&R, multi-session parent training (Triple P, Incredible Years, etc.), Child Care Scholarships, Countdown to Kindergarten.		
Strategy	CASES Data Entry Status (Enter "X" for all that apply)	
	<input type="checkbox"/>	Data entry is <b>complete and accurate</b> in the Cases Data of the FSDC for program activities and assessments through April 30, 2018. Activities and assessments through May 31 <b>will be entered by 5:00 pm June 1</b> to determine compliance with program standards for this strategy.
	<input type="checkbox"/>	Data is incomplete at this time (explain):
	<input type="checkbox"/>	Data entry is <b>complete and accurate</b> in the Cases Data of the FSDC for program activities and assessments through April 30, 2018. Activities and assessments through May 31 <b>will be entered by 5:00 pm June 1</b> to determine compliance with program standards for this strategy.
	<input type="checkbox"/>	Data is incomplete at this time (explain):
	<input type="checkbox"/>	Data entry is <b>complete and accurate</b> in the Cases Data of the FSDC for program activities and assessments through April 30, 2018. Activities and assessments through May 31 <b>will be entered by 5:00 pm June 1</b> to determine compliance with program standards for this strategy.
	<input type="checkbox"/>	Data is incomplete at this time (explain):
	<input type="checkbox"/>	Data entry is <b>complete and accurate</b> in the Cases Data of the FSDC for program activities and assessments through April 30, 2018. Activities and assessments through May 31 <b>will be entered by 5:00 pm June 1</b> to determine compliance with program standards for this strategy.
	<input type="checkbox"/>	Data is incomplete at this time (explain):
<b>Strategies entered in CHILD CARE DATA</b> Includes: Child Care Quality Enhancement (QE), child care training on-site follow-up (if no QE strategy).		
Strategy	CHILD CARE Data Entry Status (Enter "X" for all that apply)	
	<input type="checkbox"/>	Data entry is <b>complete and accurate</b> in the CHILD CARE Data of the FSDC for provider information, program activities and assessments through April 30, 2018. Activities and assessments through May 31 <b>will be entered by 5:00 pm June 1</b> to determine compliance with program standards for this strategy.
	<input type="checkbox"/>	Data is incomplete at this time (explain):
<b>Strategies entered in OUTPUTS DATA*</b> Includes: Child Care Training, Imagination Library, Raising a Reader, Reach Out and Read, Library Based Programs, Community Education, Health/Nutrition Programs, other programs that don't collect cases data <i>*If clients entered in Cases Data are also receiving one or more of these strategies, those connections should be entered as Interventions in the Cases Data.</i>		
Strategy	OUTPUTS Data Entry Status (Enter "X" for all that apply)	
	<input type="checkbox"/>	Data entry is <b>complete and accurate</b> in the OUTPUTS Data for program activities through April 30, 2018. Activities through May 31 <b>will be entered by 5:00 pm June 1</b> to determine compliance with FS standards.
	<input type="checkbox"/>	Data is incomplete at this time (explain):
	<input type="checkbox"/>	Data entry is <b>complete and accurate</b> in the OUTPUTS Data for program activities through April 30, 2018. Activities through May 31 <b>will be entered by 5:00 pm June 1</b> to determine compliance with FS standards.
	<input type="checkbox"/>	Data is incomplete at this time (explain):
	<input type="checkbox"/>	Data entry is <b>complete and accurate</b> in the OUTPUTS Data for program activities through April 30, 2018. Activities through May 31 <b>will be entered by 5:00 pm June 1</b> to determine compliance with FS standards.
	<input type="checkbox"/>	Data is incomplete at this time (explain):
	<input type="checkbox"/>	Data entry is <b>complete and accurate</b> in the OUTPUTS Data for program activities through April 30, 2018. Activities through May 31 <b>will be entered by 5:00 pm June 1</b> to determine compliance with FS standards.
	<input type="checkbox"/>	Data is incomplete at this time (explain):

The information requested below is **not** being used to evaluate partnership performance. This information is being requested in order for SC First Steps to better understand the data/evaluation capacity and resource needs of local partnerships, and to inform the future development of state level data systems and evaluation support.

The FSDC is just one of several data collection methods used by local partnerships to track program effectiveness and client satisfaction. Please describe briefly other data collection and evaluation methods that the partnership or its vendors currently use (or will use starting in 2018-19) to measure impact and improve performance.

<b>[INSERT NAME] First Steps</b>
<b>How does/will the partnership track CLIENT SATISFACTION with programs and services? How frequently is client satisfaction assessed?</b>
<b>What pre/post assessments or surveys does/will the partnership or its vendors use, that are NOT tracked within the FSDC?</b>
<b>What other “data systems” does/will the partnership or its vendors use to collect data? These can be commercial systems such as Child Plus and Penelope, as well as in-house Excel spreadsheets, logs, etc.</b>
<b>Does the partnership contract with its own external evaluators?</b>
<b>How useful are the external evaluations of SC First Steps (ex. Compass 5-Year Evaluation 2015; Compass PAT Evaluation, 2017) to your local partnership? How has the partnership used results of First Steps evaluations?</b>
<b>How are data and data system reports (both FSDC and non-FSDC) used by the partnership for decision-making? For sharing with stakeholders and policymakers?</b>
<b>Has the partnership been able to track longitudinal outcomes of children and/or adults after they leave the partnership’s program(s), either on its own or in collaboration with its local school district(s) or other partners? If yes, please describe.</b>



**[INSERT NAME] First Steps**

## Proposed Program Strategies for 2018-19

Strategy Area  (Parenting/Family Strengthening, Early Education, School Transition, Child Care, or Healthy Start)	Strategy Name	New or Continuing Strategy for FY19?	Program Code	Will state funds be used for this strategy?	Procurement (in-house or vendor contract)			Projected to Serve FY19 (UNDUPLICATED)  Please include unit (children, adults, providers)	Continuing strategies: how would you describe your plans for implementation next year, as compared to the current year:  <ul style="list-style-type: none"> <li>About the same</li> <li>Expanded or enhanced</li> <li>Reduced</li> </ul>
					Over \$10,000 ? Y/N	In-house Y/N	Date this Strategy was Last Bid, if applicable		
							/ /20		

Briefly describe how your proposed strategies for 2018-19 support Year 1 implementation of your Comprehensive Plan and/or the results of your strategy self-assessments. Explain in particular any CHANGES FOR NEXT YEAR, such as: adding new strategies, discontinuing strategies, expanding or enhancing strategies, or reducing a strategy's size or scope.

**[INSERT NAME] First Steps**

## 2018-19 Plan for Core Functions and Community Engagement

*Partnerships will report CURRENT YEAR results for Core Functions as part of their Annual Report submission, due October 1, 2018. Therefore, that information is not requested at this time.*

### Core Function: Local Portal for Services

The local partnership shall serve as a local portal connecting families of preschool children to community-based services they may need or desire to ensure the school readiness of their children (Section 12. Section 59-152-70(4)(a)).

**Partnership Standards: Collaboration/Community Engagement standard 3., items a.-e.**

Please briefly describe your plans for serving as a local portal for 2018-19. Include in your response how your activities will support the Year 1 implementation of your Comprehensive Plan.

### Core Function: Community Convener

Local partnerships shall serve as a community convener around the needs of preschool children and their families (Section 12. Section 59-152-70(4)(b)). **Partnership Standards: Collaboration/Community Engagement standard 2.a), items i.-iii.**

Please briefly describe your plans for serving as a community convener for 2018-19. Include in your response how your activities will support the Year 1 implementation of your Comprehensive Plan.

### Community Education and Outreach

Partnerships with current Community Education and Outreach Plans: Describe briefly your successes and challenges with implementing your CURRENT plan. You may want to refer to your Community Education/Outreach self-assessment results.

*(Partnerships that operate a separate Community Education strategy in 2017-18: you may skip this question for activities you plan to include in your 2017-18 Annual Report.)*

Please briefly describe your plans for community education and outreach for 2018-19, OR attach an updated Community Education and Outreach Plan. Include in your response how your activities will support the Year 1 implementation of your Comprehensive Plan.

Consider updating your partnership's Community Education and Outreach Plan to reflect your Comprehensive Plan. Template available at <http://scfirststeps.com/communityeducation/>

**[Insert Name] First Steps  
Governance Review 2017-18**

Did the Partnership conduct board elections in FY18?	Board Orientation, Member Agreements
<input type="checkbox"/> Yes, date of board election: <input type="checkbox"/> No, explain: How many board members are <u>new</u> to the board in FY18?	Did board members receive a board orientation in FY18? <input type="checkbox"/> Yes, date: <input type="checkbox"/> No, explain: Percentage of board members having participated in a board orientation:                      % Do board members sign a board member agreement annually? <input type="checkbox"/> Yes <input type="checkbox"/> No    If no, how often?
How often does the Partnership Board meet?	Conflict of Interest, Whistleblower, Client Confidentiality
What is your typical meeting calendar? <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> Once a quarter (minimum per bylaws) <input type="checkbox"/> Other, specify: How many times has your full board met so far in 2017-18?  How many total full board meetings will take place in 2017-18?  How many times in 2017-18 did your board meet without a quorum, or had to reschedule board meetings due to not having a quorum: Does your board use a consent agenda? <input type="checkbox"/> Yes <input type="checkbox"/> No	Has your board adopted the 2017-18 FS COI Policy? (FS grant agreement, item 18) <input type="checkbox"/> Yes, adoption date: <input type="checkbox"/> No Has the COI Policy been reviewed with partnership staff? <input type="checkbox"/> Yes <input type="checkbox"/> No Has your board adopted a Whistleblower Policy? (FS grant agreement, item 11.z.) <input type="checkbox"/> Yes, adoption date: <input type="checkbox"/> No Has the Whistleblower Policy been reviewed with partnership staff? <input type="checkbox"/> Yes <input type="checkbox"/> No Have all partnership employees signed the FS Confidentiality Form for 2017-18? <input type="checkbox"/> Yes <input type="checkbox"/> No (FS grant agreement, item 17) Do your board members sign the First Steps Confidentiality Form each year (recommended)? <input type="checkbox"/> Yes <input type="checkbox"/> No Do your vendor staff sign the First Steps Confidentiality Form each year (recommended)? <input type="checkbox"/> Yes <input type="checkbox"/> No
Please describe your partnership's goals for board composition:	
Make sure to ACCURATELY complete the attached board list, which will be used to determine compliance with First Steps legislation and by-laws regarding board composition (# members, designated member vacancies, expired terms)	
What is your desired board size: <input type="checkbox"/> What it is now <input type="checkbox"/> Other (explain): Please list any categories currently vacant or underrepresented on your board, that you are trying to fill: In what areas (if applicable) do you feel your board needs to improve its membership in terms of diversity, equity, and inclusion, such as: race/ethnicity, gender, age, geography within the county, area(s) of expertise, or other?	
Please describe your Board's committee structure, if applicable, and how often they met in 2017-18:	
<input type="checkbox"/> Executive <input type="checkbox"/> Governance <input type="checkbox"/> Finance <input type="checkbox"/> Development/Fundraising <input type="checkbox"/> Other	

List the names of your Board officers beside their correct title.

<input type="checkbox"/> Chair	_____	# consecutive years as Chair: _____
		Month/year first elected as Chair (current cycle): _____
<input type="checkbox"/> Past Chair	_____	
<input type="checkbox"/> Vice Chair	_____	# consecutive years as Vice Chair: _____
		Month/year first elected as Vice Chair (current cycle): _____
<input type="checkbox"/> Secretary	_____	
<input type="checkbox"/> Treasurer	_____	
<input type="checkbox"/> Other	_____	

*The information requested below is not being used to evaluate partnership performance. This information is being requested in order to better understand capacity and resource needs of local partnerships.*

## Governance Plans for 2018-19

Recommended: partnership board provides input for this section.

Briefly describe how the partnership board will support Year 1 of its Comprehensive Plan, including how the board will monitor progress toward achieving the plan's objectives and action steps.

## Board Development

Briefly describe your board's self-identified strengths and areas for improvement.

You may use results of recent board surveys – many partnerships did a board survey in 2016 as part of their needs and resources assessment – or any other self-assessment process your board uses. If your board would like to complete a new self-assessment – recommended if there has been membership turnover - contact Kate Roach ([vroach@scfirststeps.org](mailto:vroach@scfirststeps.org)) to administer the survey via SurveyMonkey.

What board development activities does your board plan to participate in, for 2018-19? A listing of free, optional board development resources offered by the SC First Steps Partnership Technical Assistance Team is available at <http://scfirststeps.com/partnershipresources/> and click on "Partnership Support Flyer". Partnership EDs and board chairs are encouraged to contact the partnership's SC First Steps TA to develop a plan.

Is your partnership a member of TogetherSC?

☐ Yes ☐ No

If yes, please list briefly how the partnership staff and board use TogetherSC resources, including participating in the Nonprofit Summit, attending trainings/webinars, utilizing member benefit discounts, etc. This information helps SC First Steps better understand the benefits of TogetherSC membership to local partnerships:

# [Insert Name] First Steps

## BOARD MEMBERSHIP COMPOSITION and TERMS (as of May 2018)

**Board member rosters shall be published in the partnership's annual report, be reported annually to the partnership's legislative delegation and be on file with the Office of First Steps (Section 11. Section 59-152-60(A)).**

[illegible]

**[Insert Name] First Steps**  
**Resource Development Review 2017-18**

FS legislation requires local partnerships to provide a match of at least 15% to their state allocation each year.

			Target \$ for 2017-18	\$ Spent to Date/Reported to FM
What is the partnership's target match percentage for 2017-18?	??%	How much of that target match is to be in-kind contributions (Fund 25)?	\$	\$
		How much of that target match is to be <u>expenditures</u> of non-state funds? Note this amount differs from non-state funds received or available.	\$	\$

Please describe briefly the partnership's main sources of in-kind support.

If the partnership did not meet the match requirement last year (2016-17), what steps has the partnership taken, or will take by June 30, to ensure that the match requirement will be met for 2017-18?

**2017-18 Resource Development Plan Results to Date**

*This information is requested in order to report partnership successes to the state board for leveraging their state allocation, and to identify areas for technical assistance and support.*

Did the partnership include grants in its Resource Development Plan, either as a lead organization or a partner?

- ☐ Yes: target for 2017-18 is to receive grants totaling \$
- ☐ No

If yes above, please list the grants applied for and amount received, if applicable

Name of Grant	Status (Funded, Pending, Not Funded)	Amount Funded (if applicable)
		\$
		\$
		\$
		\$
		\$
Total Grant \$ Received in 2017-18		\$

Did the partnership include special events or fundraisers (receiving a % of items sold) in its Resource Development Plan, either as a lead organization or a partner?

- ☐ Yes: target for 2017-18 is to have special events/fundraisers, raising \$
- ☐ No

If yes above, please list the special event or fundraiser and amount raised (after expenses)

Name and Date of Event or Fundraiser	Lead Responsibility (Staff, Board, or Both)	Amount Raised (net)
		\$
		\$

			\$
			\$
			\$
<b>Total \$ Received in 2017-18 from Events/Fundraisers</b>			<b>\$</b>

**Did the partnership include other development campaigns in its Resource Development Plan, either as a lead organization or a partner?**

☐ Yes: target for 2017-18 is to implement                      campaigns, raising \$  
☐ No

**If yes above, please list the partnership's development activities and amount raised, if applicable**

Name of Campaign	# Donations or % Response	Amount Raised
Board member giving		\$
Board solicitations		\$
Online giving (Giving Day or through web site, social media)		\$
Direct mail		\$
Staff giving		\$
Other (specify)		\$
Other (specify)		\$
Other (specify)		\$
<b>Total Campaign \$ Received in 2017-18</b>		<b>\$</b>

**Resource Development for 2018-19**

Please include your board-approved 2018-19 Resource Development Plan as an attachment to your Renewal Plan. Partnerships may use the plan template located at <http://scfirststeps.com/resource-development/> or use their own format.

☐ Resource Development Plan for 2018-19 is attached.  
☐ Partnership requests assistance with its Resource Development Plan

**How does your 2018-19 Resource Development Plan support the goals and objectives of the partnership's Comprehensive Plan?**



## [Insert Name] First Steps Fiscal Review 2017-18

**Effective July 1, 2017, the SC First Steps Board of Trustees set a maximum administrative cap for local partnerships at 13% of all STATE allocation funds (55, 56) expended by the partnership during the fiscal year.**

What is the partnership's CURRENT administrative percentage, based on Fund 55 and Fund 56 expenditures to date?

??%  
as of date

What steps is the partnership taking to ensure it will not exceed the 13% administrative cap on state fund expenditures? Has the partnership completed, or will it complete, a cost allocation study of ED and staff time to determine the appropriate percentages of salary/benefits and operations costs to be allocated to Administration (1012)?

If the partnership received one or more findings in its most recent fiscal audit, describe steps taken in 2017-18 to address those findings.

Did the partnership exceed the carryforward limit of 15% (2016-17 to 2017-18)?

☐ Yes, first year    ☐ Yes, 2<sup>nd</sup> year    ☐ No

If yes, describe the steps the partnership is taking to reduce the amount of carryforward from 2017-18 to 15% or less for 2018-19.

### 2018-19 Partnership Budget

The partnership shall include a board-approved 2018-19 Budget Spending Plan, with Summary Page signed by the board chair, as an attachment to the Renewal Plan.

Check that the partnership's 2018-19 Budget Spending Plan complies with the following:

- ☐ Fund 55 total equals the partnership's proposed allocation amount for 2018-19
- ☐ All proposed strategies for 2018-19 are included in the BSP
- ☐ Fund 56 (carryforward) funds are NOT included. If the partnership board chooses to approve the use of carryforward at this time, please include in the chart below the partnership's board-approved plan for allocating carryforward once the amount is finalized by the SC First Steps Finance Office.
- ☐ The percentage of state funds allocated to Evidence-Informed Programs does not exceed 25% (consider the impact of adding Fund 56 later in the fiscal year)
- ☐ Follow guidance on new cost allocation procedures (to come from SC First Steps)
- ☐ The percentage of state funds budgeted to Administration (1012) does not exceed 13% (consider the impact of adding Fund 56 later in the fiscal year)

### Proposed Use of Carryforward for 2018-19 (optional)

Partnership boards must adopt the use of carryforward funding before it can be added to the partnership's budget. If the partnership board chooses to adopt the future use of carryforward funding at this time, enter that plan here. Note if significant changes are made to this plan later on, the board must adopt those changes.

Program or Service	Fund 56 Amount	What funds will be used for
	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
Estimated State Carryforward for 2018-19	\$	Does this estimated amount exceed 15% of the partnership's FY19 state allocation? <input type="checkbox"/> Yes <input type="checkbox"/> No

If your partnership anticipates carryforward of more than 15% from 2017-18 to 2018-19, please indicate the reason(s) why below.

## FY19 Local Partnership Board Official Approval Signatures

COUNTY: \_\_\_\_\_

DATE: \_\_\_\_\_

<b>Board Chairperson</b> NAME (PRINT):	
TITLE:	<b>Board Chair</b>
SIGNATURE:	

<b>Executive Director (<i>Must be <u>designated</u> by board</i>)</b> NAME (PRINT):	
TITLE:	<b>Executive Director</b>
LIMITATION: Budget Re-Allocation Form Invoice Payment Authorization Form Contract Authorization	<p style="text-align: center;"><i>[ Please choose an option for each ]</i></p> <p>\$ _____ amount or <input type="checkbox"/> no limitations</p> <p><b>NO CHANGES ALLOWED. Limitation amount set by SCFS.</b></p> <p>\$ _____ amount or <input type="checkbox"/> no limitations</p>
SIGNATURE:	

<b>Board Member #1</b> NAME (PRINT):	
TITLE:	
SIGNATURE:	

<b>Board Member #2</b> NAME (PRINT):	
TITLE:	
SIGNATURE:	

Local partnerships (LP) may choose to require the Board Chair's signature, a Board member's signature or to delegate authority to the Executive Director either entirely or up to a specified amount of funding. LP re-allocation forms will not be approved by SCFS without at least one of the above signatures. The LP board shall determine how many members have signature authority. **Please send a completed copy of this form and a copy of the LP board minutes approving the above authorizations with your renewal plan.**

**REMEMBER:** Send a copy of this form to the **Finance Manager**



Board of Trustees  
Program and Grants Committee Meeting  
April 17, 2018  
Conference Call 1-888-537-7715, code: 43126552#  
12:30 – 1:00 PM

Agenda

Committee Members: Jennifer McConnell (chair), Julie Hussey, Roger Pryor

Staff to committee: Debbie Robertson

1. Welcome and Introductions
2. Review of FY19 Partnership and Program Accountability Standards

Discussion among committee members following review of the FY19 Partnership and Program Accountability Standards highlighting the key changes proposed to the standards (held via webinar April 17<sup>th</sup>, 10:45 to 11:30 AM).

3. Action Item: Recommendation that the First Steps Board of Trustees approve the FY19 First Step Partnership and Program Accountability Standards as per the attached document indicating changes from FY18.



Board of Trustees  
Program and Grants Committee Meeting  
April 17, 2018  
Conference Call 1-888-537-7715, code: 43126552#  
12:30 -1:00 PM

Meeting Minutes

Committee Members Present: Julie Hussey, Roger Pryor  
Absent: Jennifer McConnell

Staff to committee: Debbie Robertson

1. Review of FY19 Partnership and Program Accountability Standards

Committee members discussed the key changes made to the FY19 Partnership and Program Accountability Standards after participating in an overview held via webinar prior to this committee meeting. The webinar power point summarizes these changes (see attachment 1).

2. Action Item: Recommendation that the First Steps Board of Trustees approve the FY19 First Step Partnership and Program Accountability Standards as per the attached document indicating changes from FY18.

Roger Pryor made a motion that Program and Grants Committee recommend that the State Board Approve the FY 19 First Steps Partnership and Program Accountability Standards as presented and reviewed by the committee (see attachment 2). Julie Hussey seconded the motion and so it passed unanimously.

The Committee Chair, Jennifer McConnell, was out of town due to a death in the family and will be briefed regarding the committee's work in advance of the board meeting Friday.

There being no further discussion, the meeting was adjourned.

Submitted by: Debbie Robertson

# Proposed FY19 Partnership and Program Accountability Standards

*Effective July 1, 2018 – June 30, 2019*

- Outline expectations for local First Steps Partnerships regarding programmatic, operational, financial, and administrative activities
- Updated annually by State Board of Trustees
- Attached to the 2018-19 grant agreement
- Organized in two sections:
  1. Partnership
  2. Program

## SECTION 1:

# FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS

- **Governance and Operations**
- **Fiscal Accountability**
- **Collaboration/Community Engagement**
- **Resource Development**

# SECTION 1:

## FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS

### Governance and Operations

- added comprehensive plan description
- added hiring/HR clauses from the grant agreement
- clarified that board minutes should be signed
- board member agreement/orientation

### Fiscal Accountability

- maximum administrative rate of 13% of state funds (as adopted by state board for FY 17-18)



# SECTION 1:

## FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS

### Core Functions (formerly Collaboration/Community Engagement)

- added Local Team meetings as a recommended community convener activity
- added legislative language regarding core functions
- Community Education Program Standards moved to be included in Core Functions

### Resource Development

- 15% match documentation requirement

## SECTION 2: **PROGRAM ACCOUNTABILITY STANDARDS**

- It is indicated whether a strategy is evidence-based or evidence-informed

### **SCFSBOT Designation: Evidence-Based**

New Programs added include:		#
• Raising a Reader (Enhanced)	218	
• LENA		224
• Triple P Levels 3 and 4	222	
• Nurturing Parenting		223
• Other Early Education	318-322	

SECTION 2:  
**PROGRAM ACCOUNTABILITY STANDARDS**  
**PARENT AS TEACHERS (201)**

• **Three new Essential requirements have been added so there are now 20 Essential Requirements:**

- Child Screening is broken into three measurements including Child Health, child development, and developmental surveillance/ affiliates will need to use the PAT Milestone Checklist by documenting at each visit.
- Supervisors are now required to attend the full 5 day training FMI training.
- Programs will use two outcomes measures approved by the National PAT Model. Collecting outcomes by KIPS will be one.
  - Second outcome can be chosen from approved list that will align with program goals.

## SECTION 2: **PROGRAM ACCOUNTABILITY STANDARDS** **PARENT AS TEACHERS**

One FS Standard was changed:

- 60% of families served need to have been connected to at least one community resource in the program year.

## SECTION 2:

### PROGRAM ACCOUNTABILITY STANDARDS

### IMAGINATION LIBRARY (212)

- 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 (Samiei et al, 2016).*
- Cash match of at least 25% is required for any state funds committed to the DPIL strategy. *(Change from 50% cash match)*
- Partnerships shall keep an electronic record of DPIL families and make this electronic information available to SCFS for evaluation purposes upon request.
- It is recommended that partnerships also administer a survey or other instrument to track changes in home literacy practices upon enrolling in DPIL and upon aging out or exiting the program.

## SECTION 2:

### PROGRAM ACCOUNTABILITY STANDARDS

#### Child Care QE and Coaching (601)

#### **Partnerships shall provide training and coaching that:**

- includes a focus on diversity, equity and inclusion issues
- addresses content related to newly revised SC Early Learning Standards

Suggestion: include the specific focus of QE services in contracts with child care facilities... i.e., center Quality Improvement plans should outline needs that are explicitly stated in the contract between the child care facility and local partnership.

Suggestion: award equipment and materials funds after some commitment to QE plan has been demonstrated

## SECTION 2: **PROGRAM ACCOUNTABILITY STANDARDS**

### Child Care Training (605)

- Partnerships may request a waiver (prior to training date) in the event that a training does not meet the CCCCD certification requirements for a justifiable reason.
- For Child Care Scholarships to be evidence based when linked with training, lead teachers of centers receiving scholarships must attend 8 hrs. of training offered or approved by the local partnership.

### Child Care Scholarships (703)

- Expenditures on child care scholarships shall be considered evidence-based when formally linked with one or more evidence-based programs.
- Stand-alone scholarship expenditures, without formal connections to evidence-base companion strategies, shall be considered evidence-informed.

## SECTION 2: PROGRAM ACCOUNTABILITY STANDARDS

### COUNTDOWN TO KINDERGARTEN (406)

- Home visitors are encouraged to deliver the curriculum in the primary language of the family.
- All home visitors must complete the Countdown to Kindergarten online training prior to implementing the program.
- Ongoing Program Quality Improvement and Professional Development  
*Each home visitor must participate in reflective supervision and professional development, by, at a minimum, logging on and reviewing the discussion on the Countdown to Kindergarten electronic forum as per the Countdown to Kindergarten Memorandum of Agreement for home visitors.*
- Names and email addresses of 5K teachers who were NOT the child's CTK home visitor are to be entered in the data system by October 31, 2018.



