



Meeting of the Board of Trustees

April 23, 2020, Immediately following the ECAC Advisory Meeting
<https://zoom.us/j/99394138157?pwd=WWVleE9ZTmZNYOhRVm1DcStaYnInUT09>

AGENDA

I. Call to Order and Approve Agenda (David Morley)

Motion: To adopt the agenda as submitted

Motion: To adopt the February 20, 2020 minutes as submitted

II. Public Comment Period

The public is invited to provide comments relevant to the SC Early Childhood Advisory Council and/or South Carolina First Steps during this period. Members of the public wishing to speak must either email ajones@scfirststeps.org or notate their interest in speaking in the comment box on Zoom *prior* to the start of the meeting. Comments should be limited to no more than three minutes per speaker.

III. Executive Committee (David Morley)

Attachments: Executive Committee Report, Executive Committee Meeting Minutes

IV. Consent Agenda: **Motions Recommended by Committees** (David Morley)

- a. To approve the Sumter County First Steps request to discontinue their Child Care Quality Enhancement Program and reallocate \$15,077 of state funds from this program to purchase Child Care Vouchers. (Program and Grants Committee recommends)
- b. To approve the FY21 Partnership and Program Accountability Standards. (Program and Grants Committee recommends)
- c. To approve the 2018-19 Form 990 for submission. (Finance and Administration Committee recommends)

V. Executive Director's Report (Georgia Mjartan)

Attachments: Executive Director's Report

VI. Strategic Planning and Evaluation Committee (Dr. Amy Williams)

Attachments: Strategic Planning and Evaluation Committee Report, Strategic Planning and Evaluation Committee Meeting Minutes, Draft 2020 – 2025 South Carolina First Steps Strategic Plan, Draft South Carolina First Steps 2025 Strategic Plan Overarching Measures of Success; Countdown to Kindergarten Parent Results

Motion: To adopt the 2020-2025 South Carolina First Steps Strategic Plan.

Motion: To adopt the Overarching Measures of Success for the 2020 – 2025 South Carolina First Steps Strategic Plan.

VII. Local Partnership Program and Grants Committee (Jennifer McConnell)

Attachments: Local Partnership Program and Grants Committee Report, Local Partnership Program and Grants Committee Meeting Minutes, Budget Reallocation Requests April 2020, FY21 First Steps Partnership and Program Accountability Standards



- VIII. Finance and Administration Committee (Walter Fleming)
Attachments: Finance and Administration Report, Finance and Administration Committee Meeting Minutes, 2018-2019 Form 990, FY2020 Financial Status Report as of March 31, 2020, FY2020 Donations Report as of March 31, 2020
- IX. Legislative Committee (Sen. Gerald Malloy)
- X. **Motion:** To adjourn the meeting of the SC First Steps Board of Trustees



Board of Trustees Meeting

February 20, 2020

2:00 P.M.

Graduate Columbia, 1619 Pendleton Street, Columbia, SC

DRAFT MINUTES

Members Present (12):

Dave Morley, Chair
Representative Rita Allison (by phone)
Representative Jerry Govan
Sue Williams
Alexia Newman
Tim Holt
Roger Pryor, Jr. (by phone)
Jennifer McConnell (by phone)
Dr. Shelley Canright
Julie Hussey
Angel Johnson-Brebner (by phone)
Dr. Amy Williams

Members Absent (9):

Senator Greg Hembree
Senator Gerald Malloy
Dr. David Mathis
Mary Lynne Diggs
Michael Leach
Dr. Rick Toomey
Joshua Baker
Mary Poole
Walter Fleming

Others Present:

Georgia Mjartan	Pete Liggett
Samantha Ingram	Dorothy Priester
Zack Catoe	Danielle Harper
Debbie Robertson	
Chelsea Richard	
Betty Gardiner	
Beth Moore	
Jonathan Artz	
Mark Barnes	
Gina Beebe	



Call to Order/Quorum Call

SC First Steps Board of Trustees meeting called to order at 2:41 P.M.

Mr. Tim Holt made a motion to adopt the Agenda as submitted. Ms. Sue Williams provided a second and the agenda was unanimously approved.

There were no members of the public that signed up for public comment.

Ms. Julie Hussey made a motion to adopt the December 5, 2019 meeting minutes as written. Ms. Sue Williams provided a second, and the motion was unanimously approved.

Mr. Dave Morley stated that the Governor wanted to be known in his legacy as the Education Governor. In Mr. Morley's conversation with Governor McMaster, the Governor asked for a couple of things. The Governor said it was very difficult for him to make data-based decisions about early childhood and he said his one request of Mr. Morley was that if he had an incremental dollar to spend, he would like to have a data-based mechanism to be able to make that decision. One of Mr. Morley's takeaways from his discussion is that we have not broken through the communication barrier and thinking about how we can communicate our story is really our challenge.

Mr. Dave Morley presented his report and briefed the Board on his conversation with the Governor, notably the data-driven funding question.

Mr. Morley announced that after discussion with the Executive Committee, Dr. Shelley Canright was offered and has accepted the position of Board Vice Chair.

Executive Director Georgia Mjartan discussed the struggle to get the Governor and the President of the Senate to fill the vacancies on the Board, which must be filled by appointment. There are numerous vacancies, and candidates for these roles have been provided to the appointing individuals, however no action has been taken. Ms. Mjartan expressed gratitude to Representative Allison and Representative Govan for their role in getting the Speaker of the House to make his board appointments.

Ms. Mjartan reported 50% Board giving in 2019 which totaled around \$9,000. The goal was 100% Board giving.

Ms. Sue Williams asked if external folks would be permitted to be on the Executive Committee in order to give opportunity for board recruitment. There was some discussion about this. Mr. Tim Holt asked if these folks would have a vote. Mr. Morley advised that they could vote in committee but not for the Board. Mr. Morley would like to take this topic back up in Executive Committee. Ms. Mjartan said she would be happy to investigate it.

Ms. Hussey and Mr. Walter Fleming's terms on the Board have expired. Ms. Mjartan thanked both for remaining on the Board until their seats can be filled. Ms. Mjartan also thanked the other Board members for recommitting to new terms.

Ms. Hussey reminded of the "Give or Get" to acknowledge State Agencies.



Mr. Morley asked the Board of Trustees if they were in favor of the way the Consent Agenda was set up. All were in favor of it. Representative Jerry Govan made a motion to adopt the Consent Agenda. Ms. Hussey provided a second and the motion to approve the Agenda was unanimously approved.

Ms. Mjartan recognized Danielle Harper.

Ms. Mjartan presented her Executive Director's Report.

Ms. Mjartan pointed the Board to page 11 of the Executive Director's Report of the 4K expansion to discuss capacity levels around the state in the 17 non-eligible Districts and provide statistics.

Ms. Mjartan directed the Board to page 12, acknowledging that First Steps 4K is high quality and students are ready for kindergarten. She also noted the importance of child care centers for our economy.

Ms. Mjartan explained that we look to work with quality first and give incentives (10%) bonus on student tuition, plus two weeks of professional development.

Ms. Mjartan pointed the Board to the chart "*Child Care Centers Matter for our Economy*" and gave credit to Roger Pryor and Jennifer Williams for educating her on this.

Representative Govan asked about the true cost for child care. The RAND Study states that the true cost for child care is \$7,000 for a First Steps 4K classroom (traditional school year, 6 ½ hour day). SC First Steps only provides \$4,600. The true cost for 4K at public schools is \$11,000 and all of the expenses not covered by CERDEP are funded by the District or other public sources.

Mr. Holt asked how we fix this. Ms. Mjartan stated that we don't take 4-year-olds out of private child care and put them into public schools at a disproportionate rate. There needs to be thought and balance to the public-private, mixed-delivery of 4K approach.

Mr. Holt asked if there was a way to increase the reimbursement. Ms. Mjartan stated there is a reimbursement increase included in the proposal that goes from \$4,600 to \$4,800.

Ms. Hussey stated another problem is the low salary for child care workers.

Ms. Mjartan stated that we can't unintentionally incentivize competition for children and discussed the clawback clause and the issue with supplanting of funds and the SC First Steps uphill battle.

Representative Rita Allison asked Ms. Mjartan to repeat that again.

Representative Allison stated that it was her understanding that it (the clawback clause) was directed to public schools. Represent Allison further acknowledged that when public schools consider the expansion of their programs (specifically 4K), they have to have the facilities and, with the number of additional people that have come into the State since 2018, public schools are overflowing as it is. They can't keep up with the growth so in order for them to expand their early childhood they are going to have to have the facilities.

Representative Allison stated that it was her understanding that if public schools don't spend their money by that date, then that money flows over to the private sector, any money that is left.



“It should be and is about the children at this stage. We have spent many years not picking up all the children in this State that could qualify for going to 3K and 4K.”

She believes the Governor looked at it as trying to open it up and have it not being a competitive situation between public, private, parochial but to be able to find all of the children out there and Representative Allison commends First Steps for moving forward with the Portal so that parents, grandparents and guardians all know that they have this opportunity to send their children to a good, quality child care. Representative Allison stated that statistics show, and research shows that if you don't have quality programs, that can be negative for a child going into kindergarten and growing up. Representative Allison continued in saying that in the first year as we move forward, we as a State will know more of what we have, what we need, and if the children's needs are being met.

Representative Allison commends First Steps on the work they are doing but she does not want to see it get into a competitive situation that is going to hurt us moving forward with the opportunity that we have.

Representative Allison advised that she did not know until today that if First Steps does not spend all their money by September 15th, it goes to the Public Schools.

Mr. Holt reiterated that if SC First Steps does not have carry-forward next year, how can the program continue to expand?

Mr. Morley asked Representative Allison if she agreed with Ms. Mjartan's interpretation.

Representative Allison did not know about the clawback clause.

Mr. Morley asked Representative Allison for assistance on the unreasonable request of going into new communities from scratch between July 1 – September 15 and having to establish from scratch. Mr. Morley suggested that if there could be a start-up year and if there was a claw back and it was delayed one year, it would be beneficial. Representative Allison agreed and stated she was not aware of this and it took her back and asked Mr. Morley if this was just put in today. Mr. Morley advised Representative Allison it happened last night. Mr. Govan advised that this is what happens when Ways and Means makes decisions that needs to come through Education. Representative Govan advised Representative Allison that they need to discuss this with the Chairman of the Ways and Means Committee. Representative Allison said they will be discussing the clause with some people as this was not her understanding about this from the beginning. Ms. Mjartan thanked everyone for their engagement in the conversation.

Mr. Morley stated that if this proviso goes forward, we may have to take a funding risk. This might be a business decision and require discussion about how to do this. Representative Allison advised that First Steps needs to move forward with their plan and let them deal with the proviso because it did not start out that way.

Ms. Mjartan gave an update on the \$3M grant request. The Ways and Means Committee passed this out of the subcommittee yesterday. Funding, if approved, would be used for a competitive grant award for the 0-3 population and would be granted out to local partnerships. Ms. Mjartan asked the Board to thank legislators for advancing the possibility of having this recurring pool of money.



Mr. Morley and Ms. Sue Williams discussed the competitive grants and various ways to have funders combine with the grants to get more impact and broader reach.

Ms. Mjartan brought the Board's attention to the Profile of the Ready Kindergartner. Changes were reviewed by the State Department of Education (Dr. David Mathis and Wendy Burgess) with a blessing of several key players.

Mr. Morley asked about including information on hitting milestones for children under 5. Ms. Mjartan stated we would have a new section on our website that would go backwards from the Ready Kindergartner profile and support the earlier milestones.

Representative Govan reminded the Board members that not all children develop at the rate so not everything can be put in the same box so be cautious on what is put in the Profile. There is a lot of information already out there in terms of what is age appropriate like Parents as Teachers so he wouldn't go too heavy into that.

Mr. Holt made a motion to adopt the edits to the Profile of the Ready Kindergartner. Representative Govan provided a second. The motion was unanimously approved.

Programmatic update

Ms. Mjartan advised that we have reached our target goal of 3,000 children in First Steps 4K this year which is a 20% growth goal that we set.

Ready Rosie and Raising a Reader Pilots are underway.

Ms. Mjartan advised the Board members that if they *follow* and *like* SC First Steps posts on social media, it really helps boost our page.

Ms. Mjartan informed the Board members of additions to the SC First Steps staffing with a new Communications Director as well as two new interns.

Discussed grant updates, specifically talking about United Way Association Census Grant.

Recently received news that AmeriCorps concept paper was approved, and we are moving forward into the full application stage for 38 members State-wide.

Dr. Canright presented the Local Partnership Program & Grants Committee Report.

Dr. Canright recognized the people in attendance that do the work like the Local Partnerships Executive Directors.

Mr. Holt presented the Finance and Administration Committee Report.

Mr. Morley asked why there was change in funding based on the allocation model. Mr. Holt explained there is less population as folks are moving. Representative Govan mentioned that most Local Partnerships who took a hit were rural counties and cautioned using population as a big basis on funding. Mr. Mark Barnes explained the disbursement of funds.



Dr. Amy Williams presented the Strategic Planning and Evaluation Committee Report and pointed the Board to the draft Strategic Plan. The Committee would like a Board vote on the definition of the values today. Ms. Sue Williams made a motion to adopt the definitions of the values on the draft strategic plan. Dr. Canright provided a second and the motion was unanimously approved.

Vote on adopting Strategic Priorities:

Only vote on priorities and asked the Board to give feedback to Ms. Chelsea Richard on strategic objectives.

Mr. Holt asked about the dual language learners.

Dr. Williams provided background research about linguistic learning.