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# SC First Steps to School Readiness FY19 Partnership and Program Accountability Standards

*Effective July 1, 2018 – June 30, 2019*

---

This document outlines the standards, or expectations, of local First Steps Partnerships with regard to all programmatic, operational, financial, and administrative activities of the partnership. This document will be attached to the 2018-19 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 partnership and program accountability standards (Section 19. Section 59-125-160(A)).

## 1. Partnership Accountability Standards:

Partnership standards are organized into the following sub-sections:

<b>Governance and Operations</b>
<b>Fiscal Accountability</b>
<del><b>Collaboration/Community Engagement</b></del>
<u><b>Core Functions</b></u>
<b>Resource Development</b>

Additionally, partnership standards reference the partnership's annual grant agreement with SC First Steps, the SC First Steps Operations Manual, First Steps legislation, local partnership by-laws and other important documents. It is the responsibility of the local partnership board and staff to be familiar with and comply with the terms and conditions, policies and procedures contained in these documents.

Partnership standards and supporting documents shall be reviewed with board members and staff on at least an annual basis.

## 2. Program Accountability Standards:

Program standards 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 standards. Program standards sub-sections include:

<b>General Program Standards</b>
<b>Parents as Teachers (also see Att. 1)</b>
<b>Parent-Child Home Program</b>
<b>Early Steps to School Success (also see Att. 2)</b>
<b>Nurse-Family Partnership</b>
<b>Dolly Parton Imagination Library</b>

<a href="#"><u>Reach Out and Read</u></a>
<a href="#"><u>Raising a Reader</u></a>
<a href="#"><u>LENA</u></a>
Family Literacy
<a href="#"><u>Incredible Years</u></a>
<a href="#"><u>Nurturing Parenting</u></a>
<a href="#"><u>Triple P Levels 3 and 4</u></a>
Early Identification and Referral
Child Care Quality Enhancement
Child Care Training
Child Care Scholarships
<a href="#"><u>Public School</u></a> Four-Year Old Kindergarten
<a href="#"><u>Other Early Education</u></a>
Countdown to Kindergarten
Community Education
Other Strategies ( <i>for all strategies not listed above</i> )

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

**Self-Assessment Checklists:**

To assist local partnerships in complying with partnership and program standards, the State Office of First Steps has created **Self-Assessment Checklists** for each section of the standards, including if applicable, the data source for determining compliance. These checklists are located on the SC First Steps web site under Local Partnership Resources and are updated annually to reflect the current year’s standards. Local partnerships are encouraged to use these checklists with their staff and, as appropriate, board members to identify both strengths and areas for improvement.

**Monitoring and Compliance:**

On behalf of the First Steps Board of Trustees, the State Office of First Steps will monitor local partnerships on an ongoing basis throughout the year for compliance with partnership and program accountability standards (Section 19. Section 59-125-160(A)).

<p><b>SECTION 10. Section 59-152-50</b>  <i>(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;</i>  <i>(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;</i></p> <p><b>SECTION 12. Section 59-152-70</b></p>
--

(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 19. Section 59-125-160**

(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.

During the review of local partnership Renewal Plans, the State Office of First Steps will provide feedback ~~in order for to~~ local partnerships ~~to create~~ **Priority Goals and Objectives** ~~for the following program year regarding partnership functioning and performance, including progress toward achieving the objectives within the partnership's Comprehensive Plan.~~ (Section 12. Section 59-152-70(F)).

~~Priority Goals and Objectives shall be developed with partnership board members, staff, vendors and other partners, with input from SCFS staff as needed. Partnerships will describe their progress toward achieving their current year's Priority Goals and Objectives as part of their Renewal Plan grant application to SC First Steps, as well as set DRAFT goals and objectives for the next program year for SCFS TA review and feedback.~~

~~Partnership boards shall then finalize and approve their partnership's Priority Goals and Objectives, which are due to the partnership's SCFS TA by September 30 each year.~~

~~The number and content of partnership goals and objectives is the purview of the partnership board, with the exception of This feedback may include the following:~~

#### **Areas for Improvement**

Areas for Improvement will include findings of non-compliance with Partnership Accountability Standards or Program Accountability Standards that, while not severe enough to be a Conditional Approval, are issues that need to be addressed by the local partnership.

Should the partnership not become compliant with one or more Areas for Improvement findings by the end of the program year, the finding(s) may become a Conditional Approval for the program or partnership for the subsequent program year.

~~Partnership Priority Goals and Objectives must address any Areas for Improvement findings issued by SC First Steps.~~

#### **Conditional Approvals**

Conditional Approvals are findings of non-compliance, issued by the SC First Steps Board of Trustees upon recommendation by the State Office of First Steps, ~~for which that~~ the local partnership **must address achieve 100% compliance by the end of the following program year.**

Conditional Approvals will also be attached to the partnership's grant agreement for the coming year as a contractual obligation. ~~Partnerships receiving one or more Conditional Approvals shall adopt a Conditional Approval Plan by September 30, approved by the partnership board, and demonstrate significant progress towards compliance by mid-year or potentially face further action by the SC First Steps Board of Trustees.~~

~~Partnership Priority Goals and Objectives must include a Compliance Plan for each Conditional Approval.~~

Conditional Approvals may be issued due to:

- Areas for Improvement findings for which the partnership has not come into compliance with program or partnership accountability standards by the end of the program year, may result in a Conditional Approval for the subsequent program year.
- Non-compliance issues that are determined to have a significant negative impact on program implementation, partnership governance, or fiscal accountability. These issues include, but are not limited to:

Program Accountability Standards:

- Non-implementation of a program strategy that was included in the partnership's Renewal Plan
- Serving less than 75% of projected clients, as proposed in the partnership's Renewal Plan
- \*Not meeting standards for client targeting
- \*Not meeting standards for staff qualifications
- \*Not meeting standards for intensity of services (i.e., home visits, technical assistance visits, program service delivery)
- \*Not meeting standards for screenings and assessments
- \*Not meeting standards for data collection and evaluation

*\*For "Other" strategies, the strategy information provided in the partnership's Renewal Plan pertaining to strategy objectives, client targeting, staff qualifications, service intensity, screenings and assessments, and data collection and evaluation will serve in place of program standards.*

Partnership Accountability Standards:

- Significant governance issues
- Not meeting the matching funds percentage required by First Steps legislation; not submitting appropriate documentation for matching funds to the Regional Finance Manager
- Not complying with deadlines for contractual or legislative requirements, or with fiscal deadlines relating to submitting reallocations, allocating carry-forward, submitting invoices, and providing requested information to partnership auditors

Partnerships failing to correct Conditional Approvals – or receiving Conditional Approvals for the same strategy area or partnership standard in consecutive years – may be subject to penalties up to and including the suspension of grant funds at the discretion of the First Steps Board of Trustees (Section 12. Section 59-152-70(F); Section 19. Section 59-125-160(A-B)).

# SECTION 1:

## FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS

### FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS GOVERNANCE AND OPERATIONS

#### REQUIREMENTS FOR FY19:

##### OPERATIONS

At minimum, the local partnership board and staff shall:

1. Exercise appropriate [operational](#) stewardship by adhering to the practices and procedures outlined in the SC First Steps Operations Manual (Section 12. Section 59-152-70(6)) [and the partnership's annual grant agreement with SC First Steps](#).
2. Comply with all contractual and legislative deadlines for submitting documents to the State Office of First Steps, including but not limited to:
  - An **Annual Report** by October 1 (Section 12. Section 59-152-70(A)(8));
  - An **Annual Renewal Plan** Grant Application by the published deadline (Section 13. Section 59-152-90(B)),
  - A **Needs and Resources Assessment** every three years (Section 12. Section 59-152-70(A)(5)); and
  - [A three-year Comprehensive Plan \(Section 12. Section 59-152-70\(A\)\(2\)\)](#).
3. Participate and cooperate fully in all internal and independent evaluations of the First Steps initiative (Section 19. Section 59-125-160(A-C)).
4. Data shall be collected and entered timely in the First Steps Data Collection System for all programs/strategies, according to the First Steps Program Accountability Standards for that strategy. Partnerships must complete program and vendor registration for all funded strategies, enter projected to serve numbers for each strategy, and begin data entry by September 1 of each program year. Partnership and vendor staff are expected to adhere to the standard for timely data submission, which is within 30 days of the date of service with the exception of personal home visits, which are to be entered within 14 days of service. SC First Steps reserves the right to view partnership and vendor data in the system at any time, including but not limited to the following data checkpoints: 30 days after Quarter 1 (Oct. 31); 30 days after Quarter 2 (Jan. 31); on or after the published deadline for submitting partnership Renewal Plans; and the published data deadline for final determination of strategy approvals (June 1). Data will be used to evaluate overall program performance and sustainability.
5. Make every effort to participate in scheduled meetings and teleconferences/webinars with SC First Steps. In the event the partnership executive director is unable to attend, a board member or staff member should attend if possible. Partnerships are responsible for the content presented.
6. Ensure an equitable work environment that is supportive of organizational productivity, diversity, and stability.
  - Partnerships shall adhere to the State Office Hiring Policy, as outlined in the partnership grant agreement.
  - The local partnership board and staff shall not unlawfully discriminate against any person or category of persons for services or employment.
  - The local partnership shall comply with all applicable federal and state laws and regulations regarding employee discrimination and workplace policies, as outlined in the partnership's annual grant agreement with SC First Steps.
  - [The local partnership board and staff shall prohibit preferential treatment and nepotism with regard to hiring, supervision, and promotion. Per the Conflict of Interest Policy, no immediate family member may work under a partnership employee's supervision or chain of command.](#)
  - [The partnership shall have human resource policies adopted by the partnership board.](#)
  - [Partnerships shall provide to all partnership employees a copy of the partnership's current human resource policies, Whistleblower Policy and the SC First Steps Conflict of Interest policy.](#)



It is recommended that these policies be reviewed with staff. It is also recommended that COI and Whistleblower policies be shared with staff of vendor-operated programs.

- The partnership board must approve any salary increase for the partnership director, per the partnership's grant agreement with SCFS.
- The partnership shall abide by the Dual Partnership Employment policy contained in the partnership's grant agreement with SCFS.

7. Partnerships and all its employees, agents, contractors and representatives shall safeguard confidential information and comply with all Confidentiality/Safeguarding Information requirements contained in the partnership's grant agreement with SCFS. Per the partnership grant agreement, partnership employees shall sign annually the Confidentiality Form attached to the partnership grant agreement, and it is recommended that partnership board members and vendor staff also sign a Confidentiality Form annually.

## **GOVERNANCE AND OVERSIGHT**

### **The local partnership board shall:**

1. Operate in accordance with local partnership bylaws, the current First Steps legislation, and with all applicable state and federal laws pertaining to non-profit organizations and ensure the partnership board and staff meet all requirements to maintain the partnership's non-profit status with the IRS.
2. Maintain continuous Directors' and Officers' liability insurance.
3. Provide Planning and Oversight
  - Coordinate a collaborative effort at the county or multicounty level to identify area needs related to the First Steps legislative goals, and develop a strategic long-term plan (i.e., Comprehensive Plan) for meeting those needs (Section 12. Section 59-152-70(A)(2)). The partnership's Comprehensive Plan should align with the priorities identified in the state strategic plan adopted by the SC First Steps Board, as well as the state board's adopted readiness benchmarks (Profile of the Ready Kindergartner) and the First Steps legislative goals. Per Section 59-152-70, Comprehensive Plans shall include the three core functions of local partnerships (local portal, community convener, and support for state level priorities). Comprehensive Plans shall be for three years' duration, to align with legislative requirements for updating community needs and resources assessments every three years. Local partnership Comprehensive Plans, as well as any annual updates, are to be posted to the SC First Steps web site by December 1 each year, per First Steps legislation (Section 12. Section 59-152-70(A)(8)). To meet this requirement, future Comprehensive Plans will be due to SC First Steps by November 1 in the year in which the partnership's current plan expires.
  - Implement program strategies in accordance with SC First Steps Partnership and Program Accountability Standards, 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).
4. Ensure effective board functioning:
  - Meet as a full board at least once every fiscal quarter, with one full board meeting each year designated as the Annual Meeting.
  - Maintain all current approved policies/procedures/standards for conducting meetings and elections and disclosing records comparable to those provided for in the Freedom of Information Act and IRS disclosure requirements.
  - Maintain signed board minutes and records of all full board and board committee meetings (e.g. notices, sign-in-sheets, and documentation of conflict of interest). Signed, electronic copies of board minutes for the prior fiscal year will be submitted to SCFS, on behalf of the state board, at the time when board minutes are requested by the partnership auditor. (Section 12. Section 59-152-70(A)(7)).
  - Follow the records retention policy contained in their grant agreement with SCFS, as well as the retention policy for Corporate Records contained in the partnership by-laws.
  - Review and adopt an Annual Board Member Agreement that at minimum includes an annually reviewed and adopted:
    - Conflict of Interest Policy (contained in the partnership's grant agreement with SCFS). Prior to every vote taken by the board, members must abstain from voting if the issue being considered would result in a conflict of interest. The abstention must be noted in the minutes of the meeting (Section 11. Section 59-152-60(G)).

- Confidentiality Form (contained in annual grant agreement). It is recommended that partnership board members also sign a Confidentiality Form annually.
- Whistleblower Policy.
- Attendance Policy outlining minimum board meeting attendance requirements, per partnership bylaws.

**5. Practice Ongoing Board Development/New Member Orientation:**

- Use Board Matrix/Planning Documents/Board Evaluation Tools to annually assess the composition and functioning of the board to identify gaps and develop recruitment strategies.
- Hold annual elections for partnership board officers (Chair, Vice Chair, Secretary). Officer terms are for one year. Board chair and vice chair terms cannot exceed 4 years (4 consecutive, one-year terms).
- Ensure Board Members adhere to a current term on the board not to exceed 8 years (2 consecutive four-year terms) and regularly attend meetings in accordance with local partnership By-Laws.
- Provide new members a comprehensive board orientation that addresses, at minimum:
  - First Steps mission/vision, structure, policies/procedures/standards for operation.
  - Local partnership administrative, financial and planning documents, including a summary of current program strategies.
  - Nonprofit Board Member Roles and Responsibilities.
- Publish board member rosters in the Partnership's Annual Report and ensure they are reported annually to the partnership's legislative delegation and be on file with the Office of First Steps (Section 11. Section 59-152-60(A)).

## FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS FISCAL ACCOUNTABILITY

### REQUIREMENTS FOR FY19:

1. The local partnership board and staff shall exercise appropriate fiscal stewardship by adhering to the policies and procedures outlined in the SC First Steps Operations Manual and the current SC First Steps legislation. (Section 18. Section 59-152-150(A)).
2. The local partnership board and staff shall monitor on an ongoing basis the financial condition of the partnership, to include but not limited to: revenue, expenditures and balances within all strategy areas, budget codes and funding sources.
- ~~3.~~ The local partnership board and staff shall comply with requirements for limiting administrative expenditures to at or below the rate established by the SC First Steps Board of Trustees. The maximum administrative rate for local partnerships, set by the SC First Steps Board of Trustees effective July 1, 2017, is 13% of expenditures of state funds allocated to the local partnership by SC First Steps.
- ~~4.3.~~ The local partnership board and staff shall comply with fiscal policies set by the SC First Steps Board of Trustees for state funding of evidence-based and evidence-informed programs, per First Steps legislative requirements.
- ~~5.4.~~ The local partnership board and staff shall ensure that funds granted to the partnership by the SC First Steps Board of Trustees are spent in a timely manner in service to children pre-birth to school entry within the partnership's service area. Partnerships shall monitor their formula allocated ~~(funds 10 and/or 55)~~ budget and expenditures closely appropriately so as to be able to estimate the partnership's projected carry-forward budget and submit a plan for how carry-forward will be used in the next fiscal year as part of the partnership's board-approved Renewal Plan grant application. The SC First Steps Finance Office will certify and notify partnerships of all prior fiscal year available carry forward budgets between October 1st and October 15th. All partnerships must submit budget reallocation requests to OFS before December 31 to add all carry forward to its Budget Spending Plan. Partnerships whose certified carry forward amount is significantly larger (15% or more) than its original formula allocated budget, projected, or OR have changed their use of carry forward funds since their grant application last approved budget change, must submit updated board minutes reflecting these changes. Partnerships

whose certified carry forward ~~funds budget that exceeded 15% off from~~ the prior fiscal year's ~~exceed 15% of their current year's~~ (FY19) formula allocated ~~on budget~~ must also submit written justification to their ~~QFS SC First Steps~~ TA ~~along~~ with a plan to reduce their amount of carry forward ~~budget~~ to ~~under~~ 15% ~~or lower~~ by the coming fiscal year beginning July 1, 2019 (FY20). Partnerships whose carry forward ~~budget~~ exceeds 15% for two or more consecutive fiscal years will be subject to conditional approval and potential withholding of ~~their current fiscal year's~~ grant funds at the discretion of the SC First Steps Board of Trustees.

~~6.5.~~ The local partnership staff should process vendor invoices for payments upon receipt, obtain board member signature ~~according to the SC First Steps Operations Manual if applicable~~ and immediately forward to the ~~contracted Regional Finance Manager~~ for payment. Fees and/or penalties due to late payments are unacceptable ~~and will be captured in a separate model code and monitored by SC First Steps Finance staff.~~

~~7.6.~~ The local partnership board and staff shall exercise appropriate stewardship and due care in the selection, implementation, and monitoring of all contractors and the administration of all contracts. It is the partnership's responsibility to ensure contractors comply will all programmatic and financial requirements contained in the partnership and program standards, ~~partnership~~ grant agreement ~~with SC First Steps~~, and ~~the SC First Steps~~ Operations Manual.

~~8.7.~~ Financial reports should be presented at all local partnership board meetings.

~~9.8.~~ The local partnership board and staff should review internal financial controls annually.

~~10.9.~~ The local partnership board and staff shall adhere to the fiscal calendar deadlines outlined in the SC First Steps Operations Manual. In summary, funds must be ~~spent obligated~~ by June 30, ~~and all invoices, reallocations, and in-kind documentation must be in the office of the RFM by July 31. Local partnerships must adhere to the SC First Steps written financial year-end closing process.~~

~~10.~~ The local partnership board and staff shall respond in a timely manner to all requests from ~~the contracted Regional Finance Managers and partnership auditors.~~ ~~The contracted finance manager shall support local partnerships' financial operations as outlined in its contract with SC First Steps.~~

11. ~~A financial audit shall be conducted annually. The local partnership board and staff shall respond in a timely manner to requests from the independent contracted auditors. The auditor shall periodically conduct on-site visits to the local partnership to test internal procedures and controls.~~

12. For equipment ~~or furnishing~~ costing in ~~excess of~~ \$1,000 ~~or more~~, the partnership shall implement controls and procedures contained in its partnership grant agreement (13: Title to Equipment). ~~This equipment and furnishing must be coded-classified in accordance with the SC First Steps Operations Manual, Chapter 5, Model Titles and Codes, Equipment and Furnishing – Purchased, code 5401.~~

## **FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS** **CORE FUNCTIONS LABORATION/COMMUNITY ENGAGEMENT**

### **REQUIREMENTS FOR FY19:**

1. The local partnership board ~~shall update its community Needs and Resources Assessment every three years, in accordance with First Steps legislation (Section 12. Section 59-152-70(A)(5)) will annually submit its needs and resource assessment as a basis for community-wide planning efforts to support at-risk children and the partnership's Comprehensive Plan. This document shall be made public in the service area of the local partnership and shall be on file with submitted to SCFS by December 31 of the year in which the previous needs and resources assessment expires. Partnerships must update their Needs and Resources Assessment every three years (Section 12. Section 59-152-70(A)(5)).~~

2. The local partnership board shall participate in and document efforts to mobilize communities (all stakeholder groups including but not limited to: families, community leaders, businesses, faith-based organizations, civic organizations, elected officials and government agencies, health care entities, school personnel and other early childhood agencies/organizations) to focus efforts on providing enhanced services to support families and their young children so as to enable every child to reach school healthy and ready to succeed (Section 8. Section 59-152-30(5)).
  - a. ~~(Core Function)~~ As a component of community mobilization, starting July 1, 2016 local partnerships shall serve as a **community convener around the needs of preschool children and their families** (Section 12. Section 59-152-70(4)(b)). This function shall be represented in the partnership's ~~Comprehensive Plan and Priority Goals and Objectives~~ and include, at minimum:
    - i. The partnership board identifying one or more unmet needs within the partnership's service area impacting preschool children and their families, as a result of the partnership's needs and resource assessment and/or school readiness priorities as determined by the SC First Steps Board's strategic plan.
    - ii. The partnership leading or serving as a collaborating partner in establishing and coordinating a community-wide effort to address the identified need(s), with the active involvement of partnership board members and staff. Local Team Meetings: it is recommended that the local partnership convene, at least annually, a meeting of the local partnership staff with a member of the SCFS local partnership TA team, as well as representatives from state First Steps programs located within the partnership's service area (if applicable), for the purpose of improving coordination and collaboration across state and local First Steps programs and with other programs and services in the community (Section 12. Section 59-152-70 (A)(4)(c)). Partnerships are encouraged to expand these meetings to include representatives from partner organizations and other community stakeholders.
    - iii. The partnership board developing goals and objectives for its role as a community convener, and evaluating and reporting on progress to its membership and the public on a regular basis.
3. ~~(Core Function)~~ Effective July 1, 2016, the local partnership **shall serve as a local portal connecting families of preschool children to community-based services they may need or desire to ensure the school readiness of their children** (Section 12. Section 59-152-70(4)(a)). These services shall be represented in the partnership's ~~Comprehensive Plan and Priority Goals and Objectives~~ and include, at minimum:
  - a. Accessibility and responsiveness to requests for assistance, including but not limited to: publicized hours of operation in a location accessible to the public, and the capability to receive and return messages (phone, text, email, etc.) in a timely manner.
  - b. An up to date inventory of available programs and services for referring families. Partnership staff and volunteers who provide these services shall possess the requisite knowledge of and relationships with providers in order to connect families.
  - c. Participation in local/county/regional coalitions, committees etc. of child-serving agencies and organizations,
  - d. Inclusion of local partnership programs and services in local/regional print or online resource directories (211, etc.).
  - e. Data collection: in cases where the child/family is participating in one or more partnership strategies, the partnership shall enter into the First Steps Data System connections to community-based services and the outcome of those connections.
4. Effective July 1, 2016, the local partnership shall support the state-level school readiness priorities as determined by the State Board (Section 12. Section 59-152-70(A)(c)). These priorities may include:
  - a. Increasing community awareness, education and outreach for programs and activities based on school readiness benchmarks as established by the State Board (Section 1. Section 59-152-32(A)(2)), e.g., Profile of the Ready Kindergartner and the South Carolina Early Learning Standards
  - b. Programs and activities based on priorities in the SC First Steps Strategic Plan approved by the state First Steps board and legislative goals of SC First Steps (Section 1. Section 59-152-32(A)(2)).
  - c. Support and collaboration with state First Steps programs, including First Steps 4K and Early Head Start-Child Care Partnership programs
  - d. Other state level priorities as may be determined by the State Board

5. The local partnership board shall develop an annual Community Education and Outreach Plan in order to raise awareness, knowledge, engagement, participation and support for early childhood programs and services, including First Steps and in support of required Core Functions. Partnerships are strongly encouraged to engage in online and social media and to have a social media policy as a part of their plan.

a. Potential plan components include:

- i. Increasing awareness and engagement of target audiences in supporting early childhood programs and the Profile of the Ready Kindergartner (i.e., [I CAN] campaign)
- ii. Supporting the partnership's core function as a local portal
- iii. Supporting the partnership's core function as a community convener
- iv. Supporting the partnership's core function to address one or more state-level school readiness priorities
- v. Increasing the knowledge and skills, and/or changing behaviors of target audiences in one or more areas of school readiness, child development best practices, etc. Refer to the Community Education and Outreach Plan Template for additional strategies/activities and examples.
- vi. Outreach to target audiences to increase their participation in programs and services supporting children 0-5 and their families
- vii. Increasing financial and other support for early childhood programs and services
- viii. Engaging target audiences in working to improve community performance on school readiness benchmarks (Profile of the Ready Kindergartner, Palmetto Basics) and/or the state's readiness assessment

b. Within the Renewal Plan and Budget Spending Plan, the partnership must provide information regarding the activities to be funded in support of Core Functions.

c. Maintain data collection records on Core Function and Community Education/Outreach activities. SC First Steps will provide a template for annual reporting of Core Function outputs. Cases Data entry may be required if Core Function activities are to include ongoing services to children and families.

4.6. Partnerships providing – or seeking to provide - services within another First Steps partnership's designated coverage area are encouraged to communicate and collaborate with the affected partnership(s) and to document these collaborative efforts formally.

# FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS RESOURCE DEVELOPMENT

## REQUIREMENTS FOR FY19:

1. The local partnership board shall engage in resource development responsibilities that maximize the use of in-kind (volunteers, goods, services, and facilities) and cash contributions to the partnership. Partnerships must document a minimum 15% match (cash and/or in-kind) to state funds appropriated to the partnership in the current fiscal year by SC First Steps (Section 16. Section 59-152-130(A)). Partnerships that do not meet the minimum match requirement may be subject to Conditional Approval and/or additional actions by the SC First Steps Board of Trustees, including the suspension of grant funding.

Responsibilities include:

- Develop and submit an updated Resource Development Plan annually as part of the local partnership's Renewal Plan, which includes shared responsibility for resource development by board members and staff.
- Assurance of adequate resources to support the local partnership board's strategies/programs.

- ~~1.2.~~ The local partnership board shall conduct fundraising activities in an ethical and fiscally responsible manner. A written process shall be developed to address the handling and acknowledgement of contributions and respect for donor confidentiality requests.

- ~~2.3.~~ The local partnership board shall:

- Accurately describe the purpose for fundraising activities.
- Expend funds for the purpose they were solicited.
- Maintain accounting segregation for restricted funds.
- Raise funds in accordance with applicable local, state, and federal requirements.

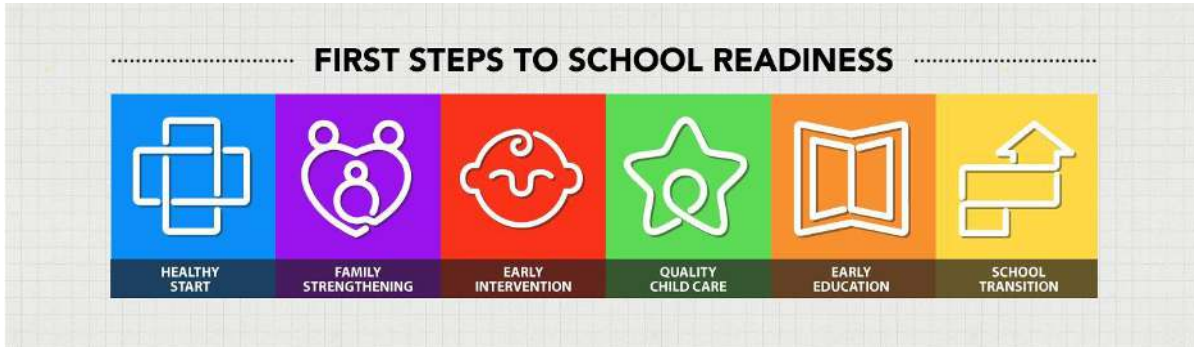
- ~~3.4.~~ The local partnership board will seek opportunities to collaborate with other partnerships and/or agencies/organizations to raise funds to meet the needs of at-risk children.

- ~~4.5.~~ The partnership board and staff shall document in-kind contributions to the partnership in the format specified in the SC First Steps Operations Manual, and provide timely submission of in-kind documentation to the Regional Finance Manager. All in-kind documentation and budget reallocations of in-kind funds must comply with fiscal year-end deadlines (Section 16. Section 59-152-130(B)). Partnerships must document a minimum 15% match (cash and/or in-kind) to state funds appropriated to the partnership in the current fiscal year by SC First Steps (Section 16. Section 59-152-130(A)).



# **SECTION 2:**

## **FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS**



### **FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS GENERAL**

#### **REQUIREMENTS FOR FY19:**

1. Implement program strategies in accordance with SC First Steps Partnership and Program Accountability Standards, 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 13. Section 59-152-90(C)(c); Section 18. Section 59-152-150(C)) and address unmet needs identified in the partnership's needs and resource assessment, and long-range plan. Partnership funds granted by the SC First Steps Board must comply with provisions for use of grant funds contained in the First Steps legislation (Section 14. Section 59-152-100(A)).
3. Program strategies must utilize the SC First Steps to School Readiness benchmarks and objectives ([Profile of the Ready Kindergartner](#)) (Section 13. Section 59-152-90(C)(b)).
4. 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 14. 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 SC First Steps Board of Trustees, posted to the SC First Steps web site.
5. Program strategies must be adequately resourced (staff, funding).
6. Partnerships must closely monitor program vendors/contractors to ensure compliance with Program Accountability Standards. Partnerships should review contract provisions and the scope of work each year to ensure all program model components and program standards are addressed. Vendor contracts for program strategies shall include as an attachment, the applicable current year's First Steps Program Accountability Standards for that strategy.
7. 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 shall inform, coordinate, and collaborate with the local First Steps partnership in which the client is located.

8. 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.
9. Program strategies using local district resources within a school district must be conducted only with approval of the district's board of trustees (Section 14. Section 59-152-100(D)).
10. 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.
11. Per the partnership's grant agreement with SC First Steps, partnerships are responsible for reporting suspected child abuse, neglect or dependency, as defined and required by applicable law.



# FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS PARENTS AS TEACHERS (201)

## REQUIREMENTS FOR FY19:

### SCFSBOT Designation: Evidence-Based

*First Steps' parent home visitation strategies are designed to equip adult clients with the knowledge and skills necessary to promote the school readiness, healthy development and long-term success of their preschool-aged children. Partnerships funding these strategies shall ensure vendor compliance with each of the following:*

Partnerships funding Parents as Teachers 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 meeting the 17-20 Essential Requirements of the Evidence Based Model along with a few SC-specific additions.** The following standards include a mix of both; however, the expected Measurement Criteria for PAT National Center is attached for clarity.

### **1) TARGETING:**

#### **a) Targeting Clients At-Risk Of Early School Failure**

At least 60% of home visitation clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home, when combined with one or more additional risk factors
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)

#### **b) Targeting By Age (Early Intervention)**

At least 70% of newly enrolled client households shall contain an expectant mother and/or a child under thirty-six months of age. In the event that unique and/or emergency circumstances warrant, Partnerships may enroll additional clients aged three-years or older with the provision of written justification to SC First Steps.

### **c) Client Retention**

In order for home visitation to be effective, it is critical that client families remain in the program long enough to benefit from the planned intervention. Each partnership will be required to demonstrate its successful, long-term retention of 75% of its home visitation clients across nine or more months of program participation. Pursuant to national model guidelines PAT affiliates must **plan-be designed** to provide at least two full years of service to eligible families (ER 1)

## **2) SERVICE DELIVERY:**

### **Fidelity to a published, research-based model**

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded parenting/family strengthening strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

#### **a) Home Visit Intensity and Delivery:**

- Programs shall match the intensity of their service delivery to the specific needs of each family and case load of families per Parent Educator, with no client being offered less than 2 visits monthly. Clients identified as possessing two (2) or more board-approved risk factors (**family stressors**) shall receive home visitation up to weekly as the needs and availability of the family dictate. (ER 11) (For purposes of grant renewal, conditional approvals may be issued to Partnerships averaging fewer than 2.0 visits per family, per month. For each family served, 1.8 average is considered the minimal threshold for visits per month, 2.0 is the targeted expectation, and 2.5 and above is considered outstanding intensity.)
- First Steps funded PAT programs shall maintain formal affiliate status via the Parents as Teachers National Center. SC First Steps will continue hosting regular Technical Assistant conference calls to assist vendors with tracking and meeting all model requirements.
- **All Affiliate Programs should complete a minimum of 24 visits per year, per family, as is required from the National PAT Center. (ER 11)**
- In households in which two or more preschool-aged children reside, vendors 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.
- While PAT is ideally suited for delivery within the home (and home-based visitation 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. The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of clients is maintained. Regardless of location, all visits must be one-on-one (First Steps-funded PAT visits may not be delivered in group settings), entail the use of PAT-specific **lesson-foundational** plans **and planning forms** and last at least 45 minutes.
- **Parent Educators shall use the foundational visit plans and planning guide from the curriculum to design and deliver personal visits to families. (ER 10)**
- Data on each home visit shall be entered into the FSDC client database system within 14 days of completion. In the event that the Partnership has identified an individual responsible for all client data entry, vendors shall formally submit this information to the Partnership within this same 14 day window for subsequent entry.
- **No Parent Educator may carry a caseload of more than twenty (20) active families. Smaller caseloads may be necessary based upon the intensity of services provided (ex: weekly home visits) or as determined by individual family needs. One Full time parent educator should serve no less than 15 families unless specifically discussed and approved by South Carolina First Steps TA Team. (ER 12)**
- **No supervisor or lead Parent Educator may be assigned more than 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 10 families or less, depending on the number of Parent Educators supervised. For example, if a Supervisor/Lead Parent Educator supervises 6 or more Parent Educators then she/he should serve no more than 5 families.

**b) Group Connections:**

- At least one parent education group ~~meeting connection will be offered each month~~ (per vendor or area of service if large program) shall be offered monthly, for a total of 12 per program year. (ER 13)

**c) Screenings and Referrals:**

- Parenting vendors shall document the completion of all model-related health and developmental screenings to include hearing, vision, use of milestone checklists, dental checks, etc. This should be completed by 7 months of age or within 90 days of enrollment and annually thereafter. (ER 14)
- Vendors shall seek to ensure that each participating client family is connected with a pediatric medical home and other community services as appropriate.
- Each client child shall be assessed using the age-appropriate developmental screening tools Ages & Stages 3 and Ages and Stages SE2 at birth, by 7 months of age or within 90 days of enrollment and annually thereafter. (ER 14) Child Development Surveillance shall take place during each personal visit and shall be recorded on the PAT Milestone Check Form. (ER 16) In the event that a developmental screening (conducted in association with any First Steps-funded program) indicates a possible developmental delay, the vendor shall collaborate with parents/guardians to seek the consensual provision of these results to: (a) the child's pediatric care provider, and (b) either BabyNet (ages 0-3) or the child's zoned school district and Disabilities and Special Needs Board (ages 3-5) for additional diagnostic evaluation. Vendors shall maintain (within the First Steps Data Collection System) referral records to include information on the outcome/disposition of each First Steps-initiated referral.
- Partnerships and their funded vendors 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. 60% of families that receive at least one personal visit shall be connected to at least one community resource in the program year, per PAT model standards. (ER17) Active and sustained efforts to connect client families to pediatric medical homes shall be a priority. (ER 15)

**d) Family Assessment and Goal Setting:**

- First Steps PAT vendors shall adhere to national model requirements pertaining to use of the Life Skills Progression (LSP), an approved family needs assessment tool. It is completed every six months or annually on the focus parent/caregiver and is used for Parent Educator Information only. (ER 8) All LSP items shall be entered into the First Steps Data System.
- All parenting and family strengthening vendors shall develop well-documented Family Goal Plans between the home visitor and at least 60% of families (using the PAT Goal Setting form) within 3 months of the enrollment of each within the program, and subsequently update these plans at least semi-annually to gauge progress and goal attainment. (ER 9)

**e) Integrated Service Delivery and Referrals:**

- Partnerships shall utilize the Life Skills Progression and/or other formal and informal needs assessments to refer/ link families to additional interventions as necessary and beneficial – either simultaneously or as part of a planned, multi-year service continuum. All referrals to other services shall be entered into the First Steps Data System.
- Each PAT Affiliate shall convene an advisory committee at least twice yearly. (ER 3) These meetings shall incorporate community stakeholders in an effort to identify service gaps, and increase collaborative service referrals. This committee also advises, provides support for and offers input to the affiliate program for planning and evaluation purposes.

**f) Staff Qualifications and Training:**

- All Parent Educators and Supervisors in SC must possess at least a two-year degree in early childhood education or a closely related field and document successful completion of/initial certification in PAT's *Foundational and Model Implementation Training*. Educators whose caseloads include children aged 3-5 must also maintain the *Foundational 2 (3-5)* certification. (ER 2 and ER 6)

- Each PAT ~~Affiliate program~~ shall be overseen by one or more individuals certified as PAT Supervisors. ~~New Supervisors shall be expected to be certified in attend~~ the Foundational Curriculum ~~and as well as Model Implementation Training.~~ (ER6)
- Each Parent Educator ~~in a First Steps-funded program~~ shall successfully complete ~~(as part of his/her annual recertification and regardless of his/her individual funding source) at least an additional~~ three hours of professional development, ~~preferably around early literacy and document the successful completion of all national model requirements related to ongoing professional development hours.~~ (ER 7)
- Each Parent Educator shall maintain annual re-certification in the Keys to Interactive Parenting Scale (KIPS).
- All annual training and/or recertification (for both program and individual staff members) must be documented on-site by the PAT vendor.

**g) Ongoing Program Quality Improvement and Professional Development**

- Each PAT vendor shall participate in the PAT affiliate National Quality Endorsement process every 5<sup>th</sup> year and make ongoing use of the *PAT Parent Evaluation* (annually), *Parent Educator Performance Evaluation* (annually), *Parent Educator and Supervisor Self-Evaluations* (annually), *Program Evaluation by Parent Educators* (annually) and *Peer Mentor Observation* (optional). ~~(ER 17)~~ Each program must submit an Affiliate Performance Report to PAT and South Carolina First Steps by July of each year. All Performance Measurement Reports generated by PAT National and State Offices are to be used to develop Continuous Quality Improvement Plans. (ER 19)
- Each participating First Steps Partnership PAT program shall convene a monthly staff meeting of all pertinent program/vendor 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. **A minimum of 2 hours of staff meetings per month for full-time Parent Educators and a minimum of 1 hour of staff meetings for part-time Parent Educators.** (ER 4)
- Full-time Parent educators shall participate with their supervisor in 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. (ER4)

**3) ASSESSMENT AND DATA SUBMISSION:**

- ~~All PAT Affiliate First Steps-funded~~ vendors shall complete, at minimum, baseline and post assessments of the *primary adult client* identified within each enrolled case using the Keys to Interactive Parenting Scale (KIPS). The initial KIPS should be completed within 45 days of enrollment if the child is older than 2 months; if less than 2 months old at enrollment, the initial KIPS should be done immediately after (not before) the child's 2-month birthday. (ER 20)
  - Thereafter, KIPS should be done at the following intervals during the first program year of enrollment: A 2<sup>nd</sup> KIPS should be done before the current year's data deadline if the case was enrolled by December 31 AND the child was age-eligible for KIPS by December 31. If not, then a 2<sup>nd</sup> KIPS is not required for data compliance, but highly recommended if there is any reason to believe the family may leave the program before the next program year starts.
  - For the 2<sup>nd</sup> and subsequent years of enrollment, KIPS needs to be scheduled for the beginning and end of the program year (prior to the data deadline), IF the case only received one KIPS during the first year of enrollment. If the case received 2 or more KIPS during the first year of enrollment, only one KIPS is required per year thereafter.
  - Regardless of how long a family has been served, or how long it has been since the family last received a KIPS, it is important to assess the family one final time within 30 days of exiting the program, if possible.
- In addition to the KIPS, each family containing children aged 30 months or older shall have their interactive literacy behaviors assessed by a trained evaluator using the Adult-Child Interactive Reading Inventory (ACIRI). Each family educator making use of the ACIRI shall document his/her attendance at a First Steps sponsored training on the instrument. An initial

ACIRI shall be performed within 45 days of enrollment if the child is 30 months or older; if less than 30 months old at enrollment, the initial ACIRI should be done immediately after (not before) the child's 30-month birthday.

- Thereafter, ACIRI should be done at the following intervals during the first program year of enrollment: A 2<sup>nd</sup> ACIRI should be done before the current year's data deadline if the case was enrolled by December 31 AND the child was age-eligible for ACIRI by December 31. If not, then a 2<sup>nd</sup> ACIRI is not required for data compliance, but highly recommended if there is any reason to believe the family may leave the program before the next program year starts.
- For the 2<sup>nd</sup> and subsequent years of enrollment, an ACIRI needs to be scheduled for the beginning and end of the program year (prior to the data deadline) IF the case only received one ACIRI during the first year of enrollment. If the case received 2 or more ACIRIs during the first year of enrollment, only one ACIRI is required per year thereafter.
- Regardless of how long a family has been served, or how long it has been since the family last received a ACIRI, it is important to assess the family one final time within 30 days of exiting the program, if possible.
- SC First Steps may conduct randomized KIPS/ACIRI reliability monitoring. Sample client videos may be requested for confidential scoring review and shall be maintained on site for potential review for a period spanning four months from the date of original administration.
- Note that both the KIPS and ACIRI are utilized as assessments of adult behaviors and thus need not be completed with each adult-child pairing in the household. Post assessments should, however, assess the interactions of the same adult-child pairing observed during the baseline assessment.
- At least one additional approved outcome that aligns with individual affiliate goals shall be used with eligible families. It shall be chosen by July 1, 2018 by SC First Steps from a list of approved PAT Measures. (ER 20)
- Client demographic data, visits and group connections, program referrals, connections to services, screenings, assessments and family needs assessment data shall be collected within the First Steps Data Collection System (FSDC).
- **At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement. (ER 1816)**

SEE ATTACHMENT 1 FOR A LIST OF PAT ESSENTIAL REQUIREMENTS.A CROSSWALK TABLE OF PAT ESSENTIAL REQUIREMENTS AND FIRST STEPS PAT STANDARDS.

# FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS PARENT-CHILD HOME PROGRAM (206)

## REQUIREMENTS FOR FY19:

### SCFSBOT Designation: Evidence-Based

***First Steps' parent home visitation strategies are designed to equip adult clients with the knowledge and skills necessary to promote the school readiness, healthy development and long-term success of their preschool-aged children. Partnerships funding these strategies shall ensure vendor compliance with each of the following:***

Partnerships funding the Parent-Child Home Program shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines. Fidelity of implementation in SC includes meeting PCHP requirements along with additional SC-specific additions. The following standards include a mix of both; however, the inserted PCHP fidelity requirements are included for clarity.

### **1) TARGETING:**

#### **a) Targeting Clients At-Risk Of Early School Failure**

At least 60% of home visitation clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications
- English is not primary language spoken in the home, when combined with one or more additional risk factors
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)

#### **b) Targeting By Age (Early Intervention)**

PCH is designed for children aged 16-48 months of age. At least 70% of newly enrolled PCH client households shall contain a child between 16-36 months of age. The model is designed for use only once within a family unit. Exceptions to this "one time" rule may be sought by providing a detailed justification to SC First Steps



### **c) Client Retention**

In order for home visitation to be effective, it is critical that client families remain in the program long enough to benefit from the planned intervention. Each partnership will be required to demonstrate its successful, long-term retention of 75% of its home visitation clients across two years of program participation.

## **2) SERVICE DELIVERY:**

### **Fidelity to a published, research-based model**

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded parenting/family strengthening strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

#### **a) Home Visit Intensity and Delivery:**

- Parent Child Home (PCH) programs shall be designed to incorporate visits twice weekly for a minimum of 23 weeks or 46 home visits annually across a period of two years (46 weeks/92 visits total).
- While home visitation models are ideally suited for delivery within the home (and home-based visitation expected as the primary method of service delivery), PCH 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. The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of clients is maintained. Regardless of location, all visits must be one-on-one (PCH may not be delivered in group settings), entail the use of PCH-specific lesson plans and last at least 30 minutes apiece
- Data on each home visit shall be entered into the FSDC client database system within 14 days of completion. In the event that the Partnership has identified an individual responsible for all client data entry, vendors shall formally submit this information to the Partnership within this same 14 day window for subsequent entry.
- No PCH home visitor may carry a caseload of more than sixteen (16) active families. Smaller caseloads may be necessary based upon the intensity of services provided (or as determined by individual family needs).

#### **b) Screenings and Referrals:**

- Parenting vendors shall document the completion of all developmental screenings within 90 days of enrollment.
- Vendors shall seek to ensure that each participating client family is connected with a pediatric medical home and other community services as appropriate.
- Each client child shall be assessed using an age-appropriate developmental screening tool (e.g. Ages & Stages, Brigance, DIAL-3, etc.). In the event that a developmental screening (conducted in association with any First Steps-funded program) indicates a possible developmental delay, the vendor shall collaborate with parents/guardians to seek the consensual provision of these results to: (a) the child's pediatric care provider, and (b) either BabyNet (ages 0-3) or the child's zoned school district and Disabilities and Special Needs Board (ages 3-5) for additional diagnostic evaluation. Vendors shall maintain (within the First Steps Data Collection System) referral records to include information on the outcome/disposition of each First Steps-initiated referral.
- Partnerships and their funded vendors 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. Active and sustained efforts to connect client families to pediatric medical homes shall be a priority.

#### **c) Staff Qualifications and Training:**

- All PCHP Home Visitors must possess at least 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.. Each PCHP educator shall meet the minimum education requirements above and be trained and supervised by a site

- coordinator approved by the PCHP National Center.
- PCHP vendors must each employ at least one Site Coordinator trained by the PCHP National Center or a certified local trainer (with sites serving 60 or more families employing a second Site Coordinator).
- Each home visitor shall successfully complete at least two hours of weekly professional development/training and supervision meetings from the site Coordinator. Each home visitor shall maintain annual re-certification in the Keys to Interactive Parenting Scale (KIPS).

**d) Ongoing Program Quality Assessment:**

- PCHP vendors shall utilize *Parent and Child Together (PACT) Observations* to guide family goal setting and evaluate changes in parent behavior, as required, report all required data within the national PCHP Management Information System and administer the *Evaluation of Child Behavior Traits (CBT)* as required.
- Each participating PCHP program shall convene a supervisory meeting of all pertinent program/vendor 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.

**e) Family Assessment and Goal Setting:**

- Partnerships or PCHP Vendors shall utilize the PCHP family-centered assessment and/or other formal and informal needs assessments to refer/ link families to additional interventions as necessary and beneficial – either simultaneously or as part of a planned, multi-year service continuum.
- All parenting and family strengthening vendors shall develop well-documented Family Goal Plans between the home visitor and families (using the SCFS-issued template if needed) within 3 months of the enrollment of each within the program, and subsequently update these plans at least semi-annually to gauge progress and goal attainment.

**f) Integrated Service Delivery:**

- Partnerships shall utilize the Life Skills Progression and/or other formal and informal needs assessments to refer/ link families to additional interventions as necessary and beneficial – either simultaneously or as part of a planned, multi-year service continuum.

**3. ASSESSMENT AND DATA SUBMISSION:**

- All First Steps-funded vendors shall complete, at minimum, baseline and post assessments of the *primary adult client* identified within each enrolled case using the Keys to Interactive Parenting Scale (KIPS). The *initial KIPS* should be completed within 45 days of enrollment if the child is older than 2 months; if less than 2 months old at enrollment, the initial KIPS should be done immediately after (not before) the child's 2-month birthday.
  - Thereafter, KIPS should be done at the following intervals during the first program year of enrollment: A 2<sup>nd</sup> KIPS should be done before the current year's data deadline if the case was enrolled by December 31 AND the child was age-eligible for KIPS by December 31. If not, then a 2<sup>nd</sup> KIPS is not required for data compliance, but highly recommended if there is any reason to believe the family may leave the program before the next program year starts.
  - For the 2<sup>nd</sup> and subsequent years of enrollment, KIPS needs to be scheduled for the beginning and end of the program year (prior to the data deadline), IF the case only received one KIPS during the first year of enrollment. If the case received 2 or more KIPS during the first year of enrollment, only one KIPS is required per year thereafter.
  - Regardless of how long a family has been served, or how long it has been since the family last received a KIPS, it is important to assess the family one final time within 30 days of exiting the program, if possible.
- In addition to the KIPS, each family containing children aged 30 months or older shall have



their interactive literacy behaviors assessed by a trained evaluator using the Adult-Child Interactive Reading Inventory (ACIRI). Each family educator making use of the ACIRI shall document his/her attendance at a First Steps sponsored training on the instrument. An initial ACIRI shall be performed within 45 days of enrollment if the child is 30 months or older; if less than 30 months old at enrollment, the initial ACIRI should be done immediately after (not before) the child's 30-month birthday.

- Thereafter, ACIRI should be done at the following intervals during the first program year of enrollment: A 2<sup>nd</sup> ACIRI should be done before the current year's data deadline if the case was enrolled by December 31 AND the child was age-eligible for ACIRI by December 31. If not, then a 2<sup>nd</sup> ACIRI is not required for data compliance, but highly recommended if there is any reason to believe the family may leave the program before the next program year starts.
- For the 2<sup>nd</sup> and subsequent years of enrollment, an ACIRI needs to be scheduled for the beginning and end of the program year (prior to the data deadline) IF the case only received one ACIRI during the first year of enrollment. If the case received 2 or more ACIRI during the first year of enrollment, only one ACIRI is required per year thereafter.
- Regardless of how long a family has been served, or how long it has been since the family last received a ACIRI, it is important to assess the family one final time within 30 days of exiting the program, if possible.
- SC First Steps may conduct randomized KIPS/ACIRI reliability monitoring. Sample client videos may be requested for confidential scoring review and shall be maintained on site for potential review for a period spanning four months from the date of original administration.
- Note that both the KIPS and ACIRI are utilized as assessments of adult behaviors and thus need not be completed with each adult-child pairing in the household. Post assessments should, however, assess the interactions of the same adult-child pairing observed during the baseline assessment.
- Client demographic, program, referrals, connections to services, screening and assessment data shall be collected within the First Steps Data Collection System (FSDC).

# FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS EARLY STEPS TO SCHOOL SUCCESS (213)

## REQUIREMENTS FOR FY19:

### SCFSBOT Designation: Evidence-Based

***First Steps' parent home visitation strategies are designed to equip adult clients with the knowledge and skills necessary to promote the school readiness, healthy development and long-term success of their preschool-aged children. Partnerships funding these strategies shall ensure vendor compliance with each of the following:***

Partnerships funding Early Steps to School Success shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines. Fidelity of implementation in SC includes meeting ESSS requirements along with a few SC-specific additions. The following standards include a mix of both; however, the inserted ESSS fidelity requirements are included for clarity.

### **1) TARGETING:**

#### **a) Targeting Clients At-Risk Of Early School Failure**

At least 60% of home visitation clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
  - Low birth weight (under 5.5 lbs.) in association with serious medical complications
  - English is not primary language spoken in the home, when combined with one or more additional risk factors
  - Single parent household and has need of other services
  - Transient/numerous family relocations and/or homeless
  - Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
  - Death in the Immediate Family (death of a parent/caregiver or sibling)
  - Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)

#### **b) Targeting By Age (Early Intervention)**

ESSS home visitation is designed for expectant mothers and/or children under 36 months of age. Supplemental group meetings and transition activities may be incorporated for children older than 36 months.

### **c) Client Retention**

In order for home visitation to be effective, it is critical that client families remain in the program long enough to benefit from the planned intervention. Each partnership will be required to demonstrate its successful, long-term retention of 75% of its home visitation clients across nine or more months of program participation. ESSS vendors shall provide services to families for 12 months in a program year.

## **2) SERVICE DELIVERY:**

### **Fidelity to a published, research-based model**

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded parenting/family strengthening strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

#### **a) Home Visit Intensity and Delivery:**

- Programs shall match the intensity of their service delivery to the specific needs of each family, with no client offered less than 2 visits monthly. Clients identified as possessing two (2) or more board-approved risk factors shall receive home visitation 2 times per month. (For purposes of grant renewal, conditional approvals may be issued to Partnerships averaging fewer than 2.0 visits per family, per month.) For each family served, 1.8 average is considered the minimal threshold for visits per month, 2.0 is the targeted expectation, and 2.5 and above is considered outstanding service delivery.
- While the ESSS model is ideally suited for delivery within the home (and home-based visitation 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. The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of clients is maintained. Regardless of location, all visits must be one-on-one (ESSS visits may not be delivered in group settings), entail the use of model-specific lesson plans, and last at least one hour per visit for 24 hours of home visits per program year.
- Data on each home visit shall be entered into the ESSS data system and the First Steps data system each week by the following Monday, close of business. Every home visitor is required to have 20 children enrolled per model standards. (Up to 30 additional children per home visitor may participate in the model's group meetings and transition activities (book bag exchange) for children older than 36 months.)