Representative Govan believes strongly in a bilingual education.

Ms. Sue Williams made a motion to adopt the Strategic Priorities as submitted (1-4). Ms. Hussey provided a second and the motion was unanimously approved.

Mr. Morley recognized Peter Ligette from DHHS.

Representative Govan said the House will begin their budget debate next week and that he plans to speak with Representative Allison about the 4K proviso.

Representative Govan asked Ms. Mjartan to convene a meeting of the legislative committee.

Representative Govan made a motion to adjourn the meeting. Mr. Holt provided a second and the meeting was adjourned.



To: SC First Steps Board of Trustees
From: David Morley, Chair
Date: April 23, 2020

Re: Executive Committee Report

Chairman's Report

- Agency COVID-19 Response
- South Carolina First Steps 2020 - 2025 Strategic Plan

Executive Committee

The Executive Committee of the Board of Trustees of South Carolina First Steps met March 19, 2020 by conference call. The minutes of the meeting are attached.

March 19, 2020 marked the first day that almost all staff of SC First Steps were telecommuting due to the COVID-19 pandemic and social distancing guidelines. Much of the meeting focused on the agency's COVID-19 response. All areas of First Steps' operations are affected, and plans are underway and, in many cases, already being implemented to ensure continuation of services for families and children.

The committee discussed the role of the Early Childhood Advisory Council as an important entity capable of convening agencies involved in decision-making related to COVID-19 effects on the birth through five population. With so many decisions needing to be made quickly – by agencies, the Governor, and legislators, the committee felt that offering advice, and information would be a valuable contribution for the ECAC to make. The role of the ECAC as an advisory to the Governor and legislators is still emerging, but the committee agreed that now is the time to share information with policy-makers that could help shape decisions regarding childcare restrictions, closures or modifications as per other states, and other matters relating to early childhood and COVID-19.

The fact that public schools were closed but child care centers were not raised a lot of questions. The committee discussed concerns over the fact that child care centers are still open and have received very little guidance regarding changes due to the pandemic, other than increased hygiene and cleaning measures. In some states, child care centers have been ordered to close but allowed to remain open only to serve the children of essential workers. In other states, detailed guidance has been provided to centers regarding more limited teacher-child interactions, smaller ratios, and limitations on the number of children in a child care. SC First Steps has heard from many child care owners and directors who are concerned about the lack of direction they are receiving and mixed messages about what they should do.

Dr. Williams shared information from a medical journal article recently published indicating young children, including those who are asymptomatic, shed the COVID-19 virus in their stool for anywhere from 18 – 30 days after they were infected. There was discussion about how this poses a concern regarding the safety of child care staff, who include people in the at-risk categories based on age and pre-existing conditions. Are decision-makers aware of this? What considerations have been given to ensure the safety of the child care workforce?

The committee suggested a meeting of the interagency collaboration committee members to coordinate a response and recommendations to the Governor. Senator Malloy reached out to the Governor's Legislative Affairs Director, Mr. Sym Singh, who joined the committee by phone for a few minutes. Mr.



Singh recommended providing to Melanie Barton, the Governor's Senior Education Policy Advisory, information about what other states are doing regarding child care closures, prioritization for the children of essential workers, and other health and safety measures.

Other information was provided to the Executive Committee, including a legislative update focused on the budget process, grants and fund development, personnel, strategic planning, and communications.

No votes were taken by the Executive Committee.

Attached:

- Minutes from Executive Committee Meeting



Executive Committee Meeting Minutes

March 19, 2020

Present by Conference Call: David Morley, Shelley Canright, Sen. Gerald Malloy
Jennifer McConnell, Walt Fleming, Amy Williams

Staff Present: Georgia Mjartan

The Executive Committee of the Board of Trustees of South Carolina First Steps met March 19, 2020 by conference call.

March 19, 2020 marked the first day that almost all staff of SC First Steps were telecommuting due to the COVID-19 pandemic and social distancing guidelines. Much of the meeting focused on the agency's COVID-19 response. All areas of First Steps' operations are affected, and plans are underway and, in many cases, already being implemented to ensure continuation of services for families and children.

Director Mjartan gave updates on the COVID-19 response or changes in the following areas: SC First Steps state office, First Steps 4K (closed following statewide school district closures but operating on a distance learning plan, still being paid and required to pay teachers), Local Partnerships (telecommuting, continuing services to families through phone and video conference, supporting child cares and child care teachers, meeting basic needs), and the SC Early Childhood Advisory Council (monitoring what other states are doing and federal efforts regarding early childhood programs, services and COVID-19).

The committee discussed the role of the Early Childhood Advisory Council as an important entity capable of convening agencies involved in decision-making related to COVID-19 effects on the birth through five population. With so many decisions needing to be made quickly – by agencies, the Governor, and legislators, the committee felt that offering advice and information would be a valuable contribution for the ECAC to make. The role of the ECAC as an advisory to the Governor and legislators is still emerging, but the committee agreed that now is the time to share information with policy-makers that could help shape decisions regarding childcare restrictions, closures or modifications as per other states, and other matters relating to early childhood and COVID-19.

The fact that public schools were closed but child care centers were not raised a lot of questions. The committee discussed concerns over the fact that child care centers are still open and have received very little guidance regarding changes due to the pandemic, other than increased hygiene and cleaning measures. In some states, child care centers have been ordered to close but allowed to remain open only to serve the children of essential workers. In other states, detailed guidance has been provided to centers regarding more limited teacher-child interactions, smaller ratios, and limitations on the number of children in a child care. SC First Steps has heard from many child care owners and directors who are concerned about the lack of direction they are receiving and mixed messages about what they should do.

Dr. Williams shared information from a medical journal article recently published indicating young children, including those who are asymptomatic, shed the COVID-19 virus in their stool for anywhere from 18 – 30 days after they were infected. There was discussion about how this poses a concern regarding the safety of child care staff, who include people in the at-risk categories based on age and pre-existing conditions. Are decision-makers aware of this? What considerations have been given to ensure the safety of the child care workforce?



The committee suggested a meeting of the interagency collaboration committee members to coordinate a response and recommendations to the Governor. Senator Malloy reached out to the Governor's Legislative Affairs Director, Mr. Sym Singh, who joined the committee by phone for a few minutes. Mr. Singh recommended providing to Melanie Barton, the Governor's Senior Education Policy Advisory, information about what other states are doing regarding child care closures, prioritization for the children of essential workers, and other health and safety measures.

Other information was provided to the Executive Committee, including a legislative update focused on the budget process, grants and fund development, personnel, strategic planning, and communications.

Because South Carolina did not receive the Preschool Development Grant, we are actively seeking other funding sources to continue the efforts started with federal PDF funds. We are applying to Blue Cross Blue Shield for a collaborative service offered by First Steps local partnerships and PASOs providing home visiting and early identification and referrals for Hispanic community members. We are also applying for a large AmeriCorps grant that could expand our ability to offer intensive family engagement and support through a home visiting program called HIPPY (Home Instruction Program for Preschool Youngsters), family support, and community outreach.

No votes were taken by the Executive Committee.



To: SC First Steps Board of Trustees
From: Dr. Amy Williams, Chair
Date: April 23, 2020

Re: Strategic Planning and Evaluation Committee Report

Chairwoman's Report

South Carolina First Steps 2020 - 2025 Strategic Plan

At the last Board of Trustees meeting, the strategic priorities and the definitions of the agency's values were approved. Today, the full Strategic Plan, which includes the four strategic priorities and their associated objectives and strategies, is presented. The process for this plan started over a year ago, and the plan was developed with input from a variety of stakeholders, including board members, staff, and First Steps local partnerships. If adopted, this Strategic Plan will replace 'Vision 2020' and will be operationalized across the agency. Measurable benchmarks will be established to track progress for the Agency Accountability Report to the legislature, as well as for agency decision making and prioritization.

MOTION: To adopt the 2020-2025 South Carolina First Steps Strategic Plan as presented.

Strategic Plan's Overarching Measures of Success

The Strategic Planning and Evaluation Committee worked to develop this document that will "overlay" the strategic plan. These measures are big, high-level and are presented as a topic of discussion today. There is a note at the top of the page, which details that accomplishing these measures are dependent on funding.

After discussion/revision of the measures and if the Board desires, the Strategic Planning and Evaluation Committee would like to vote on these today.

MOTION: To adopt the Overarching Measures of Success for the First Steps Strategic Plan as discussed.

Evaluation

At the next Strategic Planning and Evaluation Committee meeting, the five year evaluation timeline, as outlined in legislation, will be discussed. The Strategic Impact team at First Steps is currently working on a Countdown to Kindergarten analysis project looking at how the parents of children with various risk factors perceive their child's difference in skills and relationships from the beginning to the end of the program. A one pager of the overall results from the analysis is attached.

The team is also working on an analysis of TeachingStrategies GOLD data for children who were served in First Steps 4K during the 2018-2019 school year. Finally, the team, in collaboration with the 4K team, worked with the Office of Revenue and Fiscal Affairs to ensure that the University of South Carolina researchers who are developing the Fall 2019 Kindergarten Readiness Assessment (KRA) report can identify close to all 2,895 First Steps 4K children in the KRA dataset. This report is due to the legislature on June 15, 2020.



The Strategic Impact team has submitted multiple data requests to the Department of Education to obtain Kindergarten Readiness Assessment results for First Steps 4K children and by census tract for all children. They are also waiting for data from Lexington Two to do a quantitative pilot evaluation of Countdown to Kindergarten in collaboration with the Program Director. Finally, the team is working to coordinate an inaugural evaluation of First Steps 4K with the Institute for Families in Society at the University of South Carolina.

Strategic Planning and Evaluation Committee

The Strategic Planning and Evaluation Committee of the Board of Trustees of South Carolina First Steps met on March 30, 2020 by conference call. The minutes of the meeting are attached.

No votes were taken by the Strategic Planning and Evaluation Committee.

Attached:

- 2020-2025 South Carolina First Steps Strategic Plan
- Overarching Measures of Success
- Countdown to Kindergarten overall results one pager
- Minutes from Strategic Planning and Evaluation Committee Meeting



Strategic Planning and Evaluation Committee

Monday, March 30, 2020, Noon

By conference call

Members present (by phone): Dr. Amy Williams, Angel Johnson-Brebner, Dave Morley

Staff present (by phone): Georgia Mjartan, Chelsea Richard

Documents provided

1. Strategic Plan 2020-2025 overview
 - a. Mission, vision, values (approved by Board on 12/05/2019)
 - b. Definition of values and strategic priorities (approved by Board on 02/20/2020)
 - c. Draft overarching measures of success (topic of the meeting's discussion)
2. Measure types that will be included in the strategic plan

Recap of last meeting/overall plan timeline update

Georgia relayed that the latter parts of the strategic plan (particularly the last two strategic priorities) need to be fleshed out, and she plans to do that prior to the next Board meeting on 04/23. Her hope is to have the document to the Board at least one week prior to the meeting. At the next Board meeting, she hopes to vote on the full strategic plan (strategies and objectives), as well as the overarching measures of success. The other work that will take place after that, i.e. operationalizing the plan and the design of the plan document, will not need Board approval. The Committee members agreed.

Context document and draft overlay to strategic plan = overarching measures of success/general discussion

Chelsea described the provided documents. Dave asked about adding an overarching measure that describes our reach of deep touch/high intensity programs. Georgia said let's add one in between #1 and #2 to describe this. There was a group discussion about how we impact well-child visits. Is that a result of the coordinated system? Or is it something we directly impact? Georgia described the history of First Steps and how the initial intent was to help children with education, health, transportation, etc. First Steps is accountable for improving children's health, but the agency grapples with what they are legislatively mandated to do and what they are funded to do.

The group discussed the line between being too aspirational but being too safe with our measures of success. Georgia mentioned that the order that the overarching measures of success is important: (1) children and families; (2) system. Dave mentioned not to limit the aspirations, but to better define what First Steps role is in achieving them.

There was discussion about the appropriateness of well-child visits as a health outcome. Dr. Williams agreed that it is probably the best measure because it encompasses immunizations, medical homes, etc. There was further discussion about the 2025 goals as they are written in the document, e.g. % of kindergartners scoring at the highest level on the KRA will increase from 37 to 50%. Georgia relayed that a better way to describe this that may sound more reasonable is to say it will increase by



X% per year. Dave agreed and said we need to ensure that the aspiration is aligned to the work plans/operational plan that is developed internally. Dr. Williams asked a clarifying question about the KRA administration and if it is administered in a child's native language. Chelsea said she did not know, but she will look into it. Dr. Williams offered that if not, that may explain why Hispanic children are behind White children on the KRA. The last bit of discussion was about how to make a system level goal. Dave offered that launching First5SC.org is a good example of a system-level goal.

Next meeting and next steps in process

Chelsea agreed to revise the overarching measures of success document based on the day's discussions. She will distribute to the group via email, where some discussion will happen before the next Board meeting. The date of the next meeting will need to be revised as it is a state holiday (Confederate Memorial Day).

SOUTH CAROLINA FIRST STEPS

STRATEGIC PLAN | 2020-2025

Draft 2 / 20 / 2020

MISSION

South Carolina First Steps works collaboratively to ensure that all children start school ready to reach their highest potential with engaged support from their parents, caregivers, and communities.

VISION

We will be successful when all children reach their highest potential.

VALUES

CHILDREN

From prenatal development through age five, our focus and priority are young children and their families and caregivers.