#### **b) Group Meetings:**

- At least one parent education group meeting shall be offered each month (12 per year, per vendor or area of service if large program) for parents receiving home visits and those participating in the three-year-old book bag exchange.

#### **c) Screenings and Referrals:**

- Vendors shall document the completion of the ESSS HOME assessment within 90 days of enrollment and at least annually thereafter
- Vendors shall seek to ensure that each participating client family is connected with a pediatric medical home and other community services as appropriate.
- Each client child shall be assessed using an age-appropriate developmental screening tool (e.g. Ages & Stages, Ages and Stages- SE, Brigance, DIAL-3, etc.). In the event that a developmental screening (conducted in association with any First Steps-funded program) indicates a possible developmental delay, the vendor shall collaborate with parents/guardians to seek the consensual provision of these results to: (a) the child's pediatric care provider, *and* (b) either BabyNet (ages 0-3) or the child's zoned school district and Disabilities and Special Needs Board (ages 3-5) for additional diagnostic evaluation. Vendors shall maintain (within each client file) referral records to include information on the outcome/disposition of each First Steps-initiated referral.
- Partnerships and their funded vendors 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. Active and sustained efforts to connect client families to pediatric medical homes shall be a priority.

**d) Staff Qualifications and Training:**

- Each home visitor in a First Steps-funded ESSS program shall successfully complete at least four hours minimum 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 on-site by each vendor.
- Each Home Visitor shall maintain annual re-certification in the Keys to Interactive Parenting Scale (KIPS).

**e) Ongoing Program Quality Assessment:**

- ESSS vendors shall utilize the PPVT and HOME Inventory as prescribed by the Early Steps National Model and any other quality assessments as required for evaluation.
- Each ESSS program shall convene a supervisory meeting of all pertinent program/vendor 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.

**f) Family Goal Plans:**

- All home visitors shall develop well-documented Family Goal Plans between the home visitor and families within 3 months of the enrollment and subsequently update these plans at least semi-annually to gauge progress and goal attainment.

**g) Integrated Service Delivery:**

- Partnerships shall utilize the ESSS HOME assessment and Risk and Resource assessment to refer/ link families to additional interventions as necessary and beneficial – either simultaneously or as part of a planned, multi-year service continuum.

**3. ASSESSMENT AND DATA SUBMISSION:**

- All First Steps-funded vendors shall complete, at minimum, baseline and post assessments of the *primary adult client* identified within each enrolled case using the Keys to Interactive Parenting Scale (KIPS). The initial KIPS should be completed within 45 days of enrollment if the child is older than 2 months; if less than 2 months old at enrollment, the initial KIPS should be done immediately after (not before) the child's 2-month birthday.
  - Thereafter, KIPS should be done at the following intervals during the first program year of enrollment: A 2<sup>nd</sup> KIPS should be done before the current year's data deadline if the case was enrolled by December 31 AND the child was age-eligible for KIPS by December 31. If not, then a 2<sup>nd</sup> KIPS is not required for data compliance, but highly recommended if there is any reason to believe the family may leave the program before the next program year starts.
  - For the 2<sup>nd</sup> and subsequent years of enrollment, KIPS needs to be scheduled for the beginning and end of the program year (prior to the data deadline), IF the case only received one KIPS during the first year of enrollment. If the case received 2 or more KIPS during the first year of enrollment, only one KIPS is required per year thereafter.
  - Regardless of how long a family has been served, or how long it has been since the family last received a KIPS, it is important to assess the family one final time within 30 days of exiting the program, if possible.
- In addition to the KIPS, each family must be assessed with the HOME Inventory per ESSS model requirements.
- SC First Steps may conduct randomized KIPS reliability monitoring. Sample client videos may be requested for confidential scoring review and shall be maintained on site for potential review for a period spanning four months from the date of original administration.
- Note that the KIPS is utilized as an assessment of adult behaviors and thus need not be completed with each adult-child pairing in the household. Post assessments should, however, assess the interactions of the same adult-child pairing observed during the baseline assessment.
- Client demographic information, home visit dates and durations, developmental screening results and KIPS assessment data shall be collected within the First Steps Data Collection System (FSDC).

**SEE ATTACHMENT 2 FOR A COPY OF ESSS STANDARDS.**

## FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS NURSE-FAMILY PARTNERSHIP (214)

### REQUIREMENTS FOR FY19:

#### SCFSBOT Designation: Evidence-Based

Partnerships funding Nurse Family Partnership (NFP) strategies shall work in collaboration with SC First Steps (in its capacity as South Carolina's NFP sponsor agency) to ensure full compliance with national model guidelines. Fidelity of implementation includes, but is not limited to:

- 1) **TARGETING:** First time, low-income mothers (Medicaid eligible or a family income not to exceed 185% of the federal poverty definition).
- 2) **DATA COLLECTION:** Full client and visit data will be submitted via the NFP Efforts to Outcomes (ETO) system, per model guidelines.
- 3) **TRAINING/PROFESSIONAL DEVELOPMENT:** Nurses and supervisory staff will complete all required training, prior to the provision of service and participate in professional development as required by the NFP National Service Office.
- 4) **CURRICULAR FIDELITY:** Nurse Family Partnership services will be delivered with fidelity to each of the model's 18 model elements as defined by the Nurse Family Partnership National Service Office.

Partnerships also may support the NFP strategy by providing indirect support. Examples of this type of support include providing funding to support NFP events/celebrations for clients; material needs for clients such as diapers, formula, hygiene items, and developmentally appropriate toys or books.

## FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS DOLLY PARTON IMAGINATION LIBRARY (212)

### REQUIREMENTS FOR FY19:

#### SCFSBOT Designation: Evidence-Based

##### 1) ~~1)~~ Client Targeting

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 (Samiei et al, 2016).

##### 2) ~~8792%~~ Books Rule

Partnerships administering an Imagination Library strategy must devote 8792% or more of strategy funds to the procurement of books. Programs seeking a waiver of this 138% cap on non-book related spending must petition the State Board of Trustees, providing a detailed accounting of all strategy-related spending.

##### 32) Use DPIL as a Supplement to More Comprehensive Interventions

Because the Imagination Library incorporates a low-intensity, passive service delivery model it should be used to supplement more comprehensive forms of service as possible. 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 or scholarships may be linked for credit.

##### 43) Solicitation of Community Support (~~2550%~~ Match Requirement)

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 - ~~As dollar-for-dollar, cash match of at least 25% is required for any state funds committed to the DPIL strategy. (e.g. No more than 7550% of the Partnership's total DPIL budget may be derived from state~~

funding.)

#### 54) Data Collection

DPIL strategies shall enter monthly outputs data into the FSDC. Partnerships ~~are expected to~~ shall keep an electronic record of DPIL families with, at minimum, the child's full name and birthdate, the family's contact information, and beginning and ending dates of program participation and make this electronic information available to SCFS for evaluation purposes upon request. It is recommended that partnerships also administer a survey or other instrument to track changes in home literacy practices. This instrument should be administered, at minimum, upon enrolling in DPIL and upon aging out or exiting the program.

REACH OUT AND READ (219) – to come June 2018

## FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS RAISING A READER-ENHANCED (218)

### REQUIREMENTS FOR FY19:

#### SCFSBOT Designation: Evidence-Based

#### SUMMARY:

The mission of Raising a Reader (RAR) is to engage families 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. It was been shown to be effective in increasing children's oral language and print knowledge when implemented in conjunction with parent literacy training. Its intended audience is young children and their caregivers and early childhood educators. Its central organizing components are informal professional development for early childhood educators, a weekly book rotation, parent engagement, child-driven literacy experiences, and library connections. RAR 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, child care, home visitation, or family literacy.

#### 1) TARGETING:

##### a) Targeting Clients At-Risk Of Early School Failure

At least 60% of clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

##### Readiness Risk Factors:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability

- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home, when combined with one or more additional risk factors
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)

The following conditions, while not considered part of SC First Steps' targeting criteria, are additional characteristics that can put children at potentially higher risk for early school failure:

**Additional high-risk characteristics tracked by First Steps-funded programs:**

- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

**c) Client Retention and Exit**

Raising a Reader-Enhanced is ongoing with no specific time frame for center involvement; families are involved in RAR for as long as their child(ren) are enrolled in the host program.

**2) SERVICE DELIVERY:**

**Fidelity to a published, research-based model**

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

**a) Intensity and Delivery:**

- Obtain and maintain affiliate status with the program model.
- Service is to be delivered following program standards and including the parent literacy training component, described below
- Delivery of the book rotation and classroom activities take place in the host program, for example, child care centers, Head Start, preschools. Parent literacy training can occur in a setting that is feasible for activities (see below). The Raising a Reader curriculum must be used to plan, deliver, follow up and monitor program activities
- As per the RAR Affiliate Agreement, RAR red book bags with 3 – 4 books (depending on the age of the child) each rotate to children's homes every week.
- Trained RAR implementers report to the RAR coordinator and maintain responsibility for: 1) regular bag rotation, 2) being the primary contact with the parents, 3) assuring that children and families have meaningful contact with libraries 4) parent literacy trainings being conducted as described below, and 5) collecting data under the supervision of the RAR coordinator
- Data on program activities (other than home visits) shall be entered into the FSDC client database system within 30 days of completion. Home visits shall be entered within 14 days. In the event that the Partnership has identified an individual responsible for all client data entry, vendors shall formally submit this information to the Partnership within this same 30 day window for subsequent entry (14 days for home visits).

**b) Group Connections or Other Supporting Activities:**

- The parent literacy component of RAR consists of parent instruction in shared reading techniques and time for parents to practice the new techniques with their own children
- Minimum of 5 parent sessions per year which includes 30 min of didactic and demonstrative instruction and 30 minutes for parents to practice reading to their children using the new shared reading techniques learned in training.



Include any supplemental activities of the program that are in addition to the program's core service, if applicable (example: group connections for PAT). Do not include screenings, referrals, or assessments as they are included elsewhere in the standards.

**c) Screenings and Referrals:**

- Client screenings and referrals based on screening results shall be entered into the FSDC within 30 days of the event.

**d) Integrated Service Delivery and Connections to Resources:**

- The RAR coordinator assures that families are meaningfully connected to the library by ensuring that parents receive information about the library and a library card application and are invited to attend a library event.
- Blue book bags (for carrying library books and gentle reminders for families to continue borrowing books and maintain book sharing routines) are introduced and provided to each child once during his/her participation in RAR.
- As part of the local First Steps partnership's core function as a local portal, 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.
- Given the risk factor profile of clients/families served by First Steps, it is expected that a **majority of clients** will be connected to services in addition to this program. Pre-existing connections made prior to the client's involvement with First Steps may count toward this standard.
- Attempted and successful connections (interventions and referrals), shall be entered into the FSDC within 30 days of the connection. Pre-existing connections should be entered within 30 days of client entry into the program.

**f) Staff Qualifications and Training:**

- As per the RAR Affiliate Agreement, all RAR coordinators must attend an RAR National Coordinator Training. All implementers must attend two trainings conducted by a coordinator. These trainings must include a kickoff orientation and implementer skill building training as outlined in the RAR Affiliate Agreement. All implementers must receive onsite coaching at least once a year as part of a coordinator site visit.
- Appropriate personnel should also be trained in any screenings or assessments used by the program.

**g) Ongoing Program Quality Improvement and Professional Development**

- The 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.,
- All coordinators will conduct two trainings for implementers each program year. As per the RAR Affiliate Agreement, the trainings are a Kickoff Orientation and Program and Skill Building Training.
- All RAR implementers are to receive onsite coaching at least once a year as part of a coordinator site visit. The RAR parent survey, site rubric and/or other tools can be used to assess implementation of the RAR program.

**3) ASSESSMENT:**

- First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
- Host programs in which RAR is being implemented should measure pre-to-post change in language and literacy outcomes, per the goals of the program model. The RAR Affiliate Agreement lists the following assessments as appropriate for use with the model: DIBELS, PPVT, Creative Curriculum, and PALS. Other assessments may be used as indicated by the host program's curriculum. Programs are also encouraged to use the Adult-Child Interactive Reading Inventory (ACIRI) as a means of assessing both parent and child changes in literacy behaviors.
- RAR Parent Surveys (baseline and follow-up) are to be administered to measure behavior change in parents and children.
- Home visitation strategies shall use the Keys to Interactive Parenting Scale (KIPS) and the Adult-Child Interactive Reading Inventory (ACIRI) in accordance with First Steps Program Standards. To request an exemption of this requirement, contact SC First Steps.



- Client assessments shall be entered in the FSDC within 30 days of administration.

#### **4) DATA SUBMISSION:**

Contact SC First Steps to create a data submission plan for this program, including data to be entered in the First Steps Data Collection system (FSDC). Both outputs data and/or cases data may be required, depending on the setting(s) in which RAR is implemented. Data submission requirements may be modified based on the program model's activities, screenings and assessments vs. the data entry fields available in the FSDC.

## **FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS LENA: LANGUAGE ENVIRONMENT ANALYSIS-HOME (224)**

### **REQUIREMENTS FOR FY19:**

#### **SCFSBOT Designation: Evidence-Based**

#### **SUMMARY:**

Language Environment Analysis (LENA) Home is a home visitation and online parenting intervention intended for parents of young children that has been shown to improve children's language ability. In the case of parents with below average ratings on automated language measures, they demonstrated significant improvement. LENA Home was designed to supplement other parenting home visitation programs to supplement the curriculum, but it can be implemented as a stand-alone strategy.

#### **1) TARGETING:**

##### **a) Targeting Clients At-Risk Of Early School Failure**

At least 60% of home visitation clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

##### **Readiness Risk Factors:**

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home, when combined with one or more additional risk factors
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)

- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)

The following conditions, while not considered part of SC First Steps' targeting criteria, are additional characteristics that can put children at potentially higher risk for early school failure:

**Additional high-risk characteristics tracked by First Steps-funded programs:**

- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

**b) Additional Targeting Criteria**

LENA has been found to be particularly effective for parents with below average ratings on automated language measures, they demonstrated significant improvement. Examples would be parents with limited vocabulary and those who do not engage in conversation (turn taking) with their young children.

**c) Client Retention and Exit**

LENA-Home is a 10-session home visitation program.

**2) SERVICE DELIVERY:**

**Fidelity to a published, research-based model**

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

**a) Intensity and Delivery:**

- As per the implementation method that demonstrated desired outcomes, the LENA strategy is to be implemented, at a minimum, as a, 3-month intensive feedback and support program for parents utilizing LENA for in-home audio recording and reports. Home visits are to be conducted weekly.
- Feedback and support during implementation must include (a) LENA-based feedback reports for parents regarding their home language environments, (b) educational materials providing information to parents on improving their child's language environment, and (c) coaching support by a trained staff member.
- Services are to be delivered in the families' homes
- The LENA Home program provides an outline curriculum to be implemented for the home visits.
- Data on program activities (other than home visits) shall be entered into the FSDC client database system within 30 days of completion. Home visits shall be entered within 14 days. In the event that the Partnership has identified an individual responsible for all client data entry, vendors shall formally submit this information to the Partnership within this same 30 day window for subsequent entry (14 days for home visits).

**c) Screenings and Referrals:**

- Client screenings and referrals based on screening results shall be entered into the FSDC within 30 days of the event.

**e) Integrated Service Delivery and Connections to Resources:**

- As part of the local First Steps partnership's core function as a local portal, 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.
- Given the risk factor profile of clients/families served by First Steps, it is expected that a **majority of clients** will be connected to services in addition to this program. Pre-existing connections made prior to the client's involvement with First Steps may count toward this standard.
- Attempted and successful connections (interventions and referrals), shall be entered into the FSDC within 30 days of the connection. Pre-existing connections should be entered within 30 days of client entry into the program.

**f) Staff Qualifications and Training:**

- LENA requires online training (in the form of a webinar) to review the LENA program.
- Because the LENA training is relatively brief and because the curriculum is in the form of a brief outline, it is strongly recommended that staff implementing LENA Home also have at least two years of experience in home visitation.

### **3) ASSESSMENT:**

- First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
- Parent surveys, provided by LENA, that assess child language-focused questionnaires are administered, at a minimum, at baseline (just after recruitment) and then at 3-month intervals.
- Measures of the home language environments are obtained with the LENA software. They are standardized scores for: 1) the number of adult words spoken near the children daily (AWC), 2) the number of conversational turns (CTs) engaged in with the children daily, and 3) time spent reading daily.
- Home visitation strategies shall use the Keys to Interactive Parenting Scale (KIPS) and the Adult-Child Interactive Reading Inventory (ACIRI) in accordance with First Steps Program Standards. To request an exemption of this requirement, contact SC First Steps.
- Client assessments shall be entered in the FSDC within 30 days of administration.

### **4) DATA SUBMISSION:**

- Client information, risk factors, LENA visits and LENA software measures are to be entered in the Cases Data section of the FSDC.

## **FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS FAMILY LITERACY MODEL (211)**

### **REQUIREMENTS FOR FY19:**

#### **SCFSBOT Designation: Evidence-Informed**

(Early childhood education and parent education components may be considered Evidence-Based if the component adheres to a program designated as evidence-based by the SC First Steps Board of Trustees. Those evidence-based components shall be funded and reported under their respective early education and parenting program codes.)

Partnerships supporting comprehensive Family Literacy models within public school district settings or other public or private settings shall ensure that each vendor delivers a four component Family Literacy Model, including: 1) Parent Education, 2) Adult Education, 3) Early Childhood Education and 4) Parent/Child Interaction. Qualified families shall participate in all four components.

#### **1) TARGETING:**

**a) Targeting Clients At-Risk Of Early School Failure (Adult shall have one or more preschool-aged child or is pregnant and expecting a child at the time of enrollment into the program)**

At least 80% of FL clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)

- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications
- English is not primary language in the home
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)

#### **b) Client Retention**

In order for a family literacy model to be effective, it is critical that client families remain in the program long enough to benefit from the planned intervention. Each partnership will be required to demonstrate its successful, long-term retention of 75% of its family literacy clients with both parent and child each receiving 120 hours of program participation. If one component is completed, such as the adult GED, in a shorter time span than the family shall continue to participate in the other three components for as long as needed (based on a family needs assessment.)

## **2) SERVICE DELIVERY:**

### **Fidelity to a published, research-based model for Family Literacy**

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded family literacy strategy is implemented with fidelity to a published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

#### **a) Parent Education:**

- Programs shall match the intensity of their service delivery to the specific needs of each family with a minimum of 2 contacts per month. This component shall be delivered using an approved, evidence-based/parent education model. Approved models are EHS, PAT, Triple P, Incredible Years or other evidence based curriculum model. Clients identified as possessing two (2) or more board-approved risk factors shall receive services as the needs and availability of the family dictates with a minimum of 2 contacts per month.
- At least one parent education large group meeting/training shall be offered each month (per vendor or area of service if large program).

#### **b) Adult Education:**

- The adult/parent client(s) shall participate in an Adult Education Program recognized by the South Carolina Department of Education.
- Participation is desirable until the GED, High School Diploma or other educational goal is obtained.
- The adult/parent client shall work independently with guidance and support from an Adult Ed Teacher or staff that meets requirements of SCDE, within the classroom setting at an individualized pace.

#### **c) Early Childhood Education:**

- The preschool child client shall be enrolled in a quality early childhood education program (preferably on location where the adult education class is conducted). A quality early childhood

education program is defined as a program that is DSS licensed and exceeds minimum licensing requirements (participating in the ABC quality Program at a level B or higher) or has a DSS waiver of approval. If a DSS waiver is granted then a quality environment rating assessment needs to be done as well by a trained ERS evaluator. The Partnership Board may – upon the provision of written consent from SCFS - waive this requirement in the event that programs meeting this definition are geographically distant or unavailable to individual recipients.

**d) Parent/Child Interaction:**

- The adult/child client pair shall participate in a planned monthly interactive literacy play session. This shall occur in the child's classroom, home, or family resource center at a regular time designated by early education staff for parents to come and interact with their child.
- Interactive sessions may include "child's choice of play" within the classroom learning centers. This open choice play shall last for approximately 30-45 minutes. The final 15 minutes shall include a planned literacy activity led by early education staff, librarian, community visitor, or parents and shall include such literacy activities as singing songs, finger-plays, stories, literacy games, etc. that is appropriate for the age of the child.

**e) Developmental Screenings and Referrals:**

- First Steps Partnership funding a Family Literacy Strategy shall ensure the completion of an age-appropriate developmental screening for each preschool child within the client family within 90 days of enrollment with results being shared with parents. This screening may be conducted by the partnership, the early education provider, the parent educator or other community partner as local needs and resources dictate. Examples of most commonly used tools for screening are Ages & Stages-3, Brigance, DIAL-3, etc.
- In the event that a developmental screening indicates a possible developmental delay, the vendor shall collaborate with parents/guardians to seek the consensual provision of these results to: (a) the child's pediatric care provider, *and* (b) either BabyNet (ages 0-3) or the child's zoned school district and Disabilities and Special Needs Board (ages 3-5) for additional diagnostic evaluation. Vendors shall maintain (within each client file) referral records to include information on the outcome/disposition of each First Steps-initiated referral.
- Partnerships and their funded vendors 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. Active and sustained efforts to connect client families to pediatric medical homes shall be a priority.

**f) Family Assessment and Goal Setting:**

- Family Literacy Vendors shall use a family needs assessment to determine the priority needs of the clients being served. The Life Skills Progression is a preferred option; however a tool currently being used by a Family Literacy Program may be used.
- Vendors shall develop family service plans within 3 months of enrollment and subsequently update these plans every 6 to 12 months to gauge progress and goal attainment.

**3) ASSESSMENT AND DATA SUBMISSION:**

- a) All First Steps-funded vendors shall 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) and/or the BEST Plus (Basic English Skills Test). The testing schedule should align with adult education assessment policy as set by SCDE.
- b) In addition to the TABE and/or the BEST plus each family shall be assessed using a nationally recognized parenting assessment within 45 days of enrollment. This should be conducted again after 6 to 9 months. The assessment tool should be one that the evidence based parenting model recognizes as acceptable for their model's evaluation of parenting outcomes. Or, the program may opt to use the KIPS (Keys to Interactive Parenting Scale) to measure parenting behaviors.
- c) Each focus child shall have their emerging literacy skills assessed (pre- and post-, with the PPVT (Peabody Picture Vocabulary Test). The assessment shall be conducted by a trained assessor. This is initially done when the child reaches 36 months old and then yearly thereafter. Or, the program may opt to use the ACIRI (beginning at 30 months) to assess the parent/child interactive literacy skills.
- d) Client demographic and all assessment and screening data shall be collected within the First Steps Data Collection System (FSDC). If the partnership funds ONLY the parent education component of Family Literacy as an evidence-based model, that client data shall be entered in the FSDC under the

respective parenting program code; otherwise, client data and participation in parenting activities will be entered under the Family Literacy program code (211) and connections entered to other program components funded by the local partnership. For budget purposes, early education expenditures, if evidence-based, should be separated into the appropriate Early Education program code but separate cases data entry outside of 211 is not required.

- e) Adult Outcomes for graduation with a GED, HS diploma or other educational achievement shall be documented within the FSDC as well.

## FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS NUTURING PARENTING (223)

### REQUIREMENTS FOR FY19:

#### SCFSBOT Designation: Evidence-Based

First Steps' parent home visitation strategies are designed to equip adult clients with the knowledge and skills necessary to promote the school readiness, healthy development and long-term success of their preschool-aged children. Partnerships funding these strategies shall ensure vendor compliance with each of the following:

The First Steps funded Nurturing Parenting 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 group-based parenting groups through prevention education, prevention intervention, and comprehensive programs. Multiple Nurturing Parenting Programs have been developed for various age groups and family circumstances. These include Nurturing Program for teen parents and their young children and the Nurturing Fathers program.

#### 1) TARGETING:

##### a) Targeting Clients At-Risk Of Early School Failure

At least 60% of clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

##### Readiness Risk Factors:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home, when combined with one or more additional risk factors
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)



- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)

The following conditions, while not considered part of SC First Steps' targeting criteria, are additional characteristics that can put children at potentially higher risk for early school failure:

**Additional high-risk characteristics tracked by First Steps-funded programs:**

- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

**b) Additional Targeting Criteria**

Families with children prenatal up to five years of age will be provided services.

**c) Client Retention and Exit**

In order for home visitation to be effective, it is critical that client families remain in the program long enough to benefit from the planned intervention. Each partnership will be required to demonstrate its successful, long-term retention of 75% of its clients across their pre-determined program duration.

The number of sessions or weeks in the program will vary be based on the initial assessment of the family when they begin program services. Sessions may be group-based, individualized or home visitation. The following are the programs offered and their duration:

- Primary – Prevention Education Program – 5 to 18 sessions
- Secondary – Prevention Invention Program – 12 to 20 sessions
- Tertiary – Prevention Treatment Program – 15 to 27 sessions
- Comprehensive Programs – 27 to 55 sessions

**2) SERVICE DELIVERY:**

**Fidelity to a published, research-based model**

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

**a) Intensity and Delivery:**

- Programs shall offer group-based or individualized services weekly, and home visitation shall be offered twice each month. The duration of the services will vary based on the above specified model that is determined at the time of intake. Group sessions shall last from 1.5 hours to 3 hours, and individualized sessions and home visits are from 50 to 90 minutes.
- Services participating families receive are based on the initial intake assessment and which program model is chosen for the family. If the family is on the waiting list for services, they will be directed to other program services offered by the Partnership.
- Services will be offered in the home for home visitation and outside of the home for group-based or individualized services.
- The Nurturing Parenting Program Curriculum will be utilized for all program services.
- Data on program activities (other than home visits) shall be entered into the FSDC client database system within 30 days of completion. Home visits shall be entered within 14 days.

**b) Screenings and Referrals:**

- Client screenings and referrals based on screening results shall be entered into the FSDC within 30 days of the event.
- Program staff shall seek to ensure that each participating client family is connected with a pediatric medical home and other community services as appropriate.
- Each client child shall be assessed using the age-appropriate developmental screening tools Ages & Stages 3 and Ages and Stages SE2 within 90 days of enrollment. In the event that a developmental screening (conducted in association with any First Steps-funded program) indicates a possible developmental delay, the vendor shall collaborate with parents/guardians to seek the consensual provision of these results to: (a) the child's pediatric care provider, and



(b) either BabyNet (ages 0-3) or the child's zoned school district and Disabilities and Special Needs Board (ages 3-5) for additional diagnostic evaluation. Vendors shall maintain (within the First Steps Data Collection System) referral records to include information on the outcome/disposition of each First Steps-initiated referral.