RELATIONSHIPS

We cultivate positive, supportive, respectful, and reinforcing interactions between people that shape development, build community, increase success and productivity, foster learning and growth, and affirm the unique value of individuals, caregivers, parents and children.

EQUITY

We ensure all people have the opportunity and resources to be successful and that all voices are solicited and heard.

HIGH QUALITY

We ensure that our programs and services are culturally-responsive, inclusive, and developmentally-appropriate and are delivered with fidelity to the model being implemented. Our products, services, and operations are marked by excellence.

RESULTS

We produce meaningful and measurable impact and outcomes.

SOUTH CAROLINA FIRST STEPS STRATEGIC PLAN | 2020-2025

STRATEGIC PRIORITIES

1. ENSURE CHILDREN ARE READY FOR KINDERGARTEN

Children arrive at Kindergarten with the physical well-being, motor skills, social-emotional development, language and literacy, mathematical thinking and cognitive skills necessary to ensure early school success.

Objective 1.1 Families are supported as their child's first and most important teachers.

Strategy 1.1.1 Provide parents with access to support and resources that strengthen their families; build their confidence, knowledge and skills; and promote the optimal development of their children.

Strategy 1.1.2 Ensure access to parenting programs, offered at no charge, in every county in South Carolina.

Strategy 1.1.3 Increase the number of families participating in evidence-based and evidence-informed parenting programs.

Strategy 1.1.4 Promote and support evidence-based parenting and home visiting programs by ensuring high-quality program implementation and model fidelity, attracting funding and support for programs, and serving as the state's hub of training and capacity-building for evidence-based parenting and home visiting programs.

Strategy 1.1.5 Maximize parent and family knowledge, choice and engagement in their child's early learning and development. Engage in public information campaigns and parent outreach efforts to promote and educate about available options.

Strategy 1.1.6 Actively engage parents of First Steps 4K students in their child's learning and development through shared home reading activities, intentional teacher-parent interactions, and school-home connections.

Strategy 1.1.7 Cultivate a community of champions and advocates for children and their families.

Objective 1.2 Families can access and afford high quality early care and education programs that meet the needs of their children and families.

Strategy 1.2.1 Expand statewide the geographic reach and enrollment in state-funded, full-day 4-year-old Kindergarten available at no charge for eligible children in public schools, private schools and private child care centers.

Strategy 1.2.2 Engage early care and education programs and providers in training, quality enhancement, and coaching, equipping them with the skills and resources to promote positive child development.

Strategy 1.2.3 Increase the availability of early care and education programs that align with families' geographic and transportation needs and enable parents to work including: preserving the availability of state-funded 4K schedule options: traditional school day & school year, extended school day, extended school day & school year, and summer; supporting child care providers offering evening, weekend, and non-traditional schedule options; and intentionally including Family Child Care Home providers, Family, Friend and Neighbor, and non-licensed caregivers in child care training, quality enhancement and professional development opportunities.

Strategy 1.2.4 Support and develop the early childhood workforce through training and professional development, fostering community and connection among providers and educators, and developing policies and policy recommendations that promote successful recruitment and retention of early childhood educators.

Strategy 1.2.5 Work collaboratively to blend and braid funding streams and to coordinate cross-agency efforts to ensure maximum affordability and access to high-quality early childhood programs and services for children birth through five.

Strategy 1.2.6 Increase the collective impact of state and federal investment in improving the quality of child care by aligning with and incentivizing participation in ABC Quality, South Carolina's Quality Rating and Improvement System.

Strategy 1.2.7 Increase public awareness about the importance of access, availability, affordability, and quality in early care and education, as well as implications for workforce participation.

Objective 1.3 Children are healthy and safe

Strategy 1.3.1 Support and expand the reach of programs that have a measurable impact on the health and safety of children, including programs that support healthy, safe and attached families.

Strategy 1.3.2 Increase access to developmental screenings and assessments and follow-up, and, when appropriate, referrals to early intervention services for children birth through five so that children with identified delays receive services as early as possible.

Strategy 1.3.3 Build the capacity of parents, caregivers, and early childhood professionals to promote nurturing relationships for infants, young children and their families through resources, policies and practices that foster healthy social-emotional development, prevent mental and / or behavioral health problems, and treat mental and / or behavioral health disorders.

Strategy 1.3.4 Support families and early childhood professionals in addressing children's nutrition, physical activity, and safety by increasing access to resources, building knowledge and skills, and collaborating with other existing programs targeting related outcomes.

Strategy 1.3.5 Support families in establishing medical and dental homes for their children and in getting services that meet the pediatric health, dental and developmental needs of their children.

Strategy 1.3.6 Engage communities in fostering safe, nurturing environments in which children and families can thrive.

Objective 1.4 Children and families experience seamless transitions and a sense of belonging across early learning programs and from early childhood into Kindergarten.

Strategy 1.4.1 Support parents' knowledge of early childhood milestones, Kindergarten readiness, and build parents' skills in supporting their children's successful transitions across early learning programs and into Kindergarten.

Strategy 1.4.2 Promote communication between parents, early care and education providers, and kindergarten teachers about curriculum, expectations for kindergarten, and individual children to help educators meet the needs of children and families.

Strategy 1.4.3 Increase public awareness about the significance of early childhood transitions, the availability of transition programs and support, and the choices available to parents for their child's early learning and development.

Strategy 1.4.4 Support early childhood professionals, including child care providers and parent educators, in developing strategies that help children and families transition smoothly across early childhood settings, including: communication and collaboration between families and professionals, continuity of care and expectations, development of family leadership and advocacy, and knowledge of how to navigate the early childhood system.

Strategy 1.4.5 Collaborate with local school districts to establish relationships and agreements to strategically implement to fidelity kindergarten transition practices.

Strategy 1.4.6 Enhance data sharing and integration across early childhood programs and within First Steps programs to address data gaps, ensure better measurement of early childhood outcomes, and transfer data during child transitions such as from pre-k to kindergarten.

Strategy 1.4.7 Offer resources and recommendations to assist with the implementation of a unified student assessment system that bridges early childhood education and early elementary and is useful to parents, caregivers, and educators.

Strategy 1.4.8 Evaluate the impact of the Countdown to Kindergarten program using both quantitative and qualitative methods.

2. CLOSE GAPS THROUGH EQUITY: A FAIR CHANCE FOR EVERY CHILD

Objective 2.1 Disparities in educational, developmental, and health outcomes for children of color and from low-income families are reduced.

Strategy 2.1.1 Target investment in programs, services, and local partnerships that are most effectively reducing racial and economic disparities.

Strategy 2.1.2 Recognizing that resources are limited, put in place policies, processes, incentives and systems that prioritize services for children most at-risk of early school failure including children experiencing homelessness, involved in the foster care system, dual-language learners, and children with disabilities.

Strategy 2.1.3 Expand reach by implementing a service delivery system that includes both programs that are intensive and targeted plus those that are light-touch and have a broader reach.

Strategy 2.1.4 Understand through scientifically-rigorous evaluations which programs or combination of programs reduce disparities for children to start school ready to reach their highest potential and promote the implementation of these programs.

Strategy 2.1.5 By supporting policy changes, offering professional development and teacher support, and coordinating data collection, address inequitable preschool suspension and expulsion rates for children of color and children with disabilities.

Strategy 2.1.6 Set benchmarks using disaggregated data to track progress in reducing disparities of specific target groups.

Objective 2.2 Children and families experience culturally and linguistically responsive, developmentally appropriate, accessible practices in the home, at child care, in the classroom, with healthcare providers, and with the public early childhood system.

Strategy 2.2.1 Support and intentionally target for inclusion in training, professional development, quality enhancement, and coaching racially, culturally, and linguistically diverse teachers and informal, license-exempt, and Family, Friend and Neighbor caregivers as well as Family Child Care Home providers in diverse, low-income communities and communities of color.

Strategy 2.2.2 Intentionally strengthen the cultural competence of First Steps programs by contracting with immigrant-serving organizations and other diverse community-based organizations to deliver services, train staff, identify providers, and refer families.

Strategy 2.2.3 Address the needs of families with limited English language proficiency and/or low literacy skills by reviewing procedures and materials to ensure linguistic appropriateness, cultural sensitivity, and accessibility; ensuring curriculum, materials, communications, assessments, etc. are culturally and linguistically responsive and developmentally inclusive; and training staff and providers in cultural and linguistic competence, accessible practices, unconscious bias, etc.

Strategy 2.2.4 Promote inclusivity, equity, cultural and linguistic competence, and accessibility as valued attributes in hiring, contracting, program guidelines, policies and procedures.

Objective 2.3 Children and families can access and afford high quality programs and services regardless of zip code.

Strategy 2.3.1 Proactively work to decrease the percentage of South Carolinians affected by child care deserts by supporting child care centers, promoting policies that enable their continued economic viability, directing funding and resources toward efforts that sustain, expand and create child care slots, and offering ongoing support to providers ranging from business training to support with teacher recruitment and retention.

Strategy 2.3.2 Leverage state funds with local, federal and private funding for increasing the supply of First Steps 4K classrooms within child care deserts.

Strategy 2.3.3 Provide families with easy-to-find, accessible information about available early childhood program options in their community.

Strategy 2.3.4 Utilize web-based data tools that incorporate census tract level data to determine gaps in key service delivery.

Objective 2.4 South Carolina First Steps deliberately designs and fosters an environment that recognizes, affirms and values diversity, equity and inclusion at all levels from the board of trustees and the state office to local partnerships and 4K providers.

Strategy 2.4.1 When recommending for appointment members to serve on the Board of Trustees and in the recruitment of staff and volunteers, think and act strategically to ensure diversity and equitable representation of communities served.

Strategy 2.4.2 Establish a workplace that is family-friendly, inclusive, and supportive of continuous learning, growth, and development at all levels including through the development of relevant policies and practices.

Strategy 2.4.3 Encourage information-sharing and interactions among state office staff, local partnerships, 4K providers, board members, and others in the early childhood field to ensure the greatest opportunity for innovation and creativity.

Strategy 2.4.4 Ensure that executive leadership team models the organization's values in their day-to-day behavior.

Strategy 2.4.5 Encourage individuals within the organization to challenge one another when necessary and permit conflicting views to be expressed in order to reach consensus and resolution.

Strategy 2.4.6 Implement policies and practices that do not tolerate discrimination or harassment of any type (i.e. race, sex, age, national origin, gender identity, socio-economic conditions, religion, color, sexual orientation, political affiliation, physical disability or military status).

Objective 2.5 The voices of stakeholders including, most importantly, families and children, as well as early childhood educators, providers, local partnerships and community partners, will be solicited and heard, and changes will be made based on continuous feedback / quality improvement cycles. Communication, openness, and transparency with stakeholders at all levels will be considered a valued duty of the organization.

Strategy 2.5.1 Implement a formal process for collecting feedback from program participants using a model piloted in other social service agencies nationally.

Strategy 2.5.2 Establish a Family Voice Council or similar group made up of stakeholders who have used the services offered by the early childhood state system, and engage the group in providing ongoing input, feedback and ideas for how the early childhood state system and South Carolina First Steps could be improved.

Strategy 2.5.3 Build on efforts to communicate with stakeholders and the public about First Steps' and the Early Childhood Advisory Council's mission, activities, grant-making, finances, and decision-making, being inclusive and transparent.

3. INCREASE FUNDING FOR FIRST STEPS' INVESTMENT IN EARLY CHILDHOOD

Objective 3.1 State funding for early childhood programs through South Carolina First Steps is significantly increased, providing sufficient resources to ensure the school readiness of South Carolina's children most at-risk for early school failure.

Strategy 3.1.1 Increase public support for investments in early childhood by raising awareness about the need and promoting the value, long-term benefits, and return on investment of optimal early development and school readiness.

Strategy 3.1.2 Increase public awareness of and support for South Carolina First Steps.

Strategy 3.1.3 Develop and implement targeted strategies to educate and inform legislators and policymakers about the need for early childhood investment, the efficacy of First Steps programs, and the opportunity for measurable impact with the allocation of additional state funds.

Strategy 3.1.4 Offer options for funding early childhood programs through SC First Steps to improve the likelihood of successfully receiving funds (i.e. recurring, one-time, competitive grants, formula, targeted, tax-credit).

Strategy 3.1.5 Build coalitions and broad-based support for First Steps' state budget requests.

Objective 3.2 Federal funding for South Carolina First Steps increases.

Strategy 3.2.1 Pursue and successfully obtain direct federal funding through federal grants, bringing additional dollars for early childhood systems and services into South Carolina.

Strategy 3.2.2 Actively support other agencies' and organizations' applications for federal funding, deploying resources such as staff time and non-federal match to increase the chances of an award, while pursuing sub-grants or sub-contracts to First Steps through federal grants made to other organizations and agencies.

Strategy 3.2.3 Develop a funding strategy for the expansion of First Steps programs and services through fee-for-service mechanisms including those funded by federal sources (i.e. Medicaid, IV-E).

Objective 3.3 Private funding for South Carolina First Steps grows significantly, helping to diversify the organization's sources of funds, providing flexibility to innovate, target specific needs, and expand promising programs.

Strategy 3.3.1 Develop and implement a resource development plan, aligned to the strategic plan priorities, that sets quantifiable targets for individual, foundation, and corporate giving and actively engages staff, board members, volunteers and partners in its implementation.

Strategy 3.3.2 Support local partnerships' efforts to raise private funds through communications and branding support, training, and back-office support including online giving and donor management capacity.

Objective 3.4 First Steps is recognized for good governance, transparency, continuous quality improvement, administrative and fiscal excellence, and innovation in the development and administration of a unique public-private partnership model.