**c) Goal Setting and Progress Monitoring:**

- All program staff shall develop a well-documented Family Goal Plan within three months of the enrollment and subsequently update these plans at least semi-annually to gauge progress and goal attainment.

**d) Integrated Service Delivery and Connections to Resources:**

- Partnerships shall utilize the Nurturing Skills Competency Scale to assess the family and then to refer/ link families to additional interventions as necessary and beneficial – either simultaneously or as part of a planned, multi-year service continuum.
- As part of the local First Steps partnership's core function as a local portal, 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.
- Given the risk factor profile of clients/families served by First Steps, it is expected that a majority of clients will be connected to services in addition to this program. Pre-existing connections made prior to the client's involvement with First Steps may count toward this standard.
- Attempted and successful connections (interventions and referrals), shall be entered into the FSDC within 30 days of the connection. Pre-existing connections should be entered within 30 days of client entry into the program.

**e) Staff Qualifications and Training:**

- All program staff and supervisors in SC must possess at least a two-year degree in early childhood education or a closely related field and document successful completion of the certification in the Nurturing Parenting Program or previous experience with providing home visits or teaching parenting groups.
- All program staff will be trained in the Ages and Stages Questionnaire 3 and Ages and Stages SE SE2 Developmental Screenings.
- All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI) and the Nurturing Skills Competency Scale (NSCS).
- All program staff will be trained with the Visit Tracker Web-Based Family Contact Management System.

**f) Ongoing Program Quality Improvement and Professional Development**

- Supervisors 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.
- Client case files are reviewed quarterly to ensure program fidelity to the model.
- Supervisors shall attend home visits with each program staff member at least twice each program year and observe parenting groups bi-monthly.

**3) ASSESSMENT:**

- First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
- Parents will complete the Adult-Adolescent Parenting Inventory (APPI) to assess the child rearing attitudes of the parents, with a pretest upon starting the program services, and a post test annually or prior to leaving the program services.
- 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 upon starting the program services, and a post test annually or prior to leaving the program services. The Long Version of the NSCS assessment will be utilized with all families.

**4) DATA SUBMISSION:**

- Program staff will enter home visitation and group-based data into Visit Tracker Web-Based Family Contact Management System.

- [Program staff will enter each family's case into the First Steps Data Collection System \(FSDC\) for home visitation and parenting groups. Client demographic data, visits and group connections, program referrals, connections to services, screenings, assessments and family needs assessment data shall be collected within the FSDC.](#)

# FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS POSITIVE PARENTING PROGRAM (TRIPLE P) LEVELS 3 & 4 (222)

## REQUIREMENTS FOR FY19:

### SCFSBOT Designation: Evidence-Based

#### **SUMMARY:**

Triple P-Positive Parenting Program is a system of parent training programs designed for parents of children ages birth to 12 years. The evidence-based Levels are 3 and 4. Level 3 (brief intervention) Triple P is narrow focus parenting skills training for parents of a child with mild behavioral challenges. Its purpose is to teach parents to manage discreet chi problem behavior. Level 4 (intensive intervention) Triple P is a broad-based parent training skills curriculum for families whose children have multiple behavior challenges that are interfering with the child's functioning across multiple settings. Level 4 can be delivered for individual families or in group sessions. Level 4 Triple P (intensive) is the acceptable version of the model for the purposes of offering evidence-based parent education as part of a four-part Family Literacy program.

#### **1) TARGETING:**

##### **a) Targeting Clients At-Risk Of Early School Failure**

At least 60% of clients (80% if integrated with Family Literacy) shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

##### **Readiness Risk Factors:**

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home, when combined with one or more additional risk factors
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)

The following conditions, while not considered part of SC First Steps' targeting criteria, are additional characteristics that can put children at potentially higher risk for early school failure:

**Additional high-risk characteristics tracked by First Steps-funded programs:**

- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

**c) Client Retention and Exit**

Level 3 Triple P is targeted counseling for parents that consists of a brief program (about 80 minutes over four sessions). Level 4 is delivered in 10 sessions for an individual family, or in group-based sessions over an 8-week period.

**2) SERVICE DELIVERY:**

**Fidelity to a published, research-based model**

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

**a) Intensity and Delivery:**

- Obtain Triple P accreditation; the training and accreditation takes 6 to 8 weeks.
- Level 3 Triple P generally consists of four 20 or 30-minute sessions over 1 – 2 months or a single session 2-hour group discussion. Level 4 is ten individualized 1-hour weekly sessions or five 2 hour group sessions plus three 20 minute individual telephone consultations.
- The Triple P curriculum will be implemented as outlined in the Triple P Practitioner's Manual
- Data on program activities (other than home visits) shall be entered into the FSDC client database system within 30 days of completion. Home visits shall be entered within 14 days. In the event that the Partnership has identified an individual responsible for all client data entry, vendors shall formally submit this information to the Partnership within this same 30 day window for subsequent entry (14 days for home visits).
- Level 3 group sessions should not exceed 10 parents. Level 4 group sessions should not exceed 12 parents.

**c) Screenings and Referrals:**

- Client screenings and referrals based on screening results shall be entered into the FSDC within 30 days of the event.

**e) Integrated Service Delivery and Connections to Resources:**

- Intake forms (provided with the Triple P manual) must be completed with the parent (and, as appropriate, with the child, teacher, etc.) prior to the implementation of Triple P.
- As part of the local First Steps partnership's core function as a local portal, 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.
- Given the risk factor profile of clients/families served by First Steps, it is expected that a **majority of clients** will be connected to services in addition to this program. Pre-existing connections made prior to the client's involvement with First Steps may count toward this standard.
- Attempted and successful connections (interventions and referrals), shall be entered into the FSDC within 30 days of the connection. Pre-existing connections should be entered within 30 days of client entry into the program.

**f) Staff Qualifications and Training:**

- To deliver Triple P Interventions, providers must have a background in child development or family functioning, and have completed both training and accreditation in the program they wish to deliver (i.e. Level 3 or 4). All training and materials to deliver the program to parents must be obtained through Triple P America, the organization responsible for training and dissemination of Triple P in

the United States.

### **3) ASSESSMENT:**

- First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
- Self-report measures are provided within the Triple P model. They are to be administered prior to Session 1 (Family Background Questionnaire and Assessment Booklet One) and immediately following termination (Assessment Booklet Two). Both Assessment Booklets include measures of child behavior and adjustment, parenting style and confidence, conflict over parenting and relationship functioning (for two-parent families), parent's personal adjustment, and family functioning.
- Home visitation strategies shall use the Keys to Interactive Parenting Scale (KIPS) and the Adult-Child Interactive Reading Inventory (ACIRI) in accordance with First Steps Program Standards. To request an exemption of this requirement, contact SC First Steps. Family Literacy programs shall comply with the model's assessment requirements, per the First Steps Program Standards.
- Client assessments shall be entered in the FSDC within 30 days of administration. Three Triple P self-report measures are available for entry in the FSDC: Parenting Scale, Depression/Anxiety/Stress Scale, and Parenting Tasks Checklist.

### **4) DATA SUBMISSION:**

- Cases data in the FSDC is expected. Contact SC First Steps to create a data submission plan for this program, including data to be entered in the First Steps Data Collection system (FSDC). Data submission requirements may be modified based on the program's integration with other strategies and the program model's activities, screenings and assessments vs. the data entry fields available in the FSDC.

## **FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS EARLY IDENTIFICATION AND REFERRAL (909)**

### **REQUIREMENTS FOR FY19:**

#### **SCFSBOT Designation: Evidence-Based**

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

Use of validated screening tools improves detection rates, as compared to informal judgment alone. Important components are: 1) surveillance (systematic monitoring through repeated screenings over time and as necessary to assure that screening results are current and accurate), and 2) navigational support (guiding families through institutional processes to obtain needed services).

#### **TARGETING:**

##### **Targeting Clients At-Risk Of Early School Failure**

Early Identification and Referral (EI&R) shall be targeted toward families of children with suspected developmental delays. Priority shall be given to:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible

- clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications
- English is not primary language spoken in the home, when combined with one or more additional risk factors
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)

## **2) SERVICE DELIVERY:**

- Screenings:
  - Any child ages birth to 5 years with suspected delays in development shall be screened using an age-appropriate developmental screening tool (e.g. Ages & Stages III, Ages and Stages SE, Parent Evaluation of Developmental Status, Battelle Developmental Inventory -2 Screener). Partnerships recognize that parents have the right to determine which provider of developmental screenings will conduct the screening for their child, including the BabyNet System Point of Entry (SPOE) Office.
  - Additional screenings, for example autism spectrum disorders, functional hearing and vision assessments, and/or use of milestone checklists, are encouraged for comprehensive screenings. All assessments administered shall be documented.
  - Comprehensive screenings also include gathering key information from all sources, including, but not limited to, family history, observations, and reports from teachers, child care providers and others who know the child well.
  - Developmental Surveillance should be conducted as needed. This means that at-risk infants and toddlers not known to be eligible for special health or educational services are re-screened at frequent intervals as appropriate.
  - Navigational Support also should be provided. This includes guiding parents through institutional processes to obtain needed services for their children.
- 1) Referrals:
  - a. For children aged 0 to 34.5 months: In the event that a developmental 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 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.
  - b. 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. No consent is required to make the referral, but a conversation with the family prior to making the referral usually helps facilitate the process.
  - c. Partnerships are encouraged to refer children and families to other community services, as appropriate.

- d. Following determination of eligibility for BabyNet, the local BabyNet System Point of Entry Office, with parental consent, will notify the Partnership of each child's BabyNet eligibility status.
  - i. Children eligible for BabyNet: With the family's consent, Partnership staff who conducted the developmental screening will be included in development of the initial Individualized Family Service Plan as a representative of local early learning resources.
  - ii. Children ineligible for BabyNet: Partnership staff shall contact the family to facilitate referral to appropriate local early learning resources, including but not limited to:
    - 1. First Steps County Partnership
    - 2. Help Me Grow
    - 3. Early Head Start
    - 4. Use BabyNet Central Directory to identify service providers as resources to family and child
- e. 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 IDEA Part B services and younger than five years of age within the partnership's service area, if the family provides consent.
- f. Data: Client referrals to BabyNet and other community resources will be entered into the First Steps Data Collection System (FSDC), along with assessment results on the ASQ-3, ASQ-SE-2, etc.

### **3) STAFF QUALIFICATIONS AND TRAINING:**

- 2) All Partnership staff involved in 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:
  - a. Possess the minimum qualifications of an Associate Degree and 3 years' experience (course work contributions i.e. psychology, sociology, data management, etc.)
  - b. 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.
  - c. 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 SPOE offices, including attending regional coordination team meetings when available.

### **4) DATA SUBMISSION AND FISCAL ADMINISTRATION:**

Client demographic, health and developmental screening results, and referrals and connections to other services will be entered into the First Steps Data Collection System (FSDC). The Partnership will be responsible for meeting all data requirements of SCFS, including, but not limited to, cases data for children to whom developmental screenings were conducted, connections made, etc.



# FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS CHILD CARE QUALITY ENHANCEMENT (COACHING/CONSULTATION AND MENTORING) (601)

## REQUIREMENTS FOR FY19:

### SCFSBOT Designation: Evidence-Based

*First Steps' Child Care Quality Enhancement (QE) strategies are intended to produce measurable improvements in the quality of care provided young children, as measured by a 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.*

#### **1) TARGETING:**

Each participating provider shall be identified via competitive application (the minimum components of which will be specified by SCFS) with priority to providers:

- Participating in the USDA Child and Adult Care Food Program and documenting that at least 30% of enrolled students qualify for free meals/snacks (130% of federal poverty), - OR -
- Located within the school attendance zone of (and/or enrolling primarily children attending) an individual elementary school rated "Below Average" or "At Risk" (Unsatisfactory) during the preceding three-year period, - OR -
- In which 10% or more of enrolled students are SC voucher recipients, - OR -
- Participating in a publicly-funding early care and education program (such as First Steps 4K)

Family and Group Child Care Homes may qualify under the criteria above or through their documentation that at least 30% of enrolled students have a family income of 130% of poverty or below.

Centers participating in First Steps-funded quality enhancement projects must permit the on-site delivery of "natural environment" services/therapies to children eligible under the Individuals with Disabilities Education Act (IDEA).

Additionally, participant providers will be required to document the completion (or pending/planned completion within two semesters) of ECD 101 (or comparable coursework) by the director and 100% of lead classroom staff as a condition of participation. Documentation of staff education levels and certifications are to be entered in the FSDC.

#### **2) SERVICE DELIVERY:**

##### **a) On-Site Technical Assistance (TA)**

Technical Assistance (TA) is defined as "the provision of targeted and customized support by a professional(s) with subject matter and adult learning knowledge and skill to develop and strengthen processes, knowledge application, or implementation of service by recipients." The goals of technical assistance are to provide the following: 1) individualized information and 2) personalized skill building opportunities in order to enhance child care providers' abilities to support the growth and development of young children. Technical Assistance through QE strategies must include **consultation/ coaching** and/or **mentoring**.

Consultation, Coaching, and Mentoring are described below:

**Consultation** is defined as a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic.

**Coaching** is defined as a relationship-based process led by an expert in early care and education and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group. QE strategies are required to include



the following coaching components:

Coaching Component	Description
Action Planning	Technical Assistants will develop a detailed Quality Improvement Plan for each participating provider and/or classroom(s) in partnership with director, teachers and staff ( <i>more details in Section B</i> )
Action in the Early Childhood Setting	Technical Assistants provide support to teacher/staff based on the components of the Quality Improvement Plan (e.g., resource-sharing, classroom organization, observation and feedback, preparing materials, modeling, role-play, etc.)
Feedback	Coach provides feedback based on teacher/staff implementation of Quality Improvement Plan
Reflection	Teacher/Staff and Technical Assistant reflect on practices and work together to track progress; this includes assessing whether or not goals, contained in the Quality Improvement Plan, were met.

Technical assistants are required to provide consultation/coaching at least twice monthly as part of their technical assistance services, via employee or contracted staff who are certified as technical assistance providers with the Center for Child Care Career Development (CCCCD).

**Mentoring** pairs a new or less experienced EC professional with a peer in the same role, but who has a great deal more experience. The ideal match between a mentor and mentee is one that is agreed upon by both parties since establishing and maintaining a positive, trusting, and respectful relationship is one of the most important features of the mentoring process. The process is enhanced by establishing role clarity, setting goals, and having both planned contacts and unplanned contacts when needed by the mentee. The duration of this process in ongoing and should build on previous learning. Mentoring programs offer new EC professionals a practical and supportive way to learn and grow on the job. For experienced professionals, mentoring programs create an opportunity to advance their own skills, knowledge and career goals. QE strategies are **encouraged** to incorporate mentoring into their program services.

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.

TA needs shall be determined by the providers' self-identified needs, regulatory deficiencies (if any) and/or the results of an approved environment and/or administrative assessment. First Steps-funded QE strategies shall incorporate on-site consultation/coaching at least bi-weekly (twice a month) to all participating centers. Partnerships unable to provide at least bi-weekly consultation/coaching due to staffing limitations shall reduce the number of QE-funded centers to ensure this level of support to each participating center.

Technical assistance visits (consultation, coaching and mentoring) shall be planned, purposeful, and logged within the First Steps Data Collection (FSDC) System no less than monthly. These visits, which may span several hours in duration and entail multiple individual classroom visits, may be supplemented (but not replaced) by additional phone consultation, e-mail correspondence, and/or shorter drop-in visits. Two or more visits to the same site on a single day shall be considered a single visit of increased duration. In the event that topical, on-site consultation may be appropriately considered for provider training credit through the CCCCCD, TA staff shall take responsibility for the advanced submission of all appropriate training outlines.

SC First Steps Partnerships offering QE strategies may choose to provide limited, periodic TA to non-QE centers provided: 1) these services are supplemental to the standard QE programming described herein; 2) the consultation provided addresses the attainment of specific goals (such as NAEYC accreditation, maintenance of previous QE gains, etc.); 3) these services support First Steps 4K or other publicly-funded early care and education programs; and 4) no QE grant funds are provided to these centers.

#### **b) Quality Improvement Plans**

Partnerships implementing or contracting to fund QE strategies will develop detailed Quality Improvement Plans in partnership with each provider. These plans should be updated on an ongoing basis with records of site visits,

deadlines, and completion dates for when goals are accomplished. The minimum components of Quality Improvement Plans are the following:

- Data from the baseline assessment of the classroom(s) served by the appropriate Environmental Rating Scale (ERS) (*more details in Section 3*)
- Goals and objectives for the classroom(s) and/or provider based on data from the baseline assessment(s) that are specific, actionable, measurable, and time-bound
- Strategies that the Technical Assistant will use to support the director, teacher(s), and/or staff
- Professional development/training options for director, teacher(s), and/or staff

Quality Improvement Plans should also include goals related to the self-identified needs of the director, teacher, and/or staff.

Quality Enhancement strategies 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 (formerly CDEPP), house one or more Early Head Start classrooms and/or receive technical assistance support from ABC Quality, Child Care Resource and Referral (CCR&R) or SC Program for Infant and Toddler Care (SCPITC) should develop the classroom's Quality Improvement Plan and provide services in coordination with the assigned SCFS 4K Coordinator, Early Head Start grantee staff, ABC Quality Coach, CCR&R Coach or SCPITC Coach. Strategies are strongly encouraged to utilize the TAP Data System operated by the Center for Child Care Career Development and used by CCR&R and the Child Care Inclusion Collaborative, to indicate providers they are working with and check the status of partner organizations' activities with providers.

#### **c) Equipment and Materials Funds**

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 Quality Improvement 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 or First Steps Early Head Start-Child Care Partnerships without approval by the First Steps 4K Administrator or EHS-CCP Director. [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 Quality Improvement Plan\(s\).](#)

#### **d) Coordination with Community Partners/ Integration with Child Care Training**

In developing the Partnership's quality enhancement efforts, each will be required to explicitly coordinate their efforts with other state/community-level entities offering similar services in the county (e.g., Child Care Resource and Referral, Success by Six, etc.) including attending regional Technical Assistance Coordination Team meetings. Formal, county-wide (and/or regional) quality enhancement and training plans will be developed (and filed with SCFS) in an effort to ensure the maximization of resources and avoid duplication of effort.

Partnerships will plan and offer training for participating child care providers based on needs identified within each center's Quality Improvement Plan(s) [with an emphasis on diversity, equity, and inclusion](#). As a condition of participation, the center director must participate regularly in the center's on-site visits and in at least 50% of staff training provided. Child care staff from QE centers shall be required to attend relevant training as a condition of their centers' participation. SCFS TA staff shall make every effort to register content-specific consultation as provider training as appropriate. Trainings offered to client providers shall be attended by the partnership's technical assistance provider(s).

Partnerships shall provide at least eight (8) hours of high-quality, certified training (stemming directly from the provider's Quality Improvement Plan(s)) to each 601 center staffer. [Training provided shall address gaps in content and pedagogical practices related to the South Carolina Early Learning Standards and will provide a focus on diversity, equity, and inclusion issues.](#)

#### **de) Workforce Development**

Each First Steps-funded QE plan shall incorporate a workforce development component. 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.

#### **fe) Certification of Technical Assistance Providers Via CCCCD**

Each First Steps-funded technical assistance provider must demonstrate his/her professional competence through:

- Certification as a South Carolina Technical Assistance Provider through the Center for Child Care Career Development (CCCCD). TA shall be limited to the provision of types/categories of service for which they maintain current certification.
- 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 technical assistance, i.e., reflective practice, Quality Improvement Plans, and Environment Rating Scales.

Additionally, each SC First Steps funded TA provider must document the completion of orientation to: 1) SC Childcare Licensing, 2) the ABC Quality Program, and 3) the South Carolina Child Care Inclusion Collaborative within the past two years. This orientation will be coordinated through the State Office of First Steps. Each FS-funded TA provider's credentials and certifications must be current in the FSDC.

SC First Steps TA providers must attend quarterly network trainings as provided by the State Office of First Steps.

### **3) ASSESSMENT AND DATA SUBMISSION:**

Timely submission of technical assistance visits and assessments into the FSDC is expected of all QE strategies. 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 QE strategy, an orientation period is recommended to conduct baseline assessments, provide training on the appropriate Environment Rating Scale (ERS), and build rapport with staff.

Each focus classroom (i.e., classrooms visited regularly by the TA provider) and/or home-based provider benefiting from SC First Steps QE funding shall receive a baseline assessment with the appropriate ERS within 90 days of the initiation of technical assistance, 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. 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.

Environment assessments must be conducted by assessors who have:

- 1) Completed at least 3 days of training from the Environment Rating Scale Institute (ERSI, Chapel Hill, NC) in the appropriate ER scale.
- 2) Participated as required in any ERS reliability measures established by SC First Steps.
- 3) Participated in bi-annual online ERS Refresher training or additional ERS training through the ERSI within the past three years.

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.

Partnerships whose QE strategies entail assistance and/or coaching in the administrative arena shall likewise incorporate pre- and post- assessments using the Program Administration Scale (PAS).

# FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS CHILD CARE TRAINING (605)

## REQUIREMENTS FOR FY19:

### SCFSBOT Designation: Evidence-Based

#### **1) TARGETING:**

First Steps-funded Child Care Training strategies shall, in all instances, be considered part of a larger quality enhancement effort and support providers in one or more of the following:

- a. Advancement along the Center for Child Care Career Development (CCCCD) career lattice,
- b. Advancement within the ABC Quality system,
- c. Improvement on an approved measure of program quality, and/or
- d. A topic-specific focus based on Regional TA Coordination meetings.

#### **2) STRATEGY INTEGRATION:**

Accordingly, each Partnership training strategy shall be explicitly integrated with either (or some combination of):

##### **a) The Partnership's own Quality Enhancement Strategy**

Partnerships operating a 605 (training) strategy in conjunction with a 601 (Quality Enhancement) strategy shall explicitly integrate the two in order to maximize service intensity and affect demonstrable quality improvements. In this event, Partnerships shall provide at least eight (8) hours of high-quality, certified training (stemming directly from the provider's Quality Improvement Plan) to each 601 center staffer.

- AND/OR -

##### **b) A regional/community-based quality enhancement effort.**

Partnerships offering 605 (training) strategies in the absence of a 601 (Quality Enhancement) strategy shall be required to demonstrate their explicit integration of this strategy with the training and/or technical assistance offerings of a community partner organization, one or more neighboring SC First Steps Partnerships, or in consultation with publicly-funded early care and education programs such as First Steps 4K. Formal integration plans shall be developed for submission to SCFS that demonstrate the parties' efforts to ensure maximization of resources and avoid duplication of effort.

- AND/OR -

##### **c) A Training/Coaching Plan centered on a research-based curriculum or model, with SCFS approval.**

- Trainer and coaches must be certified in proposed curriculum/model
- Reflective practice principles must be employed
- A training and coaching plan shall include pre- and post-assessments, individual goal setting and periodic reviews with all staff and centers participating in this training/coaching program.

#### **3) SERVICE DELIVERY:**

##### **a) In all cases, 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, countywide directors meeting to assess need. [Training provided shall address gaps in content and pedagogical practices related to the South Carolina Early Learning Standards.](#)
- Actively coordinate any funded training with other state and local entities providing training
- Emphasize multi-session trainings (as opposed to isolated, stand-alone workshops)
- Incorporate measurable training objectives and at least one form of follow-up. At minimum, partnerships shall conduct a follow-up post assessment questionnaire to each training participant within one month following training, using a format obtained from the certified trainer or curriculum model. Other recommendations for training follow-up include:
  - Director-guided technical assistance supported by the partnership

- Learning community of staff designed to discuss and support work in classroom
- On-site visits by original training provider
- Completion of interim assignments between meetings of multi-session trainings
- Visit to a model center exemplifying training principles

Partnerships should share information from training follow-up activities with the original trainer(s) to improve practice, arrange for additional training opportunities or refer to CCR&R for follow-up TA.

- Prioritize trainings linked to infant-toddler care and staff-child interactions
- Post all publicly available training opportunities on the CCCCD website and other widely accessible training calendars.

#### **b) Integration with an Evidence-Based Child Care Scholarship Strategy**

If the partnership's Child Care Training strategy is the only evidence-based program linked to the partnership's Child Care Scholarships strategy, then the partnership's Child Care Scholarships strategy may be considered evidence-based if providers (centers or home-based providers) receiving scholarship funding agree that the director and lead teachers attend 8 or more hours annually of high quality training offered by, or endorsed by, the local partnership.

#### **cb) Certification by the Center for Child Care Career Development (CCCCD)**

All training shall be, with the exception of health/safety topics, certified with the Center for Child Care Career Development (CCCCD).

A partnership may seek a waiver in writing from its SC First Steps TA in the event that a training does not meet the CCCCD certification requirements for a justifiable reason. This waiver should be obtained prior to the training date.

#### **de) Charging Participants for Training**

If utilized, participant fees proposed in association with state-funded training opportunities shall be nominal and must be either: a) detailed in the partnership's renewal application, or b) approved in advance by SC First Steps.

#### **ee) Random Evaluation**

In partnership with the SC Center for Child Care Career Development, SC First Steps may – on a randomized basis - distribute follow-up training evaluations to selected training participants.

#### **4) DATA COLLECTION:**

Child Care Training strategies are not required to submit participant data within the First Steps Data Collection system (FSDC). However, partnerships will use the FSDC's child care module to track follow-up visits and other consultation activities with child care providers. Partnerships will also enter monthly outputs data for child care training in the FSDC.

Partnerships are expected to keep an electronic record of training attendees, their participation in training sessions and follow-up, and the child care providers and children served, and submit all required information to CCCCD for participants to receive DSS credit hours.

# FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS CHILD CARE SCHOLARSHIPS (703)

## REQUIREMENTS FOR FY19:

### SCFSBOT Designation: Evidence-Based/Evidence-Informed

Expenditures on child care scholarships shall be considered **evidence-based** when formally linked with one or more additional evidence-based programs. Note additional requirements for linking to a Child Care Training strategy in section 3.b) above.

Stand-alone scholarship expenditures, without formal connections to evidence-based companion strategies, shall be considered **evidence-informed**.