Strategy 3.4.1 Implement and evaluate good-governance practices aligned with both public administration and nonprofit management.

Strategy 3.4.2 Ensure the fiscal health of First Steps through strong fiscal oversight, accurate budgeting, inclusive planning and accountability to funders including the General Assembly and taxpayers.

Strategy 3.4.3 Explore and pursue ways to fully utilize the value of First Steps' unique public-private partnership model, learning from other organizations and sharing best-practices nationally.

Objective 3.5 First Steps establishes itself clearly as a statewide grant-maker, funder, and intermediary, operating collaboratively with other funders and within funder networks to learn from each other, enhance impact through collective efforts, and pool resources when appropriate in order to more successfully drive positive outcomes for young children and their families in South Carolina.

Strategy 3.5.1 Pursue opportunities to apply on behalf of First Steps local Partnerships with regional, state, and national funders when doing so would be most beneficial (i.e. would bring more funding than if the local partnership applied directly, would provide value-add to the funder, or would open opportunities that would otherwise not exist, etc.)

Strategy 3.5.2 When appropriate, provide and promote grant opportunities that target specific geographic areas or populations to achieve equity in school readiness across the state.

Strategy 3.5.3 By participating in grant-making networks and other collective impact strategies, work to influence and direct additional philanthropic focus toward early childhood.

Strategy 3.5.4 As a team and an organization, learn and implement grant-making best practices and strategies, becoming a better funder for our grantees.

Strategy 3.5.5 Through clear and open communication, offer transparency and access to funding opportunities – directly or indirectly – through South Carolina First Steps and its grantees.

Strategy 3.5.6 Provide and share strong evidence of impact of grantmaking through rigorous evaluation and reporting, and offer lessons learned for the field that can help shape and direct other philanthropic investment in early childhood in South Carolina.

4. CREATE A COORDINATED AND FAMILY-CENTERED EARLY CHILDHOOD SYSTEM

Objective 4.1 The early childhood state system works collaboratively, aligning resources, strategy, and focus across agencies to benefit young children and their families.

Strategy 4.1.1 Develop, fund, and fully-utilize the Early Childhood Advisory Council, a statutorily-mandated initiative of South Carolina First Steps, as a shared, cross-agency governance mechanism for state-level leadership and decision-making related to early childhood policies, systems, and practices.

Strategy 4.1.2 By strengthening the Early Childhood Advisory Council and better communicating its role, position it to be a trusted source of advice for policymakers including the Governor and legislators.

Strategy 4.1.3 Use the Interagency Collaboration Committee of the Early Childhood Advisory Council to ensure cross-agency early childhood strategic and regulatory alignment and interagency governance for shared projects such as data systems or portals of entry.

Strategy 4.1.4 Establish an Early Childhood Data System that connects information about participants in publicly-funded early childhood services with K-12, workforce and other state longitudinal data systems.

Strategy 4.1.5 Develop and implement an ongoing process for communicating across the early childhood state system.

Strategy 4.1.6 Collaborate across agencies to pursue funding that results in additional investment in programs and services that benefit young children and their families or builds and strengthens the early childhood state system while ensuring the most effective and efficient use of state, federal and local resources.

Objective 4.2 Families with young children will have knowledge about and be able to access all publicly-funded programs, services and resources for which they and their children are eligible.

Strategy 4.2.1 Taking a “no wrong door” approach, develop and implement family-friendly mechanisms for joint outreach and enrollment, cross-promotion of programs, successful referrals, shared eligibility and enrollment portals, and communication to the

public focused on educating families about available resources regardless of funding source or agency home.

Strategy 4.2.2 Develop, maintain and promote Palmetto PreK as a single portal into publicly-funded prekindergarten programs for 3 and 4 year old children in South Carolina.

Strategy 4.2.3 Develop, maintain and promote First Five SC as an early childhood system outreach tool and single portal into publicly-funded early childhood programs and services for South Carolina's children prenatal through age five and their families across the domains of child care and early education, health and safety, special needs and early intervention, food and nutrition, and parenting and family support.

Strategy 4.2.4 Engage families with young children in the development, outreach for, and improvement of tools intended to increase successful engagement with public systems.

Objective 4.3 Early childhood professionals, policymakers, system and community leaders, advocates and business allies will have the opportunity to learn from experts and peers to advance in their profession through collaborative, cross-agency, and cross-system learning and professional development opportunities.

Strategy 4.3.1 Convene the SC Summit on Early Childhood annually as the state's preeminent early childhood conference.

Strategy 4.3.2 Through Palmetto PreK Jamboree, Baby Jam, and other avenues offered locally and at the state level, offer professional development and learning opportunities for early educators from across diverse contexts (i.e. Head Start, First Steps, child care, public school) to learn together and from one and other.

Strategy 4.3.3 Work collaboratively to ensure the state's home visitors and parent educators receive training, professional development and support that strengthens their practice and enhances their services for families and children.

Strategy 4.3.4 Strengthen partnerships across agencies offering quality enhancement and quality improvement support to child cares and early childhood teacher training to ensure that efforts are coordinated, aligned, and targeted to meet the greatest need and to reach as many centers, teachers and benefit as many students as possible.

Strategy 4.3.5 Develop and support learning opportunities focused on early childhood for policymakers, advocates, and business allies.

Objective 4.4 The voices of early childhood leaders and of the families impacted by the early childhood state system are solicited and heard by institutions and agencies serving children and their families.

Strategy 4.4.1 Actively and routinely engage families and participants in the early childhood state system in providing ongoing feedback and advise to agencies and policymakers based on their lived experiences and interactions with the system through the development and support of a formal avenues such as a Family Voice Council.

Strategy 4.4.2 Create feedback loops to continuously inform the statewide early childhood needs assessment and strategic plan in collaboration with local First Steps partnerships through story collection and sharing, focus groups, and surveys of constituents.

Strategy 4.4.3 Maximize the participation and contributions of parents, caregivers, and families in professional and leadership development and learning opportunities by elevating parents and caregivers as presenters and offering scholarships and other supports for participation.

Strategy 4.4.4 Intentionally lift up the voices, stories, and experiences of children and families in South Carolina in communications.

Objective 4.5 Build on First Steps' presence in every county to serve as a hub for early childhood services and local system building.

Strategy 4.5.1 Tap into local leadership and decision-making to produce buy-in, additional funding, and development of strategies that meet local needs.

Strategy 4.5.2 Explore and further develop the role that local First Steps partnerships can play in serving as a community "hub" for early childhood services, ensuring that the services and programs offered by different organizations and agencies are reaching families most-in-need and for whom the services would be most beneficial and appropriate.

Strategy 4.5.3 Strengthen the First Steps local boards to ensure cross-sector collaboration for early childhood systems at a local, county level.

Strategy 4.5.4 Support and continue to build out the learning community of First Steps local partnerships facilitating opportunities for them to learn from each other and from state and national experts, highlight successes and lessons learned, and collaborate on multi-county initiatives.

Objective 4.5 South Carolina First Steps becomes a state and nationally recognized leader in the early childhood field.

Strategy 4.5.1 Actively seek and participate in opportunities to share the work of First Steps and the Early Childhood Advisory Council on statewide, regional and national platforms.

Strategy 4.5.2 Develop a research agenda and communications strategy that elevates First Steps' work.

Strategy 4.5.3 Support staff in pursuing fellowships, publishing their work, and highlighting accomplishments.

OVERARCHING MEASURES OF SUCCESS

NOTE: 2025 estimates are based on what will be available in 2025, not what happens in 2025. These measures are based on First Steps 4K going statewide in FY20-21, as well as our budget being accepted as proposed during the budget process that started in early 2020. The measures written here are dependent on funding levels, so they may have to be adjusted during the 2020-2025 timeframe.

1. INCREASE THE REACH OF FIRST STEPS SERVICES

By 2025, the percentage of children in need who are directly served by First Steps will increase from 17% to 20%.

	BASELINE (YEAR)	2025 ESTIMATE
ESTIMATED NUMBER OF CHILDREN SERVED DIRECTLY, EXCLUDING THOSE SERVED IN QUALITY ENHANCEMENT, TRAINING, COMMUNITY EDUCATION, AND CONVENER FROM FIRST STEPS LOCAL PARTNERSHIP MATRIX (N=25,236), PLUS 4K (N=3,191)	28,427 (FY18-19)	31,203 (FY23-24)
CHILDREN UNDER AGE 6 <185% FPL FROM AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES	164,226 (2018) (2013→2018 = -11.6%)	-5% = 156,015 (2023)

2. INCREASE THE NUMBER OF CHILDREN ENROLLED IN HIGH INTENSITY PROGRAMS FUNDED BY FIRST STEPS

By 2025, the percentage of children directly served by First Steps enrolled in high intensity programs will increase from 28% to 40%.

	BASELINE (YEAR)	2025 ESTIMATE
ESTIMATED NUMBER OF CHILDREN SERVED DIRECTLY IN HIGH INTENSITY PROGRAMS FROM FIRST STEPS LOCAL PARTNERSHIP MATRIX (N=4,800), PLUS 4K (N=3,191)	7,916 (FY18-19)	12,500 (FY23-24)
ESTIMATED NUMBER OF CHILDREN SERVED DIRECTLY, EXCLUDING THOSE SERVED IN QUALITY ENHANCEMENT, TRAINING, COMMUNITY EDUCATION, AND CONVENER FROM FIRST STEPS LOCAL PARTNERSHIP MATRIX (N=25,236), PLUS 4K (N=3,191)	28,427 (FY18-19)	31,203 (FY23-24)

3. INCREASE THE AVAILABILITY OF HIGH QUALITY EARLY CARE AND EDUCATION OPPORTUNITIES OFFERED BY FIRST STEPS

By 2025, the percentage of children under age 6 who benefit from First Steps quality enhancement and training efforts will increase from 12% to 15%.

	BASELINE (YEAR)	2025 ESTIMATE
ESTIMATED NUMBER OF CHILDREN IN CENTERS WHERE QUALITY ENHANCEMENT AND TRAINING HAVE OCCURRED FROM FIRST STEPS LOCAL PARTNERSHIP MATRIX	41,000 (FY18-19)	50,000 (FY23-24)
CHILDREN UNDER AGE 6 FOR WHOM POVERTY STATUS IS KNOWN FROM AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES	342,999 (2018) (2013→2018 = -2.7%)	-2% = 336,139 (2023)

4. MORE CHILDREN ARRIVE AT KINDERGARTEN READY FOR SUCCESS

By 2025, the percentage of children who score at the highest level on the Kindergarten Readiness Assessment will increase by 2% each year to 47%.

	BASELINE (YEAR)	2025 ESTIMATE
KINDERGARTNERS WHO SCORED "DEMONSTRATING READINESS" ON THE SOUTH CAROLINA KINDERGARTEN READINESS ASSESSMENT	20,314 (2018)	25,025 (2023)
KINDERGARTNERS WHO TOOK THE SOUTH CAROLINA KINDERGARTEN READINESS ASSESSMENT	54,904 (2018)	53,245 (2023)

5. REDUCE THE RACIAL/ETHNIC GAP IN KINDERGARTEN READINESS

By 2025, the gap in the percentage of children who score at the highest level on the Kindergarten Readiness Assessment between White Kindergartners and Black/Hispanic Kindergartners will reduce by 1% each year to 10%.

	BASELINE (YEAR)	2025 ESTIMATE
KINDERGARTNERS WHO SCORED "DEMONSTRATING READINESS" ON THE SOUTH CAROLINA KINDERGARTEN READINESS ASSESSMENT	(2018) BLACK/HISPANIC = 6,065 (27%) WHITE = 12,688 (46%) (UNKNOWN/OTHER RACE/ETHNICITY = 1,561)	(2023) BLACK/HISPANIC = 8,183 (37%) WHITE = 12,704 (47%) (UNKNOWN/OTHER RACE/ETHNICITY = NO GOAL)
KINDERGARTNERS WHO TOOK THE SOUTH CAROLINA KINDERGARTEN READINESS ASSESSMENT	(2018) BLACK/HISPANIC = 23,072 WHITE = 27,582 (UNKNOWN/OTHER RACE/ETHNICITY = 4,250)	(2023) BLACK/HISPANIC = 22,115 WHITE = 27,030 (UNKNOWN/OTHER RACE/ETHNICITY = 4,100)

6. CREATE AN ACCESS PORTAL TO INCREASE SOUTH CAROLINA CHILDREN'S KNOWLEDGE OF AND ACCESS TO SERVICES

By 2025, First5SC.org will launch and include five categories: child care & early education, health & safety, special needs & early intervention, food & nutrition and parenting & family support.

Commented [RC1]: Logic = if 4K is expanded statewide, First Steps will serve an estimated 1,774 additional children each year. Assuming that SCDE's 4K classrooms are currently at max capacity, they will not serve additional children (they will switch the source of funds used to pay for children currently served with expansion). At least 50% of First Steps 4K children have accomplished readiness on one domain of the Teaching Strategies GOLD assessment at the spring checkpoint. We do not know exactly how GOLD predicts KRA scores (currently waiting on data from SCDE to figure this out). However, if we reasonably assume that they are one to one, i.e. "accomplished readiness" on GOLD translates to highest level of readiness on KRA, then at least 887 new First Steps 4K children per year will score at the highest level on KRA. I estimated enrollment in kindergarten using the last 8 years of day 180 enrollment data from the traditional districts, i.e. not including charter schools, governor's schools, or dept of corrections, compared to the total number of births in the year that most children would be 5 upon enrollment on September 1st. For example, most children born in 2007 enrolled in 5K in 2012. From 2007-2013, there was an average of 59,457 births per year; from the 2012-13 to the 2018-2019 school years, there was an average of 55,866 enrolled in 5K. Therefore, uptake of 5K is 94%. There is some attrition in the number of students assessed with KRA and the number of students on Day 180 of the school year. However, we do not have enough years of KRA administration yet to understand the magnitude of this attrition. So, even if we only focus on getting all First Steps 4K kids ready, this goal is achievable.

2018-19 = 54904(37%) = 20314
 2019-20 = 54150(39%) = 21119 ← +804 children from previous year
 2020-21 = 54624(41%) = 22396 ← +1277 children from previous year
 2021-22 = 53874(43%) = 23166 ← +770 children
 2022-23 = 53585(45%) = 24113 ← +948 children
 2023-24 = 53245(47%) = 25025 ← +912 children



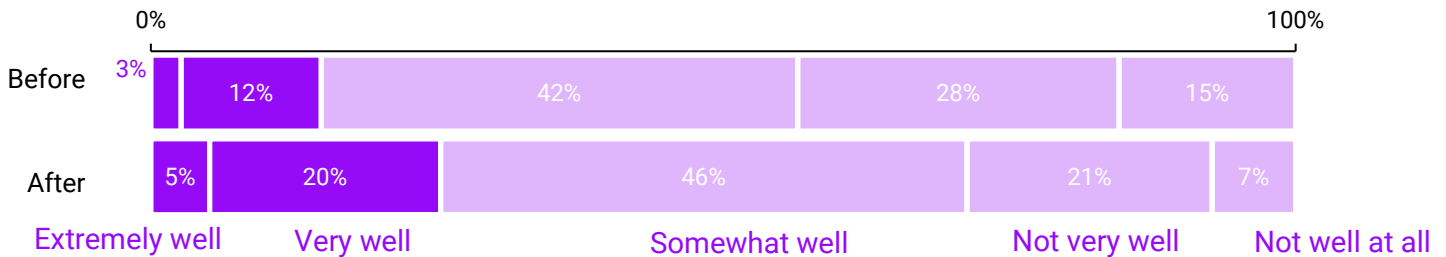
The Countdown to Kindergarten program served 1,354 incoming kindergartners in Summer 2019 across 32 counties in South Carolina.

Countdown to Kindergarten is a school transition program developed by South Carolina First Steps in 2005. Incoming kindergartners and their parents are visited by the child's kindergarten teacher six times before starting school. Five visits take place in the child's home; while, the last visit takes place at the school. Surveys are completed by parents at the first and last visit. We were able to link the pre and post parent surveys for 1,136 (84%) of the participants. All pre-to-post changes reported here are statistically significant via a Wilcoxon Signed Rank Test.

Parent perception of their incoming kindergartner's talents and skills improved significantly from beginning to end of the program.

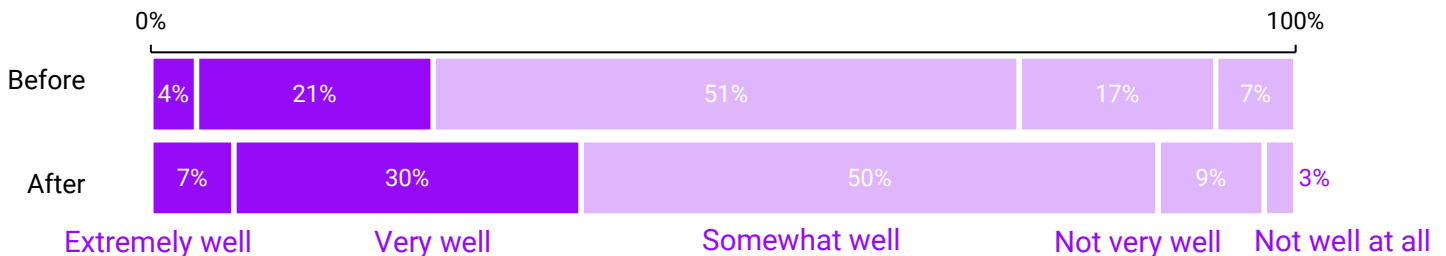
Children's skills in early reading improved significantly.

The percentage of parents who rated their incoming kindergartner as doing *extremely or very well* in early reading skills increased from 15 to 25 percent.



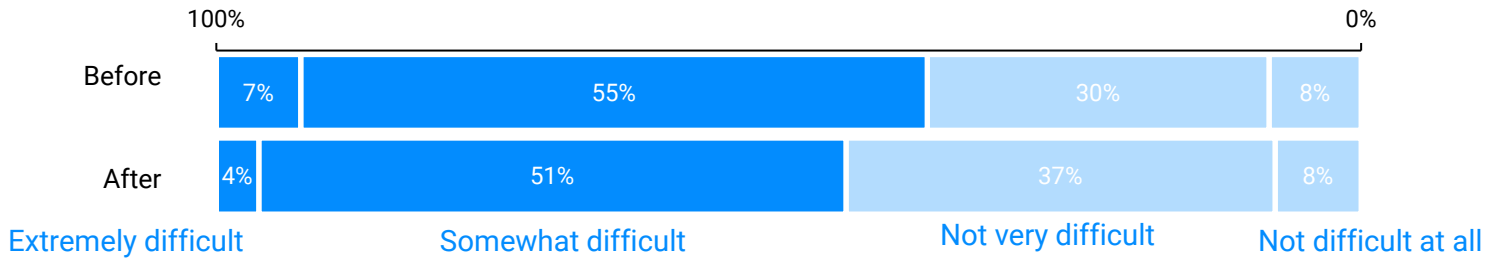
Children's skills in math and numbers improved significantly.

The percentage of parents who rated their incoming kindergartner as doing *extremely or very well* with math and numbers increased from 25 to 37 percent.



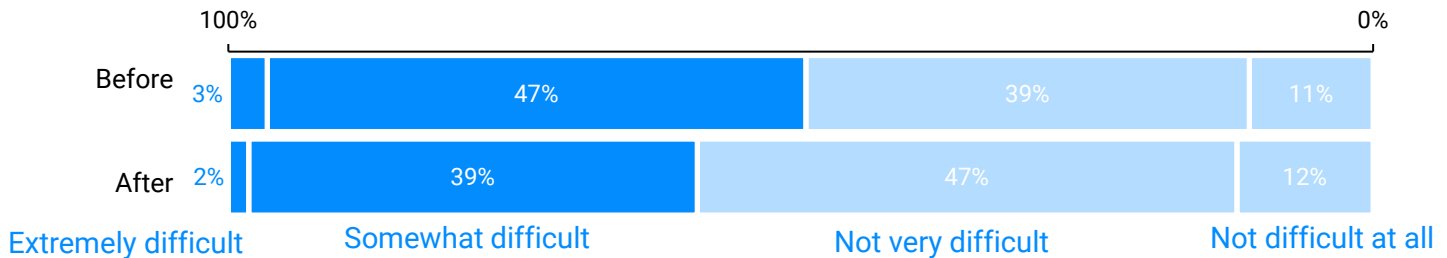
Children's difficulty with early reading improved significantly.

The percentage of parents who rated their incoming kindergartener's difficulty with early reading as *extremely difficult* or *somewhat difficult* decreased from 62 to 55 percent.



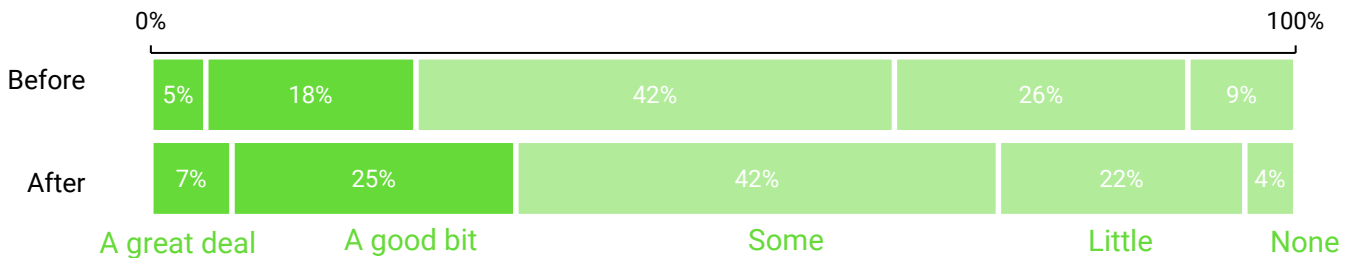
Children's difficulty with math and numbers improved significantly.

The percentage of parents who rated their incoming kindergartener's difficulty with math and numbers as *extremely difficult* or *somewhat difficult* decreased from 50 to 41 percent.



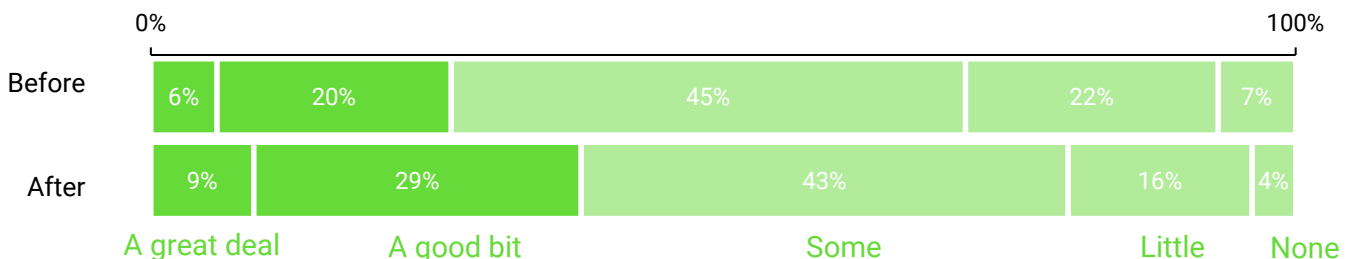
Children's natural talent in reading improved significantly.

The percentage of parents who rated their incoming kindergartener's amount of natural talent in reading as a *great deal* or a *good bit* increased from 23 to 32 percent.



Children's natural talent in math improved significantly.

The percentage of parents who rated their incoming kindergartener's amount of natural talent in math as a *great deal* or a *good bit* increased from 26 to 38 percent.





To: First Steps Board of Trustees
From: Jennifer McConnell, Chair, Local Partnership Program and Grants Committee
Date: April 23, 2020

RE: Report of the Program and Grants Committee

The Local Partnership Program and Grants Committee met on April 15, 2020 to prepare a recommendation for the State Board regarding First Steps Accountability Standards for FY21 and to receive a progress report on Local Partnership Corrective Action Plans.

Corrective Action Plan items related to program performance have been addressed in most cases. There may be some issues with completing required program assessments given the interruption due to the Covid-19 Emergency. If there are cases where corrective action plan items are not completed, the committee recommended that these items be placed on a continuing corrective action plan for the following year (FY21). One area of concern is the issue a few partnerships are having with meeting the requirement for a 12-member board. It was suggested by the Program and Grants Committee that Local Partnerships still struggling to reach compliance with adequate board membership seek guidance from the Legislative Committee of the First Steps State Board.

For the 4th Quarter - April 1 to June 30, 2020 - data will be reviewed with the understanding that most programs and services were modified to meet the needs of a severe community health crisis. Current program standards may not be applicable when programs are discontinued or replaced with temporary short-term needed services. The Committee suggested that the State Office consider having partnerships submit "Covid-19 Emergency Adjustment Plans" that would clearly document their Board's decisions on how programs were modified and spending re-purposed during the final quarter of the fiscal year.

Action Item: Presentation of Local Partnership new programs/ budget spending plan reallocations for FY20 – April (attachment)

Motion: The Local Partnership Program and Grants Committee recommends that the State Board approve the Sumter County First Steps Partnership Board request to discontinue their Child Care Quality Enhancement Program and reallocate \$15,077 of state funds from this program to purchase Child Care Vouchers. In addition, \$20,179 in pending FY19 Carry Forward Funds will be used to purchase additional vouchers.

After committee consideration of the attached table – *First Steps County Partnerships FY20 Reallocations of Budgets 15% and Greater –April 2020*. Ms. Julie Hussey moved that the Program and Grants Committee recommend to the State Board that Sumter First Steps be granted approval to move \$15,077 in funds available from their Child Care Quality Enhancement Program due to their child care quality technical assistant resigning mid-year, to their Scholarship Program, for the purchase of additional child care vouchers. In addition, \$20,179 in FY 19 pending state carry forward funds will be used to purchase vouchers. Mr. Roger Pryor seconded the motion and it passed unanimously.

1. Action Item: Approval of FY21 Partnership and Program Accountability Standards (attachment)



Motion: The Local Partnership Program and Grants Committee, after reviewing the changes proposed by state and local partnership staff, recommends the State Board approve the FY21 Partnership and Program Accountability Standards as presented in the board packet.

Staff reviewed and discussed with the committee member key changes being made to the First Steps Partnership and Program Accountability Standards. The committee was also provided with a more detailed written explanation of key changes and the entire accountability standards document with track changes for reference.

In addition, the committee discussed the idea that all First Steps Programs falling into the category of “high intensity” be required to provide a developmental screening for all children participating – including those programs that use not only home visiting but group meetings as well. The committee believes this year that developmental screening should be highly recommended for all “high intensity” programs.

Dr. Canright made a motion to approve the FY21 Local Partnership and Program Accountability Standards incorporating changes as discussed and agreed upon by the committee. Ms. Hussey seconded the motion and it passed unanimously.