Unlike federal child care vouchers designed to enable low-income parents to seek and maintain employment, First Steps-funded child care scholarships are granted in an effort to promote the healthy development and school readiness of participating children.

### **1) TARGETING:**

#### **a) Targeting Clients At-Risk Of Early School Failure**

Each SC First Steps-funded scholarship client shall possess two or more Board-identified risk factors:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications
- English is not primary language spoken in the home, when combined with one or more additional risk factors
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)

b) Clients participating in the Nurse Family Partnership strategy (in which participating mothers are selected during pregnancy) may be considered presumptively eligible for scholarship support with priority to clients with the lowest family incomes.

c) In the event that unique and/or emergency circumstances warrant, Partnerships may offer scholarships to children who do not meet the risk definition above, given prior written authorization from SC First Steps.

## **2) SERVICE DELIVERY:**

### **a) Administration and Use**

SC First Steps funded scholarships may be administered “in-house” by the Partnership or via DSS.

### **b) Non-Supplantation**

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 Program. 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.

### **c) Developmental Screening**

SC First Steps partnerships funding child care scholarships shall ensure the completion of the age-appropriate developmental screening Ages and Stages Questionnaire – 3<sup>rd</sup> Edition (ASQ-3) for each scholarship recipient – with results to be shared with parents. The ASQ-3 shall be administered within the first 90 days of receiving a child care scholarship for the current program year. If an ASQ-3 screening indicates one or more delays or potential delays, a follow-up screening shall be conducted within 90 days and referrals made (as appropriate) to either BabyNet or their local school district for additional evaluation. Scholarship recipients made be considered exempt from this developmental screening requirement if they are receiving services under IDEA or Head Start, or are enrolled in a developmental surveillance program such as Help Me Grow. Such exemptions shall be indicated in the First Steps Data Collection system.

Additional screenings, such as health screenings and the ASQ:SE2, are encouraged. Screenings may be conducted by the partnership, the child care provider, or another community partner as local needs and resources dictate.

### **d) Monitoring**

#### ***Partnerships operating in-house scholarships must:***

- Collect daily attendance data from each center receiving scholarships, at least monthly, to determine if scholarship funds are being used appropriately;
- Conduct unannounced monitoring visits to each center to verify child enrollment and family eligibility at least monthly; and
- Set scholarship reimbursement rates consistent with the local market, not to exceed the maximum reimbursement rates of the SC Voucher Program (unless authorization by SC First Steps is on file).

#### ***Partnerships contracting scholarships through DSS must:***

- Review monthly scholarship reports from DSS to ensure all scholarship funds are being used and that qualified applicants are connected to a provider and receiving services in a timely manner (i.e., no “pending” scholarships);
- Conduct unannounced monitoring visits to each center to verify child enrollment and family eligibility at least monthly.

### **e) Eligible Providers**

Given First Steps’ readiness mission Partnership-funding scholarships shall be limited to use within high quality settings (independent of their chosen method of administration). These programs – to be selected via competitive process – are defined as meeting any one of the following criteria:

- Active participation in a SC First Steps Quality Enhancement strategy;
- Exceeding minimum licensing requirements (participation in the ABC Quality Program at Level B or higher); or
- An aggregate Environment Rating Scale rating of 4.0 or higher, administered within the past 12 months.



The Partnership Board may – upon the provision of written consent from SCFS - waive this requirement in the event that programs meeting this definition are geographically distant or unavailable to individual recipients.

**f) Integration with Other Readiness Interventions**

Partnerships are strongly encouraged to integrate the provision of scholarships with additional First Steps (or partner organization) strategies and may require participation in these additional services as a condition of funding at the discretion of the Partnership Board.

**g) Parent Training**

Child care scholarship parents/guardians shall receive at least one hour of training on the benefits of high quality child care.

**3) DATA COLLECTION:**

Regardless of whether partnerships operate child care scholarships in-house or through DSS, partnerships must enter client demographic data, scholarship and provider information, service dates, screenings, training attendance, and connections to other partnership or community services within the First Steps Data Collection system (FSDC). Additionally, partnerships may choose to enter monitoring visits to providers within the child care module of the FSDC.

## **FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS PUBLIC SCHOOL FOUR YEAR OLD KINDERGARTEN**

**Full Day 4K (314), Half Day 4K (316), and Extended Day/Half to Full Day 4K (317)**

### **REQUIREMENTS FOR FY19:**

**SCFSBOT Designation: Evidence-Based**

Independent of vendor, SC First Steps funded 4K classrooms shall adhere to the following student enrollment criteria during FY19 (201~~87~~-19~~8~~ school year):

- Each student must be four-years-old on or before September 1, 201~~87~~.
- Each student must qualify for enrollment on the basis of at least one of the following factors:
  - Eligibility for free- or reduced-price school lunches;
  - Eligibility for Medicaid;
  - Qualification for services under IDEA Part B as the result of a documented disability or developmental delay

In the event that more students seek to enroll than available space permits, students qualifying for service on the basis of income (free- or reduced price lunch or Medicaid) shall be prioritized (at the time of acceptance) on the basis of family income as expressed as a percentage of the federal poverty guidelines, with the lowest family incomes given highest priority.

Public four-year-old kindergarten programs receiving SC First Steps funding shall be responsible for the entry of complete student data within the PowerSchool data system, including a First Steps designation within each child's PowerSchool record. Client data entry into the First Steps Data Collection system (FSDC) is not required.



## FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS OTHER EARLY EDUCATION

Early Education for Children Under 4 (318), Special Needs 4K (319), Enhanced Early Education Program (320), Early Head Start/Head Start (321), Enhanced 4K Early Education (322)

### REQUIREMENTS FOR FY19:

#### SCFSBOT Designation: Evidence-Based

#### 1) SUPPORTED PROGRAM MODELS

##### a) Head Start/Early Head Start

Partnership-supported programs shall adhere to the Head Start Performance Standards and comply with all requirements of the federal Office of Head Start.

##### b) Non-Public School 4K

Partnership-supported programs shall comply with First Steps 4K standards.

##### c) Other Early Education Programs

Programs must be DSS licensed and exceed minimum licensing requirements (participating in the ABC quality Program at a level B or higher) or have a DSS waiver of approval. If a DSS waiver is granted then a quality environment rating assessment needs to be done as well by a trained ERS evaluator. Programs shall implement research-based curricula and developmentally appropriate practices that support school readiness.

#### 2) SCREENING AND ASSESSMENT:

For all funded programs, partnerships shall ensure the completion of the age-appropriate developmental screening Ages and Stages Questionnaire – 3<sup>rd</sup> Edition (ASQ-3) for each enrolled child – with results to be shared with parents. The ASQ-3 shall be administered within the first 90 days of enrollment for the current program year. If an ASQ-3 screening indicates one or more delays or potential delays, a follow-up screening shall be conducted within 90 days and referrals made (as appropriate) to either BabyNet or their local school district for additional evaluation. Children may be considered exempt from this developmental screening requirement if they are receiving services under IDEA or Head Start, or are enrolled in a developmental surveillance program such as Help Me Grow. Such exemptions shall be indicated in the First Steps Data Collection system.

Progress monitoring and assessment should be conducted as indicated by the curriculum model and individual program. Early education programs implemented as part of a Family Literacy strategy shall comply with the assessment requirements in section 3.c) of the Family Literacy program standards.

#### 3) DATA COLLECTION:

Client data, screenings and assessments shall be entered in the FSDC, unless data is entered in another client data system (Child Plus, etc.) approved by SC First Steps.

# FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS COUNTDOWN TO KINDERGARTEN (406)

## REQUIREMENTS FOR FY19:

### SCFSBOT Designation: Evidence-Informed

Countdown to Kindergarten is a summer home visitation strategy designed to link incoming kindergartners and their families with when feasible, the individual who will serve as their kindergarten teacher during the coming year.

#### **1) TARGETING:**

##### **Targeting Clients At-Risk Of Early School Failure**

Countdown to Kindergarten (CTK) shall be targeted toward families of children most likely to experience early school failure. Given the program's unique role in supporting school transition, several additional risk factors are associated with eligibility for this service. (CTK-specific transition risk factors are noted in italic text in the list below, and do not extend to other First Steps-funded strategies.)

At least 60% of CTK clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
  - Low birth weight (under 5.5 lbs.) in association with serious medical complications
  - English is not primary language spoken in the home, when combined with one or more additional risk factors
  - Single parent household and has need of other services
  - Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)

##### Additional CTK Transition Risk Factors:

- *An incoming kindergartner who has had an older sibling retained in/before the 3<sup>rd</sup> grade*
- *An incoming kindergartner who has been recommended for service on the basis of significant social/emotional and/or behavioral difficulties – or those of an older sibling.*

- *An incoming kindergartner who has never been served within a full time preschool program out of his/her home.*
- *An incoming kindergartner who is the oldest child in the family; that is, this is the first opportunity for the family to be involved in their child(ren)'s school.*

*Note that the last two factors (child has not attended full-time preschool and/or is oldest child in the family) may be considered in conjunction with one or more additional risks but may not be used to determine eligibility in isolation.*

## **2) SERVICE DELIVERY:**

### **a) Adherence to the Countdown to Kindergarten Curriculum**

While the CTK curriculum offers substantial opportunity for personalization by individual teachers, each must adhere to its general format and ensure the delivery of each published lesson.

Per the CTK curriculum model, no family should receive less than five (5) visits. The partnership shall make every effort to secure transportation services so that families can attend the final CTK visit to the child's school.

Home visitors are encouraged to deliver the curriculum in the primary language of the family.

### **b) Placement within the Classroom of the Home Visitor**

Countdown to Kindergarten is explicitly designed to connect children and families to the teachers with whom they will be working during the coming year. Accordingly, Partnerships must take steps to ensure the placement of CTK client children in the classrooms of their home visitors.

The CTK curriculum must – without exception – include a meeting with the child's teacher at the school where the child will be attending kindergarten.

Partnerships shall ensure that, in the event the CTK home visitor is not the 5K teacher, the CTK home visitor communicates with each 5K teacher about their students' participation in the CTK program and the follow-up teacher survey they will receive.

### **c) Curriculum Training**

All home visitors must complete the Countdown to Kindergarten online training prior to implementing the program.

~~All home visitors must attend required training.~~

### **Ongoing Program Quality Improvement and Professional Development**

Each Countdown home visitor must participate in reflective supervision and professional development, by, at a minimum, logging on and reviewing the discussion on the Countdown to Kindergarten home visitor electronic forum as outlined in the Countdown to Kindergarten Memorandum of Agreement for Countdown home visitors.

## **3) DATA SUBMISSION AND FISCAL ADMINISTRATION:**

### **a) Outcomes and Data Requirements**

The Partnership will be responsible for meeting all data requirements of SCFS within 30 days of receiving data from the teachers. CTK client and program information must be entered into the First Steps Data Collection system (FSDC) within the program year that begins July 1, regardless of whether program activities (home visits) occurred prior to July 1. Partnership staff is responsible for obtaining complete pre- and post-surveys from CTK parents. Each partnership will be required to assure that 75% of parent pre- and post-surveys have been entered into the survey website. Partnerships are also responsible for sending and obtaining complete teacher surveys from 5K teachers who have one or more CTK children enrolled in their classroom, again, with the expectation that 75% of teachers submit survey responses in the survey website. Partnerships will use the CTK surveys provided by SC First Steps. Names and email addresses of 5K teachers who were NOT also the child's CTK home visitor are to be entered in the data system before

October 31, 2018.

**b) Partnership Match Requirement**

Partnerships agree to meet the SCFS match requirements for CTK.

**c) Fiscal Administration and Teacher Payment**

The Partnership will be responsible for ensuring that each CTK teacher adheres (in all regards) to his/her CTK Memorandum of Agreement.

# FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS Community Education (802)

## REQUIREMENTS FOR FY19:

### **DELETE OR INTEGRATE INTO PARTNERSHIP STANDARDS**

**This is NOT a required strategy. However, ALL partnerships shall meet partnership standards for Collaboration/Community Engagement, located in Section 1 of this document.**

#### **1. General:**

- a. ~~The purpose of the Community Education program strategy is to enable local partnerships that, based on their local needs and resources assessment, have determined a significant need in the community (which may include any or all stakeholder groups including but not limited to: families, community leaders, businesses, faith-based organizations, civic organizations, elected officials and government agencies, health care entities, school personnel and other early childhood agencies/organizations) for such a strategy; that the partnership has, or can secure, sufficient funding and organizational capacity to operate a standalone Community Education strategy in addition to its other program services and collaborations; and that the local partnership is the organization best positioned in the community to implement this strategy.~~
- b. ~~A Community Education strategy must support the First Steps legislative goals, in particular Goal 5: **Mobilize communities to focus efforts on providing enhanced services to support families and their young children so as to enable every child to reach school healthy and ready to succeed.** (SECTION 8, Section 59-152-30(5))~~
- c. ~~In addition to the program standards outlined below, partnerships are responsible for adhering to First Steps standards for Collaboration/Community Engagement (see Section 1).~~

#### **2. Strategy Approval:**

- a. ~~To be approved for a Community Education strategy, the partnership must describe in its Renewal Plan the rationale for the strategy (see 1.a. above) and the target audience(s), and submit goals, measurable objectives, proposed activities, and data to be collected to measure progress and outcomes. Each proposed activity within the strategy must be in support of one or more strategy objectives.~~
- b. ~~Potential strategy areas include:~~
  - i. ~~Increasing awareness and engagement of target audiences in supporting early childhood programs and the Profile of the Ready Kindergartner (i.e., [I CAN] campaign)~~
  - ii. ~~Supporting the partnership's core function as a local portal~~
  - iii. ~~Supporting the partnership's core function as a community convener~~
  - iv. ~~Supporting the partnership's core function to address one or more state-level school readiness priorities~~
  - v. ~~Increasing the knowledge and skills, and/or changing behaviors of target audiences in one or more areas of school readiness, child development best practices, etc. Refer to the Community Education and Outreach Plan Template for additional strategies/activities and examples.~~
  - vi. ~~Outreach to target audiences to increase their participation in programs and services supporting children 0-5 and their families~~
  - vii. ~~Increasing financial and other support for early childhood programs and services~~
  - viii. ~~Engaging target audiences in working to improve community performance on school readiness benchmarks (Profile of the Ready Kindergartner) and/or the state's readiness assessment~~
- c. ~~Within the Renewal Plan and Budget Spending Plan, the partnership must provide specific information regarding the activities to be funded by this strategy, in particular the cost (per unit and total) of goods and services to be paid for using state funds.~~

#### **3. Strategy Implementation:**

- a. ~~Partnership strategies will be expected to meet the strategy's goals and objectives as stated in the partnership's Renewal Plan, using output and outcome data as specified in its board-approved Renewal Plan as evidence of achievement.~~
- b.a. ~~Maintain detailed data collection records, and enter timely monthly outputs data in the First Steps Data Collection System (FSDC). Cases Data entry may be required if strategy activities~~

## FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS Other Strategies

### REQUIREMENTS FOR FY19:

In the event that a partnership wishes to propose a strategy not detailed herein, the following standards apply:

#### 1. Strategy Approval (for NEW strategies):

- a) The partnership will submit, ~~as part of in addition to~~ its ~~annual~~ Renewal Plan submission to SCFS, a detailed explanation of the proposed strategy, chosen curriculum or program model, its rationale (why is the strategy is being proposed), research basis (as appropriate), projected per-client cost and proposed evaluation methodology. Strategies will be expected to follow chosen curriculum and program models with fidelity.
- b) The partnership shall be provided individualized technical assistance upon request in an effort to support and strengthen the proposal, if needed.
- c) ~~If a new strategy, the Program and Grants Committee of the Board of Trustees shall conduct a programmatic review the proposal, and either: a) recommend the proposal for approval by the state board, or b) return the proposal to the partnership with recommendations for improvement. The strategy's research basis will be evaluated by SC First Steps for designation as either evidence-based or evidence-informed, based on processes adopted by the SCFS Board of Trustees.~~
- ~~e)d) The Program and Grants Committee of the state board will review the strategy for approval and EB/EI designation, based on staff recommendation.~~
- e) Upon approval by the Program and Grants Committee, the strategy will be presented to the full Board for final approval.
- ~~d)f) If the strategy receives evidence-based designation by the SCFSBOT, the partnership and SC First Steps staff will collaborate on drafting program standards that will be incorporated into this document upon state board approval.~~

#### 2. Strategy Implementation:

Partnership strategies will be expected to meet the strategy's goals and objectives ~~as stated in the partnership's Renewal Plan~~, using output and outcome data as specified in its ~~strategy plan. board-approved Renewal Plan as evidence of achievement.~~

Additionally, partnerships shall ensure non-prevalent strategies meet the following criteria:

- a) Target children most in need of services, using board-approved risk factors in absence of specific targeting criteria within the chosen program model
- b) Deliver services with fidelity to the chosen curriculum or program model
- c) Use qualified staff that meet the minimum education and training requirements of the chosen curriculum or program model
- d) Maintain detailed data collection records, and enter timely data in the First Steps Data Collection System (FSDC), if required. The State Office of First Steps will notify partnerships what data needs to be entered in the FSDC.





## Essential Requirements Beginning July 2018

An organization must adhere to the Essential Requirements to become and remain a Parents as Teachers affiliate. New affiliates' program design for meeting these requirements is demonstrated through the Affiliate Plan. Data that addresses these requirements is reported annually on the Affiliate Performance Report (APR). These requirements represent the minimum or maximum levels needed for model fidelity. Additional resources such as the *Model Implementation Guide*, the Quality Standards, and TA Briefs provide guidance and best practices recommendations for high-quality replication of the Parents as Teachers model.

Essential Requirements	Measurement criteria
1. Affiliates provide at least two years of services to families with children between prenatal and kindergarten entry.	An affiliate is designed to provide at least two years of services to families with children between prenatal and kindergarten entry.
2. The minimum qualifications for parent educators are a high school diploma or equivalency and two years' previous supervised work experience with young children and/or parents.	100% of an affiliate's parent educators have at least a high school diploma, GED, or equivalent degree in countries outside the United States.
3. Each affiliate has an advisory committee that meets at least every six months. (It can be part of a larger committee, community network, or coalition as long as the group includes a regular focus on the Parents as Teachers affiliate).	An affiliate conducted two advisory committee meetings during the program year covered by the most recent APR.
4. Each month, parent educators working more than .5 FTE participate in a minimum of two hours of individual reflective supervision and a minimum of two hours of staff meetings and parent educators working .5 FTE or less participate in a minimum of one hour of reflective supervision and two hours of staff meetings.  <i>In order to support high-quality services to families, this requirement includes supervisors who carry a caseload.</i>	On average, parent educators working more than .5 FTE and supervisors that carry a caseload equivalent to more than .5 FTE received at least 75% of the required individual reflective supervision hours per month (at least 1.5 hours per month).  On average, parent educators working .5 FTE or less and supervisors who carry a caseload equivalent to .5 FTE or less received at least 75% of the required individual reflective supervision hours per month (at least .75 hours per month).  At least 18 hours of staff meetings occurred during the program year covered by the most recent APR.

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## Essential Requirements for 2018-2019



<p><b>5.</b> Each supervisor, mentor or lead parent educator is assigned no more than 12 parent educators, regardless of whether the parent educators are full-time or part-time employees.</p> <p><i>The number of parent educators assigned to the supervisors is adjusted proportionately when the supervisor is not full-time. For example, a .75 FTE supervisor would have a maximum of nine parent educators; a .5 FTE would have a maximum of six parent educators; a .25 FTE would have a maximum of three parent educators.</i></p>	100% of an affiliate's 1.0 FTE supervisors are assigned a maximum of 12 parent educators.
<p><b>6.</b> All new parent educators in an organization who will deliver Parents as Teachers services to families attend the Foundational and Model Implementation Trainings before delivering Parents as Teachers; new supervisors attend both Foundational and Model Implementation Trainings.</p>	100% of parent educators and supervisors have attended the required PAT trainings.
<p><b>7.</b> Parent educators obtain competency-based professional development and training and renew certification with the national office annually.</p>	100% of model affiliate parent educators are up to date with their certification.
<p><b>8.</b> Parent educators complete and document a family-centered assessment within 90 days of enrollment and then at least annually thereafter, using a method that addresses the Parent as Teachers required areas.</p>	<p>Family-centered assessment was conducted using a PAT-approved method.</p> <p>At least 60% of families enrolled more than 90 days had an initial family-centered assessment completed within 90 days of enrollment during the program year covered by the most recent APR.</p> <p>At least 60% of families that received at least one personal visit had completed a family-centered assessment in the program year covered by the most recent APR.</p>
<p><b>9.</b> Parent educators develop and document goals with each family they serve.</p>	At least 60% of the families that received at least one personal visit had at least one documented goal during the program year covered by the most recent APR.
<p><b>10.</b> Parent educators use the Foundational Personal Visit Plans and Personal Visit Planning Guide from the Foundational Curriculum to design and deliver personal visits to families.</p>	Parent educators plan for each visit, documenting the planning process in a Foundational Personal Visit Plan or Personal Visit Planning Guide.

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<b>11.</b> Families with one or fewer stressors receive at least 12 personal visits annually and families with two or more stressors receive at least 24 personal visits annually.	<p>At least 60% of families with one or fewer stressors received at least 75% of the required number of visits in the program year covered by the most recent APR.</p> <p>At least 60% of families with two or more stressors receive at least 75% of the required number of visits in the program year covered by the most recent APR.</p>
<b>12.</b> Full-time first year parent educators complete no more than 48 visits per month during their first year and full-time parent educators in their second year and beyond complete no more than 60 visits per month.  <i>The number of visits completed monthly is adjusted proportionately when a parent educator is part-time. In addition, a number of factors need to be considered when establishing the maximum number of visits completed monthly, including: staff responsibilities, travel time for visits, and data collection responsibilities.</i>	<p>Full-time first year parent educators complete no more than 48 visits per month in the program year covered by the most recent APR.</p> <p>Full-time parent educators in their second year and beyond complete no more than 60 visits per month in the program year covered by the most recent APR.</p>
<b>13.</b> Affiliates deliver at least 12 group connections across the program year.	<p>At least nine of the 12 (75%) required group connections were delivered in the program year covered by the most recent APR.</p>
<b>14.</b> Child health screening is completed by 7 months of age, or within 90 days of enrollment, and at least annually thereafter. Completion of the Child Health Record, which consists of health status, safety, vision, and hearing elements, constitutes a complete health screening.	<p>At least 60% of children received a complete child health screening by 7 months of age or within 90 days of enrollment in the program year covered by the most recent APR.</p> <p>At least 60% of children received a complete annual child health screening in the program year covered by the most recent APR.</p>
<b>15.</b> Child developmental screening takes place for all children within 90 days of enrollment or birth, and then at least annually thereafter. Developmental domains that require screening include language, cognitive, social-emotional, and motor development.	<p>At least 60% of children received a complete child developmental screening within 90 days of enrollment or birth in the program year covered by the most recent APR.</p> <p>At least 60% of children received a complete annual child developmental screening in the program year covered by the most recent APR.</p>
<b>16.</b> Child developmental surveillance takes place during each personal visit and is recorded after each personal visit, using the Milestones to monitor child development.	<p>Parent educators review and update (as applicable) the Milestones record for each enrolled child after each visit.</p>





<b>17.</b> Parent educators connect families to resources that help them reach their goals and address their needs.	At least 60% of families that received at least one personal visit were connected by their parent educator to at least one community resource in the program year covered by the most recent APR.
<b>18.</b> At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement.	An affiliate gathered and summarized feedback from families about the services they have received at least once during the program year covered by the most recent APR and used the results for program improvement.
<b>19.</b> The affiliate annually reports data on service delivery and program implementation through the APR; affiliates use data in an ongoing way for purposes of continuous quality improvement, including participating in the Quality Endorsement and Improvement Process every five years.	An affiliate submitted the most recent APR and participated in the Quality Endorsement and Improvement Process when designated or selected by Parents as Teachers National Center.
<b>20.</b> Programs will pick two* outcomes to measure with eligible families. One outcome will be from a list of approved tools that measure parenting skills, practices, capacity, or stress assessment and the second outcome will be from an approved list of measures. It is important to select outcomes that align with the program goals. Programs will also report on the APR how they are using the data.  <i>*See Outcomes Essential Requirement Guidance for more information.</i>	At least 60% of eligible families annually participate in an assessment of parenting skills, practices, capacity, or stress using an approved tool.  At least one additional approved outcome measure is assessed and reported for eligible families.  Programs report in the APR how they are using the data from a set of response options (e.g., continuous quality improvement or advocacy).



## ATTACHMENT 2:



### ESSS Program Standards

Save the Children has instituted the following standards to guide partners to implement effective, high quality **Early Steps to School Success** programs. To ensure continuous quality improvement, **Early Steps** sites are measured against these standards on a quarterly basis.

**Early Steps** is made up 2 components – the Pre-birth - 3 Home Visiting component and the 3-5 Book Bag Exchange that together provide early childhood education services to 50 children pre-birth to five years of age and education services to their parents and/or other caregivers. **Early Steps** services also include Parent-Child Groups, Transition Support, Community Collaboration, and Staff Training and Support.

#### **Pre-Birth - 3 Home Visiting Component**

- ☐ 20 children are enrolled in the Home Visiting component. This includes pregnant women and children ages birth to 3.
  - The youngest and the neediest children in the community have priority for enrollment. Early Steps defines “youngest” as pregnant women and children less than 12 months of age. Each program is encouraged to define “neediest” as it applies to its own community.
- ☐ Each family receives a minimum of 2 regularly scheduled home visits per month.
  - Home visits support the development of strong parent/child relationships that nurture language and learning.
  - Home visits typically last about an hour.
- ☐ Missed visits are expected to be made up. Each family is expected to receive an average of 2\* visits per month in any given period. In any 2 month period, each family should receive 4\* visits; in any 3 month period there should be 6\* visits.
- ☐ All children participate in the Book Bag Exchange at each visit. Information regarding the number of times the child is read to or engaged in a literacy-based activity is collected at each visit.
- ☐ Early Steps is a full 12-month program. Home visits are provided on a year-round basis.

#### **3-5 Book Bag Exchange Component**

- ☐ 30 3-5 year olds are enrolled in the 3-5 Book Bag Exchange component.
  - Children transitioning from the Home Visiting component must be given priority for enrollment in the 3-5 Book Bag Exchange.
- ☐ The program partners with Head Start, preschool or community child care providers to provide the 3-5 Book Bag Exchange.