Attachments:

- Local Partnership new programs/ budget spending plan reallocations for FY20 – February
- FY21 Partnership and Program Accountability Standards (with track changes)
- Minutes Local Partnership Program and Grants Committee 04.16.20



Board of Trustees

Local Partnership Program and Grants Committee Meeting

April 16, 2020

12:00 to 2:00 PM

Via Zoom

Meeting Minutes

Committee Members Present: Jennifer McConnell (chair), Julie Hussey, Roger Pryor, Dr. Shelley Canright

Committee Members Absent: none

Staff to Committee: Debbie Robertson, Zack Catoe, Chelsea Richard, Gina Beebe

Dr. Shelley Canright called the meeting to order at 12:00 PM. Jennifer McConnell joined the meeting at 12:15 PM. Debbie Robertson provided an updated timeline for the Funding Formula Grant application process. The applications will be due May 15th rather than May 1st. In addition, required time studies used for salary allocation purposes in preparing budget spending plans will be due by May 1st rather than April 15th.

1. Action Item: Presentation of Local Partnership new programs/ budget spending plan reallocations for FY20 – April (attachment)

Motion: The Program and Grants Committee recommends that the State Board approve the Sumter First Steps Partnership Board request to discontinue their Child Care Quality Enhancement Program and reallocate \$15,077 of state funds from this program to purchase Child Care Vouchers. In addition, \$20,179 in pending FY19 Carry Forward Funds will be used to purchase additional vouchers.

After committee consideration of the attached table – *First Steps County Partnerships FY20 Reallocations of Budgets 15% and Greater –April 2020*. Ms. Julie Hussey moved that the Program and Grants Committee recommend to the State Board that Sumter First Steps be granted approval to move \$15,077 in funds available from their Child Care Quality Enhancement Program due to their child care quality technical assistant resigning mid-year, to their Scholarship Program, for the purchase of additional child care vouchers. In addition, \$20,179 in FY 19 pending state carry forward funds will be used to purchase vouchers. Mr. Roger Pryor seconded the motion and it passed unanimously.

2. Information Item: Status of Local Partnership Corrective Action Plans

Staff reported on the progress made by those local partnerships who submitted a corrective action plan as required by their grant review. Eleven counties submitted and all are being carefully monitored. Most counties have come into compliance but there is concern that a few remaining issues may not be corrected by the time that grant applications are reviewed for the coming year. One area of concern is the requirement for a 12-member board. It was suggested by Program and Grants Committee member that Local Partnerships still struggling to reach



compliance with this requirement seek support from their legislative delegation to make appointments to the boards needing more members. The Program and Grants Committee also suggested that this issue could be referred to the Legislative Committee of the State Board as well.

Corrective Action Plan items related to program performance have been addressed in most cases. There may be some issues with completing required assessments given the interruption due to the Covid-19 Emergency. If there are cases where corrective action plan items are not completed, the committee recommended that these items be placed on a continuing corrective action plan for the following year (FY21).

3. Information Item: Adjusting Grant Review and Requirements due to Covid-19 impacts on programs and service delivery

Staff reported that the FY20 Partnership and Program Accountability Standards will continue in place as the goal for program fidelity, evidence-based results, and legislative accountability. Third quarter data checks will be conducted as scheduled to assess program performance through March 31st. The 3rd quarter data check will serve as a benchmark for future evaluation and as the start of when impacts due to the COVID-19 health crisis changed program delivery and data.

For the 4th Quarter - April 1 to June 30, 2020 - data will be reviewed with the understanding that most programs and services were modified to meet the needs of a severe community health crisis. Current program standards may not be applicable when programs are discontinued or replaced with temporary short-term needed services. The Committee suggested that the State Office consider having partnerships submit "Covid-19 Emergency Adjustment Plans" that would clearly document their Board's decisions on how programs were modified and spending re-purposed during the final quarter of the fiscal year.

4. Information Item: Classification of Programs for State Strategic Planning Goals

Chelsea Richard, Strategy and Impact Manager, provided the committee with an overview of work to classify which First Steps programs would be considered "high intensity" for the purposes of goal setting for the State Strategic Plan. She explained that one goal being proposed is to increase the number of children served in high intensity programs funded by First Steps by a specific percentage. High intensity programs would be those that offer one on one services which directly impact a child, such as home visiting or early education classrooms. The committee engaged in discussion around whether Scholarship Programs should be considered high intensity if they are not paired with home visiting. The importance of relationships to program services was pointed out along with the need to ensure programs are of enough time and intensity to make a difference for those children most in need of services. Chelsea estimated that, based on our current program distribution, about 28% of children served are in "high intensity" programs.

5. Action Item: Approval of FY21 Partnership and Program Accountability Standards (attachment)



Motion: The Local Partnership Program and Grants Committee, after reviewing the changes proposed by state and local partnership staff, recommends the State Board approve the FY21 Partnership and Program Accountability Standards as presented in the board packet.

Staff reviewed and discussed with the committee member key changes being made to the First Steps Partnership and Program Accountability Standards including the following:

- Addition of the liability insurance requirements added to the Local Partnership Grant Agreement for FY 20
- Addition of the requirement that at 12-week time allocation study be submitted to the finance office on annual basis
- Clarification that for all programs requiring developmental screenings- 80% of active clients must be screened in order to meet compliance for the grant application program review
- Clarification that for home visiting programs (PAT, Parent-Child +) – 75% of assessments using KIPS and ACIRI must be completed in order to meet compliance for the grant application program review
- Clarification that a developmental screening tool such as the ASQ, is not a means of classifying a child as having the risk factor for a “developmental delay as documented by a physician or standardized assessment”. Screening tools are not assessments
- Addition of requirement for rescreening after 6 months for developmental screenings in cases where scores fall into the monitoring range or there is parental concern
- Change in Staff Qualifications for parent educators and supervisors to align with Parents As Teachers standard – must 1) possess at least a high school diploma or equivalent AND have two years of related supervised work experience with young children and/or parents OR 2) possess a two year degree in early childhood education or closely related field
- For Parents As Teachers – aligned the required number of annual professional development hours to 20 as required by PAT essential requirements
- Dolly Parton Imagination Library – change from 87% to 85% the percentage of funds allowed for procurement of books; and the 25% private funds match requirement applies only for the purchase of books, not the total program budget
- Child Care Quality Enhancement – Added the “Pyramid Model Quality Enhancement cohort” describing a pilot program in which 3 counties are currently engaging that involves intensive training and technical assistance focused on the Pyramid Model for Promoting the Social and Emotional Development of Infants and Young Children



- Child Care Scholarships – adjusted requirement that parents/caregivers receive at least one hour of training on the benefits of high quality child care be applied to only those new to the program, not those receiving scholarships for multiple program years.
- Countdown to Kindergarten – added requirement that in cases where the CTK home visitor is not the child’s kindergarten teacher, the home visitor should be fluent in the family’s home language to ensure curriculum is implemented in a culturally and linguistically appropriate manner.

The committee was also provided with a more detailed explanation of key changes and the entire accountability standards document with track changes for reference.

In addition, the committee discussed the idea that all First Steps Programs falling into the category of “high intensity” be required to provide a developmental screening for all children participating – including those programs that use not only home visiting but group meetings as well. The committee believes this year that developmental screening should be highly recommended for all “high intensity” programs.

Dr. Canright made a motion to approve the FY21 Local Partnership and Program Accountability Standards incorporating changes as discussed and agreed upon by the committee. Ms. Hussey seconded the motion and it passed unanimously.

6. Information Item: First Steps Book Fundraiser for Local Partnerships

Staff reminded the committee of the fundraiser launched during the Week of the Young Child to raise funds for local partnerships to purchase books for families impacted by Covid-19. The committee was asked to offer suggestions on how to award grants for the purchase of books to local partnerships once the fundraiser is concluded. Not knowing what the total amount raised will be makes it challenging to devise a plan at this point for distribution. Ideas suggested included – asking executive directors for their ideas, tying the decision to specific data points, and offering a random drawing from those who submit their names.

There being no further business the meeting adjourned at 2:15 PM.

Attachments:

- Local Partnership new programs/ budget spending plan reallocations for FY20 – April
- FY21 Partnership and Program Accountability Standards (with track changes)



**First Steps County Partnerships
FY 2020 Reallocation of Budgets 15% and Greater
APRIL 2020**

The Programs and Grants Committee respectfully submits to the Board of Trustees the following counties' requests for the allocation of budgets and/or the re-allocation of budgets where the reduction is greater than 15% of the TOTAL program/strategy. The counties' requests for the allocation/reallocation of PUBLIC (state & EIA appropriated) and/or PRIVATE (state-level) AND Federal (TANF) budgets/funds are presented to the Board of Trustees for information only and/or need approval. *(The SC First Steps Chief Program Officer has reviewed and preliminarily approved these budget adjustments.)*

COUNTY PARTNERSHIP	FUNDING SOURCE	FROM PROGRAMS AND AMOUNTS	TO PROGRAMS AND AMOUNTS	JUSTIFICATION
RE-ALLOCATIONS (Information Only)				
SUMTER	15	\$1,367 from Child Care Scholarships - 703		Budget decrease - funds not needed
SUMTER	15	\$1,350 from Child Care Quality Enhancement - 601		Budget decreased - funds not needed
SUMTER	55	\$15,077 from Child Care Quality Enhancement - 601	\$15,077 to Child Care Scholarships- 703	Board voted to discontinue Child Care Quality Enhancement Program in December after loss of QE technical assistant to illness and areport from ED that child care center participating in program was not compliant. Funds moved to Scholarship Program (DSS vouchers)
SUMTER	56	\$20,179 - Pending Carry Forward	\$20,179 to Care Scholarships (DSS) 703	Budget increase to 703 = \$35,441/ Total 703 budget = \$106,530
NEW ALLOCATION OF PENDING FUNDS (P&G Committee Approval Required)				
NEW STRATEGIES (B.O.T. Approval Required)				
NEW STRATEGIES (Information Only)				

SC First Steps to School Readiness

FY2021 Partnership and Program Accountability Standards

Effective July 1, 201920 – June 30, 202021

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 201920-2021 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:

- Governance and Operations**
- Fiscal Accountability**
- Core Functions**
- Resource Development**

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:

- General Program Standards**
- Parents as Teachers (also see Att. 1)**
- Motheread/Fatheread**
- Parent-Child Home Program**
- Healthy Families America**
- Early Steps to School Success (also see Att. 2)**
- Nurse-Family Partnership**
- Dolly Parton Imagination Library**

Raising a Reader

Raising a Reader - Enhanced

LENA

Family Literacy

Reach Out and Read

Nurturing Parenting

Incredible Years

Positive Parenting Program (Triple P) Levels 3 and 4

Triple P Multi-Level

Early Identification and Referral

Child Care Quality Enhancement

Quality Counts

Child Care Training

Child Care Scholarships

Public School Four-Year Old Kindergarten

Other Early Education

Countdown to Kindergarten

Transition to 4K (Reading Rocks)

Other Strategies (for all strategies not listed above)

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)).

SECTION 10. Section 59-152-50

(2) review the local partnerships' plans and budgets in order to provide technical assistance and recommendations regarding local grant proposals and improvement in meeting statewide and local goals;

(3) provide technical assistance, consultation, and support to local partnerships to facilitate their success including, but not limited to, model programs, strategic planning, leadership development, best practice, successful strategies, collaboration, financing, and evaluation;

SECTION 12. Section 59-152-70

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

SECTION 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 the Formula Funding Grant Application the State Office of First Steps will provide feedback to local partnerships regarding partnership functioning and performance, including progress toward achieving the objectives within the partnership's Comprehensive Plan. (Section 12. Section 59-152-70(F)).

This feedback may include:

Corrective Actions Plans:

Unmet minimum qualifications for formula grant funding that correspond to Section 59-152-90 and Section 59-152 70 of the First Steps legislation, to include findings of non-compliance with Partnership Accountability Standards or Program Accountability Standards, will become part of a state board-approved Correction Action Plan to the local partnership. Unmet qualifications that are not resolved within the timeframe specified in the partnership's Corrective Action Plan may result in a future noncompliance penalty to the local partnership's funding amount, to be determined by the state board.

SECTION 1:

FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS

FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS GOVERNANCE AND OPERATIONS

REQUIREMENTS FOR FY~~2021~~:

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 **Formula Funding** 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); 30 days after Quarter 3 (April 30); and 30 days after Quarter 4 (July 31). 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 will 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, Comprehensive General Liability (including bodily injury, property damage, personal injury, and sexual abuse and molestation rider), and Workers' Compensation Employee Liability insurance with the corresponding limits of liability listed in the partnership's annual grant agreement.
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.
 - Oversee 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 records of meeting announcements, sign-in sheets and minutes for all full board and committee meetings. Electronic copies of board minutes for the prior fiscal year will be submitted to SCFS, on behalf of the state board, by July 15 (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, adopt, and sign an Annual Board Member Agreement that at minimum includes an annually reviewed and adopted:
 - Conflict of Interest Policy (must align to the policy contained in the partnership's current year 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).
- Whistleblower Policy.
- Attendance Policy outlining minimum board meeting attendance requirements, to include definitions of unexcused and excused absences and no more than three (3) consecutive unexcused absences, 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. Partnership boards must abide by the composition requirements contained in the First Steps legislation (Section 59-152-60(C)(1-3))
- 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 FY~~2020~~²⁰²¹:

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. 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.
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.
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 budget and expenditures closely 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

Formula Funding 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. Each partnership 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 15% or more than its original formula allocated budget, OR have changed their use of carry forward funds since their last approved budget change, must submit updated board minutes reflecting these changes. Partnerships whose certified carry forward budget exceeded 15% of the prior fiscal year's formula allocated budget must also submit written justification to their SC First Steps Program Officer with a plan to reduce their amount of carry forward budget to under 15% for the next fiscal year. Partnerships whose carry forward budget exceeds 15% for more than two consecutive fiscal years will be subject to potential withholding of their excess carry forward funds at the discretion of the SC First Steps Board of Trustees.