- ☐ A weekly exchange of book bags occurs throughout the entire school year for children enrolled in the 3-5 Book Bag Exchange. Book sharing and literacy activities done in the home is tracked.
- ☐ The Book Bag Exchange includes a weekly 'read aloud'.

### **“Transition to School” Support**

- ☐ Coordinators actively engage parents in transition activities that connect children to the preschool or kindergarten they will attend and prepare children and parents for successful transition at 3 and again at 5.

### **Parent-Child Groups**

- ☐ Monthly, Parent/child support and education groups led by trained early childhood staff are held in schools and community settings.

### **Community Connections**

- ☐ Partnerships are established with community program, local schools and other community agencies to promote awareness and build local resource connections to support the program and families. Regular contacts are made to build and nurture these relationships.

### **Staff Training and Support**

- ☐ STC provides Early Steps sites with ongoing, high- quality professional development including: 1-2 group trainings per year; regular coaching visits by an Early Childhood Program Specialist; monthly training calls and webcasts; regional trainings; and opportunities for pursuing early childhood degrees and certifications. Coordinators are expected to plan monthly site visits with the Early Childhood Specialist that include 1-2 home visits, a file review, recent training follow-up and a meeting with the Site Supervisor.

### **Supervisory Expectations for Partners**

- ☐ Participate in orientation and training activities, site visits and program implementation support from Save the Children staff and its contractors, and in an ongoing program evaluation.
- ☐ Hire an Early Childhood Coordinator whose language reflects that of the population being served. Ex. An Early Childhood Coordinator who provides services to families who are monolingual Spanish, must be bilingual.
- ☐ Provide adequate space and supplies to the ECC. This must include:
  - A computer with wireless internet access
  - An accessible telephone and readily available telephone line
  - Space for parent/child group meetings/events
  - Adequate storage space
  - Access to purchasing appropriate infant/toddler supplies and materials within district guidelines and budget codes

- ☐ Provide an orientation to the Early Childhood Coordinator (ECC) upon hire that includes:
  - Information on school benefits including leave and health insurance
  - Information on completing time sheets
  - Information on submitting for mileage reimbursement monthly
  - Information on district policies for reporting child abuse and neglect
- ☐ Utilize the ECC for ESSS functions only. ECC responsibilities do not include acting as a substitute teacher at any given time during the school day, assisting with bus or lunch duties, running sports or other extra-curricular activities, using preparation/planning time for other non-early childhood activities (e.g., monitoring assemblies, assisting with non-early childhood related classroom activities).
- ☐ Provide an environment that provides the ECC with a flexible schedule to accommodate the needs of families with young children receiving services in a home-based environment. This may include making evening or weekend visits/groups and providing services on days that schools are closed.
- ☐ Provide ongoing supervision and support to the ECC that must include:
  - Regular meetings between the ECC and Site Supervisor
  - Observation by the Site Supervisor of at least 2 home visits per year conducted by the ECC
  - Observation by the Site Supervisor of at least 1 parent/child group per year conducted by the ECC
  - Regular meetings between Save the Children ESSS Program Specialist and Site Supervisor
  - An annual review of the ECC's performance completed by their supervisor.
- ☐ Conduct a quality check (*Parent Satisfaction Survey*) with **all** families semi-annually.
- ☐ Monthly, Site Supervisors will compare mileage reimbursement requests, and sign-in/sign-out logs with home visit documentation (*Family Planning Forms*) signed by parents.
- ☐ Notify Save the Children when there are changes or issues at the site that affect ongoing supervision, management, and/or continuity or quality of regular programming.
- ☐ Participate in a Program Quality Assessment (PQA) at the site at least every two years.

Initial: 2010  
Reviewed/Revised: 2012, 2014, 1/30/2015



### **Legislative Report to the Board, April 20, 2018**

Committee Members: Senator Gerald Malloy, Senator Greg Hembree, Representative Rita Allison, Representative Jerry Govan

Staff Liaison: Georgia Mjartan, Executive Director

The members of the legislative committee are pleased to report the reauthorization of South Carolina First Steps. H. 3591 was signed into law by Governor Henry McMaster on April 12, 2018. As amended, the reauthorization includes a seven-year sunset (2025).

Attachments include:

- Summary of H. 3591
- H. 3591
- Press Release regarding the reauthorization of South Carolina First Steps

The press event surrounding reauthorization received good coverage including from WLTX News 19. We hope to engage the Governor in a ceremonial bill signing at some point in the coming weeks so that all of the legislators involved can be in attendance.

## **BILL SUMMARY**

### **H. 3591**

**(Govan, J.E. Smith, Allison, Erickson, et. al.)**

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#### **BILL:**

House bill 3591 updates and reauthorizes South Carolina First Steps to School Readiness until June 30, 2025. The bill increases accountability within the program by making the following changes:

- Benchmarks and objectives for the program that are adopted by the First Steps Board of Trustees must be posted on the First Steps website [§59-152-32 (A) (2)].
- Results of the annual kindergarten readiness assessment must be reported to the General Assembly on both a state and county basis [§59-152-33 (D)].
- Annual reporting requirements are made more specific. Additional information to be provided to the House and Senate committees consists of the following:
  - Kindergarten readiness results, including longitudinal data, in order to document progress.
  - Annual and five-year goals outlining efforts to serve a high proportion of at-risk children.
  - Programs provided by county partnerships and the number of children and families served for the past three years. Data must include the percentage of at-risk children served.
  - Total amount of state, local, federal, and other revenues expended.
  - Availability of high quality and affordable professional development, and the number of individuals, by partnership, who receive the training.
  - Innovative practices in partnerships that are making progress toward established benchmarks.
  - Technical assistance, including the type of assistance, provided to county partnerships.
  - Evidence of partnership collaboration with stakeholders.
  - Performance reviews of partnership boards. [§59-152-50 (6) (G-O)]
- First Steps must complete an annual accountability report, identify key program area descriptions and expenditures, and link this to performance measures [§59-152-50 (9)].
- Once overhead rates are established for local partnerships, the rates may not be amended or revised for at least five years. The board may not grant a rate waiver to a local partnership. Partnerships that exceed the cost rate, and are not part of a multi-county partnership, are ineligible for state funds [§59-132-70 (B)].
- First Steps must submit the justification of, and recommendation for, the salary and salary increases for its Executive Director to the Agency Head Salary Commission [§59-152-50 (10) and §63-11-1740].
- First Steps must publish each local partnership's comprehensive and annual reports on its website [§59-152-70 (8)].
- The transfer of BabyNet to First Steps is repealed [§63-11-1735].

#### **FISCAL IMPACT:**

The Revenue and Fiscal Affairs Office reports that the bill does not impact state or local funds.



1 ~~Indicates Matter Stricken~~

2 Indicates New Matter

3

4 AMENDED

5 March 20, 2018

6

7

## H. 3591

8

9 Introduced by Reps. Govan, J.E. Smith, Allison, Erickson,  
10 G.R. Smith, Felder, Douglas, Martin, Ridgeway,  
11 Robinson-Simpson, Yow, Williams, Wheeler, Loftis, D.C. Moss,  
12 Henegan, Ryhal, Jordan, Fry, Ballentine, Henderson, Crawford,  
13 S. Rivers, Herbkersman, W. Newton, Anthony, Lowe, Arrington,  
14 Thayer, Duckworth, Putnam, Gagnon, White, Simrill, McCoy,  
15 Stavrinakis, Elliott, Daning, Crosby, Sottile, Cogswell, Neal,  
16 McKnight, Hart, McEachern, West, Bamberg, Anderson, Hayes,  
17 Norrell, Cobb-Hunter, Davis, B. Newton, Ott, Hosey, Knight,  
18 Jefferson, Brown and Gilliard

19

20 S. Printed 3/20/18--S.

21 Read the first time February 22, 2017.

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[3591-1]

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**A BILL**

11 TO AMEND SECTION 59-152-32, CODE OF LAWS OF SOUTH  
12 CAROLINA, 1976, RELATING TO BENCHMARKS AND  
13 OBJECTIVES REQUIRED AS PART OF THE FIRST STEPS TO  
14 SCHOOL READINESS COMPREHENSIVE LONG-RANGE  
15 INITIATIVE, SO AS TO PROVIDE THE BENCHMARKS AND  
16 OBJECTIVES MUST BE APPROVED BY THE FIRST STEPS  
17 TO SCHOOL READINESS BOARD OF TRUSTEES AND  
18 POSTED ON THE INTERNET WEBSITE OF THE STATE  
19 OFFICE OF FIRST STEPS TO SCHOOL READINESS; TO  
20 AMEND SECTION 59-152-33, RELATING TO THE FIRST  
21 STEPS TO SCHOOL READINESS ASSESSMENT, SO AS TO  
22 IMPOSE CERTAIN REQUIREMENTS FOR REPORTING AND  
23 USE OF THE RESULTS OF THE ASSESSMENT; TO AMEND  
24 SECTION 59-152-50, AS AMENDED, RELATING TO  
25 MISCELLANEOUS REPORTING REQUIREMENTS, SO AS TO  
26 REVISE THE REQUIREMENTS; TO AMEND SECTION  
27 59-152-70, AS AMENDED, RELATING TO FIRST STEP  
28 PARTNERSHIP BOARDS, SO AS TO PROVIDE THE STATE  
29 OFFICE OF FIRST STEPS TO SCHOOL READINESS  
30 ANNUALLY SHALL PUBLISH THE COMPREHENSIVE  
31 PLANS OF THESE BOARDS ON THE INTERNET WEBSITE  
32 OF THE OFFICE, TO LIMIT THE PERIOD OF TIME IN WHICH  
33 LOCAL OFFICES MAY INCREASE THEIR ESTABLISHED  
34 OVERHEAD COST RATES, AND TO PROVIDE LOCAL  
35 PARTNERSHIPS THAT ARE NOT PART OF MULTICOUNTY  
36 PARTNERSHIPS AND EXCEED THEIR OVERHEAD COST  
37 RATES ARE INELIGIBLE TO RECEIVE STATE FUNDS; TO  
38 AMEND SECTION 63-11-1710, RELATING TO THE SOUTH  
39 CAROLINA FIRST STEPS TO SCHOOL READINESS BOARD  
40 OF TRUSTEES, SO AS TO REQUIRE THE BOARD  
41 ANNUALLY TO PROVIDE ACCOUNTABILITY REPORTS  
42 REQUIRED OF STATE AGENCIES; TO AMEND SECTION

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1

1 63-11-1720, AS AMENDED, RELATING TO THE STATE  
2 OFFICE OF FIRST STEPS STUDY COMMITTEE, SO AS TO  
3 DELETE PROVISIONS CONCERNING THE COMMITTEE  
4 AND TO PROVIDE FOR LEGISLATIVE REVIEW OF THE  
5 STATE OFFICE OF FIRST STEPS TO SCHOOL READINESS IF  
6 THE OFFICE IS NOT REVIEWED BY THE HOUSE AND  
7 SENATE OVERSIGHT COMMITTEES WITHIN A  
8 PROSCRIBED TIME PERIOD; TO AMEND SECTION  
9 63-11-1740, AS AMENDED, RELATING TO THE  
10 ADMINISTRATION OF THE STATE OFFICE OF FIRST STEPS  
11 TO SCHOOL READINESS, SO AS TO REQUIRE THE BOARD  
12 TO SUBMIT JUSTIFICATIONS AND RECOMMENDATIONS  
13 REGARDING THE SALARY OF ITS EXECUTIVE DIRECTOR  
14 TO THE AGENCY HEAD SALARY COMMISSION; AND TO  
15 REPEAL SECTION 63-11-1735 RELATING TO THE BABYNET  
16 INTERAGENCY EARLY INTERVENTION SYSTEM.

17 Amend Title To Conform

18  
19 Be it enacted by the General Assembly of the State of South  
20 Carolina:

21  
22 SECTION 1. Section 59-152-32(A)(2) of the 1976 Code, as added  
23 by Act 287 of 2014, is amended to read:

24  
25 “(2) establish specific benchmarks and objectives for use by the  
26 board of trustees, local partnership boards, and any agency that  
27 administers a program to benefit preschool children. The  
28 benchmarks and objectives must be approved by the board and  
29 posted on the website of the Office of First Steps;”

30  
31 SECTION 2. Section 59-152-33(D) of the 1976 Code, as added by  
32 Act 287 of 2014, is amended to read:

33  
34 “(D) The South Carolina First Steps to School Readiness Board  
35 of Trustees shall support the implementation of the school readiness  
36 assessment and must provide professional development to support  
37 the readiness assessment for teachers and parents of programs  
38 supported with First Steps funds. The board shall utilize the annual  
39 aggregate literacy and other readiness assessment information in  
40 establishing standards and practices to support all early childhood  
41 providers served by First Steps. The South Carolina First Steps to  
42 School Readiness Board of Trustees shall report the results of the  
43 kindergarten readiness assessment by state and by county on the

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2

1 annual report to the General Assembly required in Section  
2 59-152-50(6), and use the results to assist county partnerships to  
3 support local initiatives to improve readiness for all students.”  
4

5 SECTION 3. Section 59-152-50 of the 1976 Code, as last amended  
6 by Act 287 of 2014, is further amended to read:  
7

8 “Section 59-152-50. Under supervision of the South Carolina  
9 First Steps to School Readiness Board of Trustees, there is created  
10 an Office of South Carolina First Steps to School Readiness. The  
11 office shall:

12 (1) provide to the board information on best practice, successful  
13 strategies, model programs, and financing mechanisms;

14 (2) review the local partnerships’ plans and budgets in order to  
15 provide technical assistance and recommendations regarding local  
16 grant proposals and improvement in meeting statewide and local  
17 goals;

18 (3) provide technical assistance, consultation, and support to  
19 local partnerships to facilitate their success including, but not  
20 limited to, model programs, strategic planning, leadership  
21 development, best practice, successful strategies, collaboration,  
22 financing, and evaluation;

23 (4) evaluate each program funded by the South Carolina First  
24 Steps to School Readiness Board of Trustees on a regular cycle to  
25 determine its effectiveness and whether it should continue to receive  
26 funding;

27 (5) recommend to the board the applicants meeting the criteria  
28 for First Steps partnerships and the grants to be awarded;

29 (6) submit an annual report to the board, the House Ways and  
30 Means Committee, the House Education and Public Works  
31 Committee, the Senate Finance Committee, and the Senate  
32 Education Committee by December first which includes, but is not  
33 limited to, the following information:

34 (a) statewide the needs and resources available to meet the  
35 goals and purposes of the First Steps to School Readiness initiative;  
36 statewide, to include each local partnership;

37 (b) a list of risk factors the office considers to affect school  
38 readiness;

39 (c) identification of areas where client-level data is not  
40 available;

41 (d) an explanation of how First Steps programs reach the most  
42 at-risk children;

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1 (e) the ongoing progress and results of the First Steps to  
2 School Readiness initiative statewide and locally;

3 (f) fiscal information on the expenditure of funds, and  
4 recommendations and legislative proposals to further implement the  
5 South Carolina First Steps to School Readiness initiative statewide;

6 (g) kindergarten readiness results for the prior school year as  
7 well as longitudinal data to document progress toward improving  
8 kindergarten readiness;

9 (h) annual and five-year goals to serve a high proportion of  
10 at-risk children in the State along with a plan and timetable to reach  
11 the goals that align to the benchmarks and objectives established by  
12 the board;

13 (i) the evidence-based and evidence-informed programs  
14 provided and number of children and families served for the past  
15 three fiscal years. The data must include the percentage of total  
16 at-risk children served by the initiative;

17 (j) the total amount of state, local, federal and other revenues  
18 received and the total amount of these funds expended by the State  
19 Office of First Steps and by each local partnership for services to  
20 children and families;

21 (k) availability of high quality and affordable professional  
22 development and high impact strategies such as coaching for child  
23 care providers to include the number of individuals, by partnership,  
24 who receive the professional development;

25 (l) innovative practices in counties that are making progress  
26 toward the benchmarks and objectives;

27 (m) technical assistance provided by State Office of First  
28 Steps to county partnerships with information related to the type of  
29 assistance provided and outcomes of the assistance;

30 (n) evidence of each local partnership's collaboration with  
31 public and private stakeholders; and

32 (o) performance reviews of the local partnership boards  
33 referenced in Section 59-152-70(F);

34 (7) provide for ongoing data collection. Before June 30, 2015,  
35 the board shall develop a response to the November 2014 external  
36 evaluation of each prevalent program and the overall goals of the  
37 initiative, as provided in Section 59-125-160. The office shall  
38 contract with an external evaluator to develop a schedule for an  
39 in-depth and independent performance audit designed to measure  
40 the success of each prevalent program in regard to its success in  
41 supporting the goals of the State Board and those set forth in Section  
42 59-152-20 and Section 59-152-30. Results of all external

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1 performance audits must be published in the First Steps annual  
2 report; and

3 (8) coordinate the First Steps to School Readiness initiative with  
4 all other state, federal, and local public and private efforts to  
5 promote good health and school readiness of young children and  
6 support for their families;

7 (9) complete an annual accountability report pursuant to Section  
8 1-1-820 and identify key program area descriptions and  
9 expenditures and link these to key financial and performance results  
10 measures, and provide this report to the General Assembly to post  
11 on its internet website; and

12 (10) submit to the Agency Head Salary Commission, pursuant to  
13 Sections 8-11-160 and 8-11-165, justification of and  
14 recommendations for the salary and any salary increases for the  
15 Executive Director of the South Carolina Office of First Steps to  
16 School Readiness.”

17  
18 SECTION 4. Section 59-152-70(A) and (B), as last amended by  
19 Act 287 of 2014, is further amended to read:

20  
21 “(A) A First Steps Partnership Board shall, among its other  
22 powers and duties:

23 (1) adopt bylaws as established by the First Steps to School  
24 Readiness Board to effectuate the provisions of this chapter which  
25 must include the creation of a periodic meeting schedule;

26 (2) coordinate a collaborative effort at the county or  
27 multicounty level which will bring the community together to  
28 identify the area needs related to the goals of First Steps to School  
29 Readiness; develop a strategic long-term plan for meeting those  
30 needs; develop specific initiatives to implement the elements of the  
31 plan; and integrate service delivery where possible;

32 (3) coordinate and oversee the implementation of the  
33 comprehensive strategic plan including, but not limited to, direct  
34 service provision, contracting for service provision, and  
35 organization and management of volunteer programs;

36 (4) effective July 1, 2016, each partnership’s comprehensive  
37 plan shall include the following core functions:

38 (a) service as a local portal connecting families of  
39 preschool children to community-based services they may need or  
40 desire to ensure the school readiness of their children;

41 (b) service as a community convener around the needs of  
42 preschool children and their families; and

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1 (c) support of state-level school readiness priorities as  
2 determined by the State Board;

3 (5) update a needs assessment every three years;

4 (6) implement fiscal policies and procedures as required by  
5 the First Steps office and as needed to ensure fiscal accountability  
6 of all funds appropriated to the partnership;

7 (7) keep accurate records of the partnership's board meetings,  
8 board member's attendance, programs, and activities for annual  
9 submission to the First Steps to School Readiness Board of Trustees;

10 (8) collect information and submit an annual report by  
11 October first to the First Steps to School Readiness Board of  
12 Trustees, and otherwise participate in the annual review and the  
13 three-year evaluation of operations and programs. Before December  
14 1, 2017, and annually before December first thereafter, the Office of  
15 South Carolina First Steps shall publish each local partnership's  
16 comprehensive plan and annual report on the office's website.

17 Reports must include, but not be limited to:

18 (a) determination of the current level and data pertaining to  
19 the delivery and effectiveness of services for young children and  
20 their families, including the numbers of preschool children and their  
21 families served;

22 (b) strategic goals for increased availability, accessibility,  
23 quality, and efficiency of activities and services for young children  
24 and their families which will enable children to reach school ready  
25 to succeed;

26 (c) monitoring of progress toward strategic goals;

27 (d) report on implementation activities;

28 (e) recommendations for changes to the strategic plan  
29 which may include new areas of implementation;

30 (f) evaluation and report of program effectiveness and  
31 client satisfaction before, during, and after the implementation of  
32 the strategic plan, where available; and

33 (g) estimation of cost savings attributable to increased  
34 efficiency and effectiveness of delivery of services to young  
35 children and their families, where available.

36 (B) Each local partnership may, in the performance of its duties,  
37 employ or acquire staff pursuant to the local partnership bylaws  
38 established by the South Carolina First Steps School to Readiness  
39 Board of Trustees. Overhead costs of a First Step partnership's  
40 operations may not exceed eight percent of the total state funds  
41 appropriated for partnership grants. The South Carolina First Steps  
42 to School Readiness Board of Trustees shall contract with an  
43 independent cost accountant to provide recommendations as to an

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6

1 adequate, and not excessive, overhead cost rate for individual  
2 partnerships no later than July 1, 2017. Once these  
3 recommendations are received, the First Steps to School Readiness  
4 Board of Trustees may adjust the overhead percentage for the local  
5 partnership. Once the overhead rates are established, the rates may  
6 not be amended or revised for at least five years, and the board may  
7 not grant a waiver from this provision to the local partnership. Local  
8 partnerships that are not part of a multicounty partnership and  
9 exceed the overhead cost rate are ineligible to receive state funds.”

10  
11 SECTION 5. Section 63-11-1710 of the 1976 Code, as added by  
12 Act 361 of 2008, is amended to read:

13  
14 “Section 63-11-1710. (A) There is established the South  
15 Carolina First Steps to School Readiness Board of Trustees, an  
16 eleemosynary corporation, which shall oversee the South Carolina  
17 First Steps to School Readiness initiative, a broad range of  
18 innovative early childhood development and education, family  
19 support, health services, and prevention efforts to meet critical needs  
20 of South Carolina’s children through the awarding of grants to  
21 partnerships at the county level as provided for in Section  
22 59-152-90.

23 (B) The board may accept gifts, bequests, and grants from any  
24 person or foundation. The fund and grants from the fund shall  
25 supplement and augment, but not take the place of, services  
26 provided by local, state, or federal agencies. The board of trustees  
27 shall carry out activities necessary to administer the fund including  
28 assessing service needs and gaps, soliciting proposals to address  
29 identified service needs, and establishing criteria for the awarding  
30 of grants.

31 (C) The board must ensure the fiscal and programmatic  
32 accountability of the administration of the State Office of First Steps  
33 through the submission of annual reports as required by a state  
34 agency including, but not limited to, required reports to the Office  
35 of the Governor, General Assembly, State Department of  
36 Administration, State Fiscal Accountability Authority, Comptroller  
37 General, Inspector General, and State Auditor which includes the  
38 annual accountability report, debt collection report, composite bank  
39 account report, sole source reportings, annual budget request  
40 beginning with the Governor’s annual deadline, recovery audits,  
41 Inspector General’s fraud, waste, and abuse report, and agency head  
42 salary commission reports. Required reporting is to be made public

[3591]

7



1 on the recipient's website in the same manner in which state agency  
2 reports are made public."

3  
4 SECTION 6. Section 63-11-1720 of the 1976 Code, as amended by  
5 Act 287 of 2014, is further amended to read:

6  
7 "Section 63-11-1720. (A) There is created the South Carolina  
8 First Steps to School Readiness Board of Trustees which must be  
9 chaired by the Governor, or his designee, and must include the State  
10 Superintendent of Education, or his designee, who shall serve as ex  
11 officio voting members of the board.

12 (B) In making the appointments specified in subsection (C)(1),  
13 (2), and (3) of this section, the Governor, President Pro Tempore of  
14 the Senate, and the Speaker of the House of Representatives shall  
15 seek to ensure diverse geographical representation on the board by  
16 appointing individuals from each congressional district as possible.

17 (C) The board shall include members appointed in the following  
18 manner:

19 (1) the Governor shall appoint one member from each of the  
20 following sectors:

- 21 (a) parents of young children;
- 22 (b) business community;
- 23 (c) early childhood educators;
- 24 (d) medical providers;
- 25 (e) child care and development providers; and
- 26 (f) the General Assembly, one member from the Senate

27 and one member from the House of Representatives;

28 (2) the President Pro Tempore of the Senate shall appoint one  
29 member from each of the following sectors:

- 30 (a) parents of young children;
- 31 (b) business community;
- 32 (c) early childhood educators; and
- 33 (d) medical or child care and development providers;

34 (3) the Speaker of the House of Representatives shall appoint  
35 one member from each of the following sectors:

- 36 (a) parents of young children;
- 37 (b) business community;
- 38 (c) early childhood educators; and
- 39 (d) medical or child care and development;

40 (4) the chairman of the Senate Education Committee or his  
41 designee;

42 (5) the chairman of the House Education and Public Works  
43 Committee or his designee; and

[3591]

1 (6) the chief executive officer of each of the following shall  
2 serve as an ex officio voting member:

- 3 (a) Department of Social Services;
- 4 (b) Department of Health and Environmental Control;
- 5 (c) Department of Health and Human Services;
- 6 (d) Department of Disabilities and Special Needs;
- 7 (e) State Head Start Collaboration Officer; and
- 8 (f) Children's Trust of South Carolina.

9 (D) The terms of the members are for four years and until their  
10 successors are appointed and qualify. The appointments of the  
11 members from the General Assembly shall be coterminous with  
12 their terms of office.

13 (E) Vacancies for any reason must be filled in the manner of the  
14 original appointment for the unexpired term. A member may not  
15 serve more than two terms or eight years, whichever is longer. A  
16 member who misses more than three consecutive meetings without  
17 excuse or a member who resigns must be replaced in the same  
18 manner as his predecessor. Members may be paid per diem, mileage,  
19 and subsistence as established by the board not to exceed standards  
20 provided by law for boards, committees, and commissions. A  
21 complete report of the activities of the First Steps to School  
22 Readiness Board of Trustees must be made annually to the General  
23 Assembly.