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 and immediately forward to the contracted 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.
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 with 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.
7. Financial reports should be presented at all local partnership board meetings.
8. The local partnership board and staff should review internal financial controls annually.
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 obligated by June 30. Local partnerships must adhere to the SC First Steps written financial year-end closing process. Local partnerships shall submit a 12-week time allocation study for staff with shared costs across programs, administration, and core services by the required deadline on an annual basis
10. The local partnership board and staff shall respond in a timely manner to all requests from the contracted finance manager. 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 \$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

REQUIREMENTS FOR FY²⁰²¹:

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)) as a basis for community-wide planning efforts to support at-risk children and the partnership's Comprehensive Plan. This document shall be submitted to SCFS by December 31 of the year in which the previous needs and resources assessment expires.
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) 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 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.
 - iii. **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 Program Officer 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.
 - iv. 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. 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 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 shall be represented in the partnership's Comprehensive Plan and must 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 programs
 - d) Supporting the implementation of the Kindergarten Readiness Assessment (KRA) to include sharing local school district KRA results with stakeholders, including teachers and parents of programs supported with First Steps funds (Section 1. Section 59 -152-33(D))
 - e) 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 Formula Funding Grant Application 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.
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 FY2021:

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 Formula Funding Grant Application, 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.
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.
 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.
 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.
 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 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)).

SECTION 2:

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS



FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS GENERAL

REQUIREMENTS FOR FY2021:

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 Comprehensive 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 Kindergarten) (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.
12. Partnerships shall keep a waiting list of all program applicants who cannot be served due to the program's reaching its service capacity.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS PARENTS AS TEACHERS (201)

REQUIREMENTS FOR FY2021:

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 21 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 ([not screening tool](#))
- Teenage mother/primary caregiver **at or under the age of 20** (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.
- 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.)
Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool setting.

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 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 124)** (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 and/or PAT National SC Implementation Specialist will host regular supportive conference calls or webinars to assist affiliates with tracking and meeting all model requirements. Supervisors are expected to attend these webinars each month. (ER8)
- Quarterly Data ~~Checks~~ ~~Webinars~~ will be provided to ensure that all vendors are able to roll over families, get their program registered and begin entering family visits and other required data.
- **All Affiliate Programs should complete a minimum of 24 visits per year, per family, as is required from the National PAT Center. (ER 124)**
- 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. All children in the home under age 6 shall be served in the program.
- 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 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)**
- **Beginning July 2019 all PAT forms shall be used while delivering the model per PAT National Requirements.**
- 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 PO 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 connection (per vendor or area of service if large program) shall be offered monthly, for a total of 12 per program year. (ER 143)

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 154)
- 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 155) Child Development Surveillance shall take place during each personal visit and shall be recorded on the PAT Milestone Check Form. (ER 176)
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. In addition, the Vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 90 days (if possible) post completion of referred intervention.
- If a child scores in the monitoring range on ASQ3 and/or ASQ:SE2 in two or more categories and/or if there is a parental concern on the screening questionnaire, the vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 6 months.
- PAT vendors must screen at least 80% of eligible clients in the ASQ3 and ASQ:SE2.
- 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. (ER 167) Active and sustained efforts to connect client families to pediatric medical homes shall be a priority.

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 in the first program year and annually thereafter or annually on the focus parent/caregiver and is used for Parent Educator Information only. (ER 98) All LSP items shall be entered into the First Steps Data System. PAT vendors must administer the LSP to at least 75% of active clients.
- 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 109)

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, including AmeriCorps members, must possess at least a high school diploma or equivalency, with two years of related supervised work experience with young children and/or parents or if recruiting an AmeriCorps member, a two-year degree in early childhood education or closely related field, comparable experience 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 shall be overseen by one or more individuals certified as PAT Supervisors. New Supervisors shall attend the Foundational Curriculum and Model Implementation Training. (ER 6)**
- ~~All new Educators must have 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 Parent Educator shall successfully complete his/her annual recertification and an additional ~~twenty~~free hours of professional development. (ER 7)(ER 8)**
- 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 5th 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). 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) and (ER 20)**
- 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 part-time and 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. (ER 4)**

3) ASSESSMENT AND DATA SUBMISSION:

- All PAT Affiliate 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 210)**
- Thereafter, KIPS should be done at the following intervals during the first program year of enrollment: A 2nd 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

2nd 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 2nd 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-parent 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 2nd 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 2nd 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 2nd 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.
- PAT Affiliate vendors must assess at least 75% of active, eligible clients in KIPS and in ACIRI.
- **All PAT Affiliate vendors shall complete as a second outcome the American Academy of Pediatrics' Bright Futures schedule of recommended dates for well-child visits as documented in the PAT Child Health Record. This will be entered into the First Steps Data Collection System to determine the percentage of children who received the last recommended well-child visit on the Bright Futures Schedule. (ER 210)**
- Client demographic data, visits and group connections, program referrals, connections to services, screenings, well-child visits, 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. This summary information shall be shared with the SCFS State Office for purposes of providing support to affiliates. (ER 198)**

SEE ATTACHMENT 1 FOR A LIST OF PAT ESSENTIAL REQUIREMENTS.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS MOTHEREAD/FATHEREAD (202)

REQUIREMENTS FOR FY~~2020~~2021:

SCFSBOT Designation: Evidence-Based

SUMMARY:

Motheread/Fatheread is a literacy intervention to improve children's literacy outcomes by increasing the quality and frequency of parent-child shared reading activities in the home. Its goal is for adults and children to learn to use the power of literacy to discover more about themselves, their families, and their communities. It includes classes for parents, early childhood professionals and other adults, curricula for adult educators and childcare instructors, and training in the use of the curricula.

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 ([not screening tool](#))
- Teenage mother/primary caregiver [at or under the age of 20](#) (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
- 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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings

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. Motheread/Fatheread standards call for a minimum of 20 hours of instruction. Groups last 8 to 10 weeks.

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:

- Group meetings are to adhere to the Motherread/Fatheread Teacher's Guide
- Group size ranges from 5 to 15 participants
- Data on program activities (other than home visits) shall be entered into the FSDC client database system within 30 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 30 day window for subsequent entry (14 days for home visits).

b) Screenings and Referrals:

- Client screenings and referrals based on screening results shall be entered into the FSDC within 30 days of the event.

c) 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.

d) Staff Qualifications and Training:

- Motherread/Fatheread group leaders must complete the three day Motherread Institute before implementing the program.

3) ASSESSMENT:

- First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
- 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). The testing schedule should align with adult education assessment policy as set by SCDE. This is only required if the program is delivered within a Family Literacy Program.
- Other assessments of the Motherread/Fatheread Program shall be administered in accordance with instruction in the Motherread/Fatheread Teacher's Guide. They include the "Daily Out of Class Record" Log and "End of Class Evaluation Form".
- Client assessments shall be entered in the FSDC within 30 days of administration.

4) DATA SUBMISSION:

- Adult and child (ages 0-5) information, connections to services, and screening results shall be collected within the cases data First Steps Data Collection System (FSDC). Program sessions and client attendance shall be entered as group meetings within the FSDC. Program assessments containing numerical scores shall be entered in the FSDC (submit request to SC First Steps to add assessment type(s) to the FSDC).

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS PARENT-CHILD HOME + PROGRAM (206)

Formerly Parent-Child Home Program

REQUIREMENTS FOR FY2021:

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 PC+HP requirements along with additional SC-specific additions. The following standards include a mix of both; however, the inserted PC+HP 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 ([not screening tool](#))
 - Teenage mother/primary caregiver [at or under the age of 20](#) (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
 - 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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) Targeting By Age (Early Intervention)

PC+CH 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 (PC+H) 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), PC+H 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 (PC+H may not be delivered in group settings), entail the use of PC+H-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 PC+H 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.
- In addition, the Vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 60 days post completion of referred intervention.
- If a child scores in the monitoring range on ASQ3 and/or ASQ:SE2 in two or more categories and/or if there is a parental concern on the screening questionnaire, the vendor

will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 6 months.

- Developmental screenings must be conducted on at least 80% of eligible clients.

- 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 PC+HP Home Visitors must possess at least a high school diploma or equivalency with two years of related supervised experience, or a two-year degree in early childhood education or a closely related field and document successful completion of –16 hours of training prior to their first home visit. If recruiting an AmeriCorps member, a high school diploma or equivalency is required. Each PC+HP educator shall meet the minimum education requirements above and be trained and supervised by a site coordinator approved by the PC+HP National Center.
- PC+HP vendors must each employ at least one Site Coordinator trained by the PC+HP 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:

- PC+HP 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 PC+HP Management Information System and administer the *Evaluation of Child Behavior Traits (CBT)* as required.
- Each participating PC+HP 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 PC+HP Vendors shall utilize the PC+HP 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 2nd 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 2nd 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 2nd 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 2nd 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 2nd 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 2nd 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.
- First Steps-funded vendors must assess at least 75% of active, eligible clients in KIPS and in ACIRI.
- 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 HEALTHY FAMILIES AMERICA (207)

REQUIREMENTS FOR FY~~2020~~2021:

SCFSBOT Designation: Evidence-Based

SUMMARY:

Healthy Families America (HFA) is a program of Prevent Child Abuse America designed to support parents who may be experiencing a range of current or past challenges, including single parenthood, low income, a history of maltreatment, substance abuse, mental health concerns, or domestic violence. HFA is designed as a prevention program; thus, visits begin prenatally or within the first three months after a child's birth and continue until children are between 3 and 5 years old.

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 ([not screening tool](#))
 - Teenage mother/primary caregiver [at or under the age of 20](#) (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
 - 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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

HFA Model Requirements require the use of standardized screening and assessment tools to systematically identify and assess families most in need of services. The Parent Survey or other HFA approved tool is used to assess the presence of various factors associated with increased risk for child maltreatment or other adverse childhood experiences.

b) Targeting By Age (Early Intervention)

Eligibility is determined prenatally through two weeks of the birth (up to 20% of families can fall outside of this timeframe). First home visit subsequent to the offer of services occurs prenatally through three months of the baby's birth (up to 20% of families can fall outside of this timeframe). In the event that unique and/or emergency circumstances warrant, Partnerships may enroll additional clients aged three-months 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.

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:

All training and technical assistance is provided by the HFA national office. Core training for direct service staff and supervisors is required; advanced supervisor and wraparound training (for home visitors is also available (<http://www.healthyfamiliesamerica.org/core-training/>). Ongoing access to high quality supervision is also necessary to support program delivery. HFP Model Requirements call for services that take into account the culture of families such that staff understands, acknowledges, and respects cultural differences of families.

- HFA is an intensive home visitation model consisting of at least one 60-minute home visit per week for 6 months after the child's birth. After the first 6 months, visits may be less frequent and may continue until the child is 3 to 5 years of age. At least 75% of families must receive 75% of expected home visits. Family progress is used to determine family readiness to move to less frequent home visits.
- Services are offered at a minimum of three years and up to five years after the birth of the baby.
- An HFA Service Plan is developed to address family needs throughout the course of 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. 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).
- Quarterly Data Checks will be provided to ensure that the vendor program is registered, family visits and other required data is entered into the First Steps Data System.

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) Administration of the ASQ-SE2 is recommended as well. 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.
- In addition, the Vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 90 days post completion of referred intervention.
- If a child scores in the monitoring range on ASQ3 and/or ASQ:SE2 in two or more categories and/or if there is a parental concern on the screening questionnaire, the vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 6 months.
- 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.
- **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.

d) Staff Qualifications and Training:

- **All staff must possess at least a high school diploma or equivalency with two years of related supervised experience, and/or a two-year degree in early childhood education or a closely related field and document successful completion of 16 hours of training prior to their first home visit. If recruiting an AmeriCorps member, a high school diploma or equivalency is required.**
- All staff receive Orientation training on specific topics prior to working with families. These trainings are typically provided by HFA supervisor and/or Program Manager.
- All staff receive wraparound training topics (topics outlined in best practice standards) within 3 months, 6 months and 12 months of hire. These trainings are available to HFA affiliates through 35 hours of distance learning modules. Sites are also encouraged to receive training locally from community partners (i.e., domestic violence shelters, mental health facilities, etc.).
- All staff must receive ongoing training based on their current skill set in an effort to build skills and competencies. These trainings are typically achieved through conferences, webinars, and trainings offered at local or state level.
- HFA requires ongoing access to high quality supervision.

3) ASSESSMENT:

- First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
- All assessments required by HFA are to be administered as set forth in standards. These include CHEERS (Cues, Holding Empathy, Expression Rhythmicity/Reciprocity, Smiles) Check-In, to be administered at least annually and up to quarterly. In addition, the Parent Survey Rating Scale shall be administered at the first visit to assess risk factors.
- The primary caregiver in each family receives a depression screen prenatally (when enrolled prenatally) and postnatally (within 3 months), and with any subsequent birth.
- Client assessments shall be entered in the FSDC within 30 days of administration.