24 ~~(F)(1) There is created the Office of First Steps Study Committee~~  
25 ~~to review the structure, responsibilities, governance by an~~  
26 ~~organization exempt from federal income tax pursuant to Section~~  
27 ~~501(c)(3) of the Internal Revenue Code of 1986, and administration~~  
28 ~~of the Office of First Steps. The goal of the study committee is to~~  
29 ~~guarantee that children from birth to school age receive needed~~  
30 ~~services from the Office of First Steps in the most effective way~~  
31 ~~through coordination with other agencies that serve the same~~  
32 ~~population. Also, the study committee shall determine whether the~~  
33 ~~services provided by the Office of First Steps are provided in the~~  
34 ~~most cost effective and direct manner to entities served by the~~  
35 ~~Office of First Steps, including County First Steps Partnerships~~  
36 ~~Boards. The study committee shall evaluate the structure and costs~~  
37 ~~of the Office of First Steps becoming an independent agency and~~  
38 ~~make a recommendation as to whether the Office of First Steps~~  
39 ~~should become an agency, remain as a program at the Department~~  
40 ~~of Education, be relocated within a state agency other than the~~  
41 ~~Department of Education, or any other alternative structure the~~  
42 ~~study committee deems fit. The study committee shall also address~~  
43 ~~the issues concerning the governance of an organization exempt~~

[3591]

1 from federal income tax pursuant to Section 501(c)(3) of the Internal  
2 Revenue Code of 1986 relative to the structure recommended by the  
3 study committee. When making its recommendation as to the  
4 structure, the study committee must include an analysis of the costs  
5 associated with a change in structure. Such costs include, but are not  
6 limited to, personnel, data security, data management, and fiscal  
7 services.

8 (2) The study committee shall be composed of:

9 (a) four members of the Senate appointed by the Chairman  
10 of the Senate Education Committee. Of these members, one must be  
11 appointed upon the recommendation of the Senate Majority Leader,  
12 one must be appointed upon the recommendation of the Senate  
13 Minority Leader, and one must be a member of the South Carolina  
14 First Steps to School Readiness Board of Trustees;

15 (b) four members of the House of Representatives  
16 appointed by the Chairman of the House Education and Public  
17 Works Committee. Of these members, one must be appointed upon  
18 the recommendation of the House Majority Leader, one must be  
19 appointed upon the recommendation of the House Minority Leader,  
20 and one must be a member of the South Carolina First Steps to  
21 School Readiness Board of Trustees;

22 (c) one member appointed by the Governor, who shall  
23 serve as chairman;

24 (d) the President of the Institute for Child Success, or his  
25 designee;

26 (e) the Chairman of the Education Oversight Committee,  
27 or his designee; and

28 (f) the Chairman of the Joint Citizens Legislative  
29 Committee on Children, or his designee.

30 Except for the two members of South Carolina First Steps to  
31 School Readiness Board of Trustees appointed pursuant to subitems  
32 (a) and (b), no member of the study committee may be a member of  
33 the South Carolina First Steps to School Readiness Board of  
34 Trustees or a member of a County First Steps Partnership Board.

35 (3) The study committee must be staffed by the staff of the  
36 Senate Education Committee and the House Education and Public  
37 Works Committee.

38 (4) The study committee shall complete its review and submit  
39 its recommendation to the General Assembly no later than March  
40 15, 2015. Upon submission of its recommendation, the study  
41 committee is dissolved In the event South Carolina First Steps to  
42 School Readiness is not reviewed by the House and Senate  
43 Legislative Oversight Committees within the period prescribed by

1 Section 2-2-20, a joint House and Senate committee shall conduct a  
2 review. The joint committee shall consist of five members appointed  
3 by the Chairman of the House Education and Public Works  
4 Committee and five members appointed by the Chairman of the  
5 Senate Education Committee. The committee must be co-chaired by  
6 one member of the House and one member of the Senate. A report  
7 must be provided to the Speaker of the House and President Pro  
8 Tempore of the Senate within one hundred eighty days after the first  
9 meeting of the joint committee.”

10  
11 SECTION 7. Section 63-11-1740 of the 1976 Code, as added by  
12 Act 361 of 2008, is amended to read:

13  
14 “Section 63-11-1740. The South Carolina First Steps to School  
15 Readiness Board of Trustees shall employ, by a majority vote, a  
16 director of the Office of South Carolina First Steps to School  
17 Readiness and other staff as necessary to carry out the South  
18 Carolina First Steps to School Readiness initiative, established in  
19 Title 59, Chapter 152, and other duties and responsibilities as  
20 assigned by the board. The director, with the approval of the board,  
21 shall hire such staff as is considered necessary to carry out the  
22 provisions of the initiative. The South Carolina First Steps to School  
23 Readiness Board of Trustees shall submit to the Agency Head  
24 Salary Commission, pursuant to Sections 8-11-160 and 8-11-165,  
25 justification of and recommendations for the salary and any salary  
26 increases for the Executive Director of the South Carolina Office of  
27 Frist Steps to School Readiness.”

28  
29 SECTION 8. Section 20B. of Act 287 of 2014 is repealed. Act 99  
30 of 1999, South Carolina First Steps to School Readiness Act, as  
31 amended by this act, is reauthorized until June 30, 2025.

32  
33 SECTION 9. Section 63-11-1735 of the 1976 Code is repealed.

34  
35 SECTION 10. This act takes effect upon approval by the  
36 Governor.

37 ----XX----



## **For Immediate Release**

April 12, 2018

Thursday, April 12<sup>th</sup> at 11:15 am, Governor Henry McMaster will sign into law House Bill 3591 which reauthorizes South Carolina First Steps' original enabling legislation and includes a variety of new measures designed to strengthen programs and accountability. South Carolina First Steps is a state agency and a nonprofit (a public-private partnership) which provides programming and support to ensure that children ages birth to age five receive the services they need to start school ready to succeed.

The bill signing will take place on the steps of the State House. 700 four-year-olds who directly benefit from South Carolina First Steps' programs will be in attendance. Other attendees will include legislative trustees Representative Rita Allison, Representative Jerry Govan, Senator Greg Hembree and Senator Gerald Malloy, SC First Steps Executive Director Georgia Mjartan, who assumed the role leading the state agency in December 2017, and other SC First Steps Trustees.

South Carolina First Steps has a vision that every child in South Carolina will start school ready to succeed. With local First Steps affiliates, called "partnerships," in every county, South Carolina First Steps works across the state to equip parents and caregivers to be their children's first and best teachers, to increase access to high quality early childhood programs, and to empower communities to work together to ensure that all children start school ready to succeed.

South Carolina First Steps was established by the General Assembly in 1999 under the leadership of Governor Jim Hodges. In 2006, the state legislature established the state's public-private 4-year-old Kindergarten model in response to a long-standing school equity lawsuit and tapped First Steps to oversee 4K service delivery in the private sector. In 2015, First Steps was designated as an Early Head Start-Child Care Partnership grantee by the federal government and was awarded a second grant for expansion in 2017.

On a daily basis, South Carolina First Steps provides:

- 2,332 4-year olds with access to high quality 4-year-old kindergarten in private, faith-based and non-profit centers
- Over 250 infants and toddlers and their parents with comprehensive services including home-visiting and childcare through Early Head Start. South Carolina First Steps operates Early Head Start – Child Care Partnership programs in 14 counties across the state.

Last year, because of South Carolina First Steps:

- 1,543 families including 1,810 children were visited in their homes by teachers, trainers and parent-coaches.
- 4,530 preschool teachers actively participated in learning new strategies and skills that will make their students more successful.

In the Summer of 2017, because of South Carolina First Steps:

- 1,055 children and their parents welcomed their future Kindergarten teachers into their homes, and and through a series of visits, built a bridge to lasting success at school.

For more information about South Carolina First Steps, visit [www.scfirststeps.org](http://www.scfirststeps.org) or contact:

Georgia Mjartan, Executive Director

803-727-2860

[gmjartan@scfirststeps.org](mailto:gmjartan@scfirststeps.org)

1300 Sumter Street • Concord Bldg., Suite 100 • Columbia, South Carolina 29201

Phone 803-734-0479 • Fax 803-734-1431 • Web site [www.scfirststeps.org](http://www.scfirststeps.org)



To: SC First Steps Board of Trustees  
From: Georgia Mjartan  
Date: April 20, 2018

### **Executive Director's Report**

#### **At the Statehouse:**

The past three months have been an incredibly busy time for all of us at South Carolina First Steps. On the legislative front, we have been reauthorized thanks to the efforts of Representatives Allison and Govan and Senators Hembree and Malloy along with many others at the Statehouse whose support for South Carolina First Steps made this possible. We have presented our budget request to the House Ways and Means Committee and Senate Finance and have also been undergoing a Senate Oversight Committee process, as we were selected for review this year.

#### **Collaboration: Connector and Convener**

We continue to build upon existing partnerships with our colleague agencies whose missions overlap and align with ours. SC First Steps took the lead in writing a grant for technical assistance for a state-level working group that has come together to connect "informal" learning opportunities available through libraries and museums with early childhood programs. The technical assistance grant from BUILD and the Boston Children's Museum was awarded to our group, whose leadership team includes SC First Steps, the SC State Library, EdVenture and DSS. Thanks to Betty Gardiner, our Accountability and Resource Development Director, for taking on this grant-writing project and ongoing field-building leadership. We will be collaborating with DSS on the Child Care and Development Fund (CCDF) state plan. With the Department of Education, we are working to integrate our promotion of 4K programs across the state. Additionally, for the first time at the state level, we will be sharing waiting lists, allowing private, faith-based and nonprofit providers to reach out to families whose children did not get in to public school 4K and vice-versa to ensure no children are left without this wonderful, gap-closing opportunity for learning and growth.

#### **Programs and Partnerships:**

Spending time out in the communities with our local partnerships continues to be a highlight for me. In my first 4 months at SC First Steps, I have had a chance to meet formally with 18 of our local partners either in their home communities or in focused meetings off-site. SC First Steps continues to invest in building the capacity of the local partnerships both through our own technical assistance and consulting team and also by funding our local partnerships' participation in learning opportunities like the Together SC Annual Conference. 33 of our local partners attended this year's conference, which provided an excellent platform for all of us to meet together as a statewide network.

Early Head Start expansion has been slower than we had hoped or anticipated, with only 2 of the 162 expansion slots operational at this point. We continue to serve the 254 children and their parents who were part of our Round 1 Application. With resources made available through our second grant award, we are now actively recruiting additional teacher mentors and family educators. The Parents As Teachers program, which is an evidence-based home visiting model that we know works in South Carolina (see study presented at December 2017 board meeting) will, in May, begin to be rolled out as the home visiting and parent engagement element of our Early Head Start – Child Care Partnership program.

**Focus on First Steps 4K:**

As a new segment of the board meeting, during my report I thought it would be worthwhile to bring to you an area of focus where we could take a deeper look – at data, at program models, or at opportunities. This month's focus: 4K.

See attached:

- 4K Program Data Reports – Access, Quality Rating, and Expansion
- NIEER Report

**Opportunities:**

AmeriCorps VISTA is a national anti-poverty program that engages people in service full-time for a one-year term in order to build the capacity of the organizations where they serve. VISTA stands for Volunteers In Service To America. VISTA members receive a living allowance of between \$900 and \$1000 per month and are eligible for an education award (\$5,920) or a stipend at the end of their term of service. VISTA members do not engage in direct service work, instead focusing on capacity building activities such as fundraising, communications, volunteer management, evaluation and program development.

Having had an excellent experience creating and developing an AmeriCorps VISTA program in Arkansas, I reached out to the VISTA State Office here in South Carolina to explore their interest in partnering with South Carolina First Steps by funding a large (20 – 25 person) VISTA project at SCFS.

I would like to bring this opportunity to the board for feedback and ideas and ultimately for authorization to pursue this opportunity.



## South Carolina First Steps 4 Year Old Kindergarten – 4K Program

### History of 4K Program

June 2006 - Creation of Child Development Education Pilot Program, CDEPP

2006-2013, 34 districts

2013-2014, 51 districts (75% poverty level) - 1<sup>st</sup> expansion

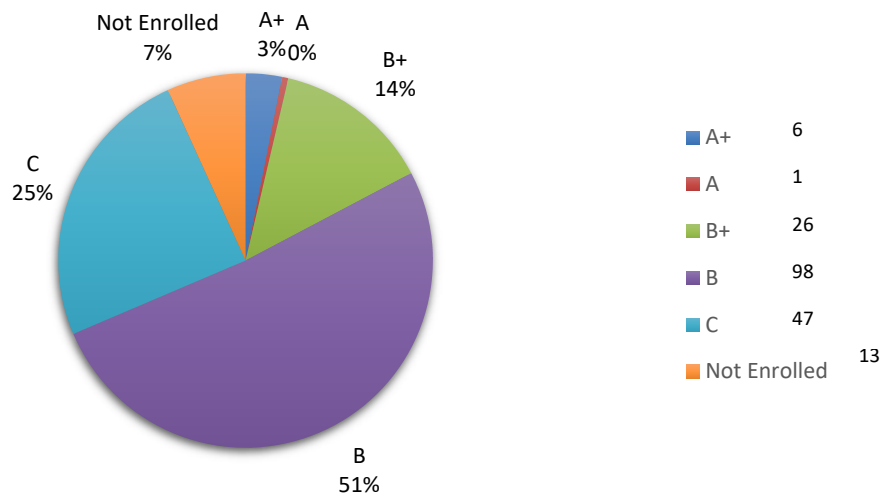
June 2014 - Codified into Child Early Reading Development & Education Program, CERDEP

2014-2015, 61 districts (70% poverty level) - 2<sup>nd</sup> expansion

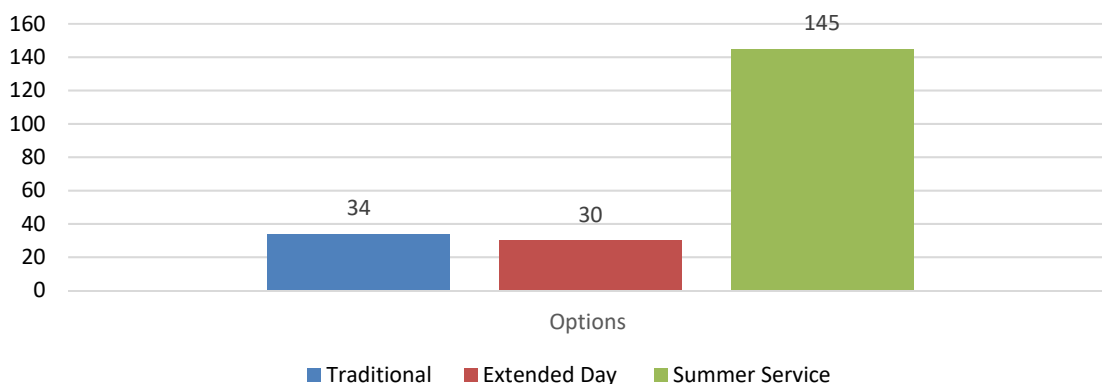
2015-2016, 64 districts (70% poverty level) – 3 more districts added

May 2017 - Options of Service offered to approved providers

ABC Ratings for SCFS 4K Providers 2017-2018



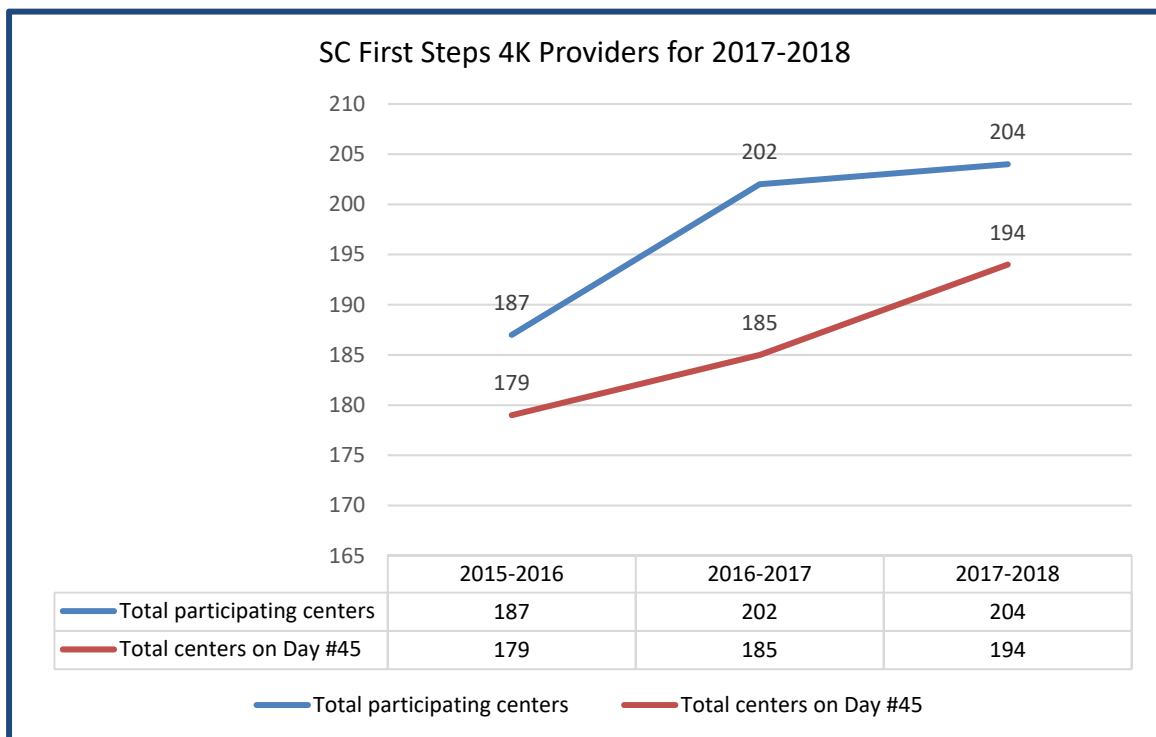
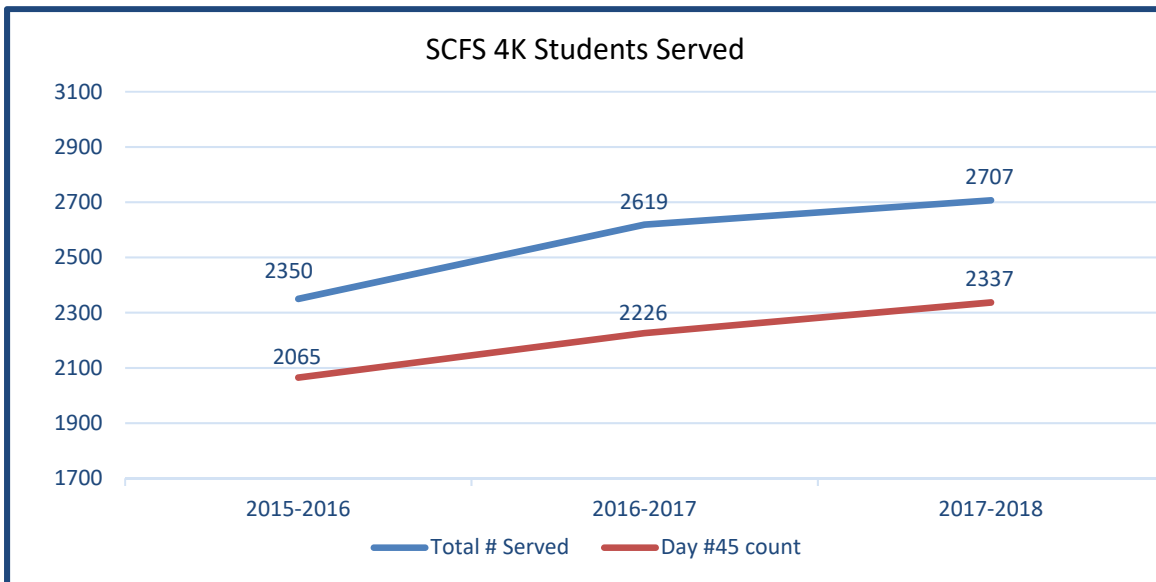
Options of Service for 2017-2018, 209 SCFS 4K classrooms





	Total 4K students Served	% Change	Day 45 Count	% Change	Total Providers	%Change	Provider # on Day 45	% Change
2015-2016	2,300		2,065		187		179	
2016-2017	2,619	13.87 %	2,226	7.80 %	195	4.28	185	3.35 %
2017-2018	2,707 *	3.36 %	2,337	4.99 %	204	4.62	194	4.86 %

(Still enrolling)





**FOR IMMEDIATE RELEASE**  
April 18, 2018

NIEER Contact:  
Michelle Ruess  
848.932.4350

Media Contact:  
Morgan Williams  
202-836-9890

## **2017 State of Preschool Report Shows Little Progress in South Carolina** ***South Carolina above national average on enrollment, low on spending per child***

**New Brunswick, NJ**—A new state-by-state report shows more young children enrolled in public pre-K programs nationwide, with South Carolina enrolling more children, but spending well below national average per child enrolled.

*The State of Preschool 2017* annual report finds states heeding the demand for pre-K and expanding access to publicly funded programs in a variety of settings. But instead of supporting quality early learning with adequate resources, most state programs invest too little to help children catch up with their more advantaged peers by kindergarten.

South Carolina enrollment increased to include 41% of 4-year-olds statewide. State spending per child was low, ranking the state near the bottom nationally. South Carolina programs met 7 of NIEER's 10 minimum quality standards benchmarks and the state has implemented policies supporting young Dual Language Learners.

"Our report highlights which states invest best in their young children and which leave too many children behind," said NIEER Senior Co-Director Steven Barnett. "South Carolina is enrolling more children but spending per child is making it challenging to implement policies that support high-quality early learning opportunities."

This year's report includes a special section on policies affecting Dual Language Learners (DLLs), and also highlights changes since 2002, when NIEER began tracking state pre-K. (*see box for SOUTH CAROLINA specifics*)

Enrollment in state-funded preschool programs has more than doubled since 2002, according to the report. Nationally, 43 states, D.C. and Guam now provide publicly funded preschool to more than 1.5 million children. However, funding has failed to keep pace, with spending-per-child *decreasing* when adjusted for inflation.

"Fifteen years ago, only three states and the District of Columbia enrolled more than one-third of their 4-year-olds in publicly funded pre-K," said Dr. Allison Friedman-Krauss, report co-author. "Today, that is the national average. But progress is patchy – 19 states still enroll less than 10% of their 4-year-olds."

### **South Carolina 2016-2017 Fast Facts**

Met 7 of 10 new quality standards benchmarks

Enrolled 24,079 children, an increase of 543 from 2015-16

Total state funding = \$71,513,051

State spending-per-child = \$2,970

South Carolina collects data on preschooler's home language; policies to support preschool DLLs

National rankings:

- 11 in access for 4-year-olds
- 38 in state spending per child

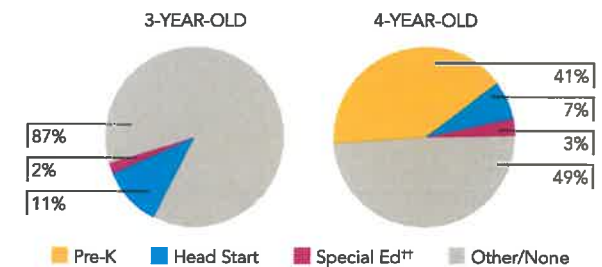
The State of Preschool 2017 yearbook was supported with funding provided by the Heising-Simons Foundation. Data used in the report come from a general survey funded by the National Center for Education Statistics (NCES). The supplemental survey of state policies related to dual language learners and report was supported by the Bill and Melinda Gates Foundation. The findings, interpretations, and conclusions in this report are solely those of the authors. For more information and detailed state-by-state profiles on quality access, and funding, please visit [www.nieer.org](http://www.nieer.org). The National Institute for Early Education Research ([www.nieer.org](http://www.nieer.org)) at the Graduate School of Education, Rutgers University, New Brunswick, NJ, supports early childhood education policy and practice through independent, objective research. For more information, contact: Michelle Ruess [mruess@nieer.org](mailto:mruess@nieer.org) 848-932-4350

## SOUTH CAROLINA CHILD EARLY READING DEVELOPMENT AND EDUCATION PROGRAM (CERDEP)

### ACCESS

Total state pre-K enrollment .....	24,079
School districts that offer state program .....	100%
Income requirement .....	185% FPL
Minimum hours of operation .....	4 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	4,927
Federally funded Head Start enrollment, ages 3 and 4 .....	10,600
State-funded Head Start enrollment, ages 3 and 4 .....	0

STATE PRE-K AND HEAD START ENROLLMENT  
AS PERCENTAGE OF TOTAL POPULATION



\*\* Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

POLICY	SC PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Working toward AA (nonpublic)	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE, P-2 (public); ECE, CD (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, developmental; Referrals	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Breakfast, lunch	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>6</b>		<b>7</b>

### RESOURCES

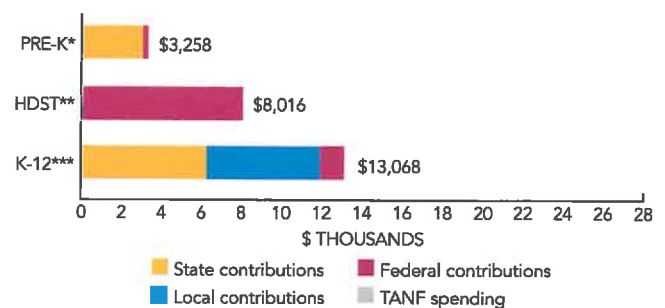
Total state pre-K spending .....	\$71,513,051
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$2,970
All reported spending per child enrolled* .....	\$3,258

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

\*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

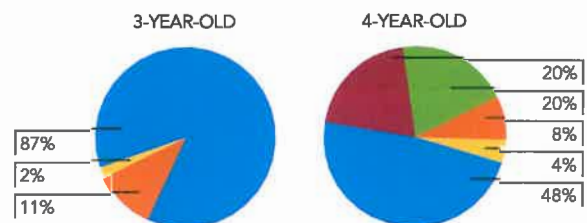


## SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PROGRAM (CDEP)

### ACCESS

Total state pre-K enrollment .....	12,006
School districts that offer state program .....	74%
Income requirement .....	185% FPL
Minimum hours of operation .....	6.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	4,901
Federally funded Head Start enrollment, ages 3 and 4 .....	10,651

STATE PRE-K AND HEAD START ENROLLMENT  
AS PERCENTAGE OF TOTAL POPULATION



■ SC 4K/EIA ■ SC CDEP ■ Head Start† ■ Special Ed†† ■ Other/None

† Some Head Start children may also be counted in state pre-K.

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

POLICY	SC CDEP REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, culturally sensitive <sup>a</sup>	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Working towards AA (nonpublic)	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE (public); EDE, CD (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD <sup>10</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year; coaching (some teachers)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations; Developmental; Support services <sup>d</sup>	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Lunch	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations in new classrooms (less than once/year); Improvement plan	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>6</b>		<b>4</b>

### RESOURCES

Total state pre-K spending .....	\$63,735,127
Local match required? .....	No
State spending per child enrolled .....	\$5,309
All reported spending per child enrolled* .....	\$5,309

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

\*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