4) DATA SUBMISSION:

- 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 FY~~2021~~:

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 ([not screening tool](#))
 - Teenage mother/primary caregiver [at or under the age of 20](#) (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,
 - 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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

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.
- In addition, the Vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 90 days post completion of referred intervention.
- If a child scores in the monitoring range on ASQ3 and/or ASQ:SE2 in two or more categories and/or if there is a parental concern on the screening questionnaire, the vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 6 months.
- Developmental screenings must be conducted on at least 80% of eligible clients.
- 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:

- Home visitors must possess at least a high school diploma or equivalency with two years of related supervised experience, and/or a two-year degree in early childhood education or a closely related field and document successful completion of —16 hours of training prior to their first home visit. If recruiting an AmeriCorps member, a high school diploma or equivalency is required.
- 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 2nd 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 2nd 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 2nd 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.
- First Steps-funded vendors must assess at least 75% of active, eligible clients in KIPS.
- 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 FY~~2021~~:**

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 FY20:

SCFSBOT Designation: Evidence-Based

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) 857% Books Rule

Partnerships administering an Imagination Library strategy must devote 857% or more of strategy funds to the procurement of books. Programs seeking a waiver of this 1543% cap on non-book related spending must petition the State Board of Trustees, providing a detailed accounting of all strategy-related spending.

3) 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.

4) Solicitation of Community Support (25% 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 - a cash match of at least 25% is required for any state funds committed to the DPIL strategy for the procurement of books. ~~(e.g. No more than 75% of the Partnership's total DPIL budget may be derived from state funding.)~~

5) Data Collection

DPIL strategies shall enter monthly outputs data into the FSDC. Partnerships 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.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS RAISING A READER (217)

REQUIREMENTS FOR FY21:

SCFSBOT Designation: Evidence-Informed

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 has 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 (not screening tool)
- Teenage mother/primary caregiver at or under the age of 20 (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
- 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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) 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 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. 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 and 4) 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:

- 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.
- In addition, the Vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 90 days post completion of referred intervention

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.

e) 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.

f) 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 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 or retrospective surveys) are to be administered to determine 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 RAISING A READER-ENHANCED (218)

REQUIREMENTS FOR FY~~2021~~:

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 has 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 (not screening tool)
- Teenage mother/primary caregiver at or under the age of 20 (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
- 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.)
Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) 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.
- [In addition, the Vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 9060 days post completion of referred intervention](#)

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.

e) 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.

f) 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 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 or retrospective surveys) are to be administered to determine 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 FY2021:

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 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 ([not screening tool](#))
- Teenage mother/primary caregiver [at or under the age of 20](#) (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
- 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.)
Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- 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 based on 10 screenings 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).

b) Screenings and Referrals:

- 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 shall be assessed using the LENA Snapshot as outlined in the LENA Home manual.
- Client screenings and referrals based on screening results shall be entered into the FSDC - Other Assessments/Screenings section - within 30 days of the event.
- Child Development Surveillance shall take place during each personal visit. 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. Active and sustained efforts to connect client families to pediatric medical homes shall be a priority.
- ~~Client screenings and referrals based on screening results shall be entered into the FSDC within 30 days of the event.~~
- ~~In addition, the Vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 90-60 days post completion of referred intervention~~

c) 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.

d) 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.
- LENA's language assessment (Snapshot) is to be administered as prescribed in the LENA Home Outline of Coaching Sessions. It is to be administered no more than once per month. The recommended schedule is at Sessions #2, #5, and #8. There is an option to continue to offer the Snapshot to families on a monthly basis, through age 36 months.
- 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 FY2021:

SCFSBOT Designation: Evidence-Informed


Early childhood education and parent education components of a family literacy strategy 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 ([not screening tool](#))
- Teenage mother/primary caregiver [at or under the age of 20](#) (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.)
-  Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

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 then 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.

- In addition, the Vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 90 ~~60~~ days post completion of referred intervention
 - If a child scores in the monitoring range on ASQ3 and/or ASQ:SE2 in two or more categories and/or if there is a parental concern on the screening questionnaire, the vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 6 months.
 - 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:

- 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.
- 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.
- 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.
- 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.**
- 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 REACH OUT AND READ (219)

REQUIREMENTS FOR FY19:

SCFSBOT Designation: Evidence-Based

SUMMARY:

Reach Out and Read (ROR) is a nonprofit organization that gives young children a foundation for success by incorporating books into pediatric care and encouraging families to read aloud together. Medical providers prescribe books and encourage families to read together. Intended outcomes are more frequent reading at home and improvements in children's language development. The program frequently focuses on low-income families and is intended for families with children from birth to 5 years of age. Since ROR is delivered in primary care settings serving parents of young children, partnerships with physicians are required for program delivery.

1) TARGETING:

a) Targeting Clients At-Risk of Early School Failure

The ROR intervention seeks to serve all children and families birth to 5 years of age, and is designed to be integrated into pediatric primary care throughout the nation. However, partnerships are encouraged to target clinics that serve the most at-risk families. School readiness risk factors targeted by Reach Out and Read include those associated with low literacy families (little to no reading at home, and lack of enjoyment in reading) and families growing up in poverty.

c) Client Retention and Exit

Reach Out and Read is intended to serve families of children up until they enter school. Although there is no minimum length of time for the program, research has shown that the longer families are involved with the program, the more positive effects are seen.

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:

- Clinic must be engaged, assessed for readiness in partnership with ROR Carolinas office, and then apply for and be approved by the Reach Out and Read National Center
- Clinic must follow all expectations of Reach Out and Read, including provider training, collecting routine data and determining how books will be supplied
- Clinic/community partners must communicate with ROR of the Carolinas to:
 - a. Comply with all ROR intervention requirements and agreements, as outlined in MOA
 - b. Communication with RORC team about program integration, including and funding available for programs.
- In the application phase, clinics will identify a Medical Champion—the pediatric care MD, DO, NP, or PA who will champion the cause and
 - i. Ensure that Reach Out and Read best practices are implemented throughout the pediatric or family practice department;
 - ii. Foster discussion of and create support for efficient systems (book delivery to the exam room)
 - iii. Assure compliance with requisite online training by provider staff;
 - iv. Share relevant information with medical providers on early literacy and language development and Provider Bulletins that Reach Out and Read makes available from time to time; and
 - v. Act as the medical "face" of the program; connect with the executive leadership of the health center, clinic, or practice.
- In the application phase, clinics will also identify the Program Coordinator--a staff member familiar with the clinic, staff, and patient population, and who will
 - i. Support the Medical Consultant and is responsible for administrative aspects:
 - ii. Order the books;
 - iii. Track the number of books distributed;
 - iv. Help to complete the semi-annual Progress Reports; and
 - v. Ensure a literacy-rich environment

- vi. Coordinate volunteer readers (if any).
- vii. Communication with the RORC team/Program Specialist
- viii. Support the RORC annual parent survey process.

b) 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.
- Any client in another local partnership program who also benefits from ROR (if known) shall have ROR entered as an intervention within the FSDC for connections.

3) ASSESSMENT:

- The ROR model calls for completion of semi-annual progress reports, parent feedback surveys and medical consultant surveys. Data collected generates reports annually.

4) DATA SUBMISSION:

ROR strategies shall enter projected to serve and monthly outputs data into the FSDC.

**FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS
NUTURING PARENTING (223)**

REQUIREMENTS FOR FY2021:

SCFSBOT Designation: Evidence-Based

SUMMARY:

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, including a 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 ([not screening tool](#))
- Teenage mother/primary caregiver [at or -under the age of 20](#). (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
- 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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- 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 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 shall last 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 ~~in a family receiving home visitation, group-based, or individualized services~~ 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.
- In addition, the Vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 90 60 days post completion of referred intervention
- If a child scores in the monitoring range on ASQ3 and/or ASQ:SE2 in two or more categories and/or if there is a parental concern on the screening questionnaire, the vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 6 months.

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 high school diploma with two years of related work experience and/or two-year degree in early childhood education or a closely related field and document successful completion of -of the certification in the Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. -or previous experience with providing home visits or teaching parenting groups. -If an AmeriCorps member is recruited, a high school diploma is required along with successful completion of the certification in the Nurturing Parenting Program training by national certified trainer with a training emphasis on birth to 5 population. 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 Questionnaire SE2 Developmental Screenings. for the provision of screens for each client child in a family receiving home visitation, group-based, or individualized services.

- All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI) and the Nurturing Skills Competency Scale (NSCS).

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 (AAPPI) 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. *AAPI assessment will be utilized with all families.*
- 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 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
INCREDIBLE YEARS® (215)**

REQUIREMENTS FOR FY2021:

SCFSBOT Designation: Evidence-Based

SUMMARY:

The Incredible Years®(IY) program for children 0-12 years of age is parent training in a group setting with home coaching, as needed, for some populations. Its goal is the prevention and treatment of young children's behavior problems and promotion their social, emotional, and academic competence. Intended outcomes are reductions in child behavior problems, improved child social skills, emotional literacy, self-regulation, problem solving, and school readiness as well as improved parenting skills and parent-child-teacher relationships.

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 (not screening tool)
 - Teenage mother/primary caregiver at or under the age of 20 (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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

c) Client Retention and Exit

The IY Series has a number of parent programs, the core parenting program is the BASIC series. The BASIC program lasts 12-20 weeks (program length depends on age of child and level of risk; program length is longer for high risk families) and teaches parents a variety of strategies to promote prosocial behaviors and to effectively manage misbehavior. There are four different versions of the BASIC program based on child age (infants, toddlers, preschoolers, and school-age). The ADVANCE program supplements the BASIC program by addressing a range of additional parent and family risk factors for conduct problems such as depression, anger, lack of support, and marital discord, and lasts an additional 12 weeks. The ADVANCE program is offered after parents have completed the Basic Parent Program. Other programs, the Attentive Parenting Program (universal prevention program) and the Autism Parent Program are available for targeted populations. The IY Series also includes program for training teachers (1-8 years), day care providers and children with a social and emotional curriculum.

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: To ensure fidelity and high-quality program delivery, group leaders submit videos of 2-hour sessions to the IY office for certification/accreditation review

- Each group must be run by 2 trained group leaders (see training requirement below).
- Group leaders complete session checklists and evaluations after each group session.
- Group leaders video each session and review sessions with co-leaders, peer coaches, and IY mentors or trainers.
- The BASIC program is for 14 – 16 sessions for the prevention protocol and 18 – 20 sessions for the treatment protocol. The ADVANCE program, which supplements the BASIC program also lasts 12 weeks
- Parent groups are to be held weekly for 2 hours each session.
- Group leaders should provide make up sessions when families miss sessions/

- Group leaders adhere to the Incredible Years materials/curriculum in implementing the group sessions. The IY structure and materials outline expectations for planning, delivery, follow-up and monitoring program activities.
- Group leaders can supplement group sessions with home individualized coaching of parent-child interactions and additional video vignettes as needed.
- 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).
- Group leaders typically run 1-2 groups at a time. Group size varies from 6-10 families (8-12 parents). Treatment groups should be limited to 6-7 families.

b) Group Connections or Other Supporting Activities:

- Group leaders call parents between sessions
- Individualized parent-child coaching, as needed

c) Screenings and Referrals:

- Client screenings and referrals based on screening results shall be entered into the FSDC within 30 days of the event.
- [In addition, the Vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 90 60-days post completion of referred intervention](#)
- IY does not specify how families should be screened, but it is expected that intake assessments are completed with all families to assure that the IY services meet their needs. For example, each parent should participate in a group that is targeted at the developmental age of their child. Child diagnoses that are appropriate for treatment groups are Attention Deficit/Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), or early on-set Conduct Disorder (CD), or high levels of aggressive or disruptive behavior without a diagnosis. If children fall into the clinical range on disruptive behavior disorders or if parents exhibit multiple risk factors, then groups should be limited to 6-7 families. If families are referred for moderate level risk (child or parent), then group size can range from 6-10 families.

d) 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.

e) Staff Qualifications and Training:

- At least one of the two group leaders must possess a MA degree. (Each group must be run by two trained group leaders.) If no MA level therapist is available, exceptions may be made for BA level group leaders with extensive experience working with families (ability to collaborate with parents, understanding of child development and cognitive social learning theory).
- IY has a progression process for the different levels of certification. Minimal requirements are for an IY Group Leader, and they require attending an authorized IY training workshop, studying therapist manuals, books and DVDs, and on-going peer review, consultation and supervision.
- Baby Parent Group Leader Training is a 2-day training is for group leaders seeking training in the Baby program. Basic Parent Group Leader is a 3-day Training, and it covers the 2-8 age range. The training equips group leaders to lead 3 different protocols: Toddler, Preschool Basic, and early years portion of the School Age parent programs (for parents of children ages 6-8 years old). Advanced Parent Group Leader requires a 2-day Training and is offered once group leaders have become comfortable with the Basic program methods. It is required that participants in the Advanced training have already received the 3-day Basic training. Participants in this workshop have ideally completed the accreditation/certification process for the Basic program(s). The Attentive Parenting Group Leader requires a 2-day training and is designed to promote positive parenting strategies to parents of children ages 2-6 years old. It is required that participants in the Attentive Parenting training have already received

the 3-day Basic training and be used as a booster or follow up review to sustain changes and explore in more depth teaching children self-regulation and problem solving methods. .

f) Ongoing Program Quality Improvement and Professional Development

- Group leaders should have on-going consultation and coaching as they lead their groups, especially before they become certified in the Basic Program. Our recommended consultation schedule is for group leaders to have monthly Skype calls with an IY trainer or mentor while they are leading groups until the point that they become accredited as group leaders.
- Accredited group leaders should lead at least one group every 18 months.
- Accredited group leaders should participate in a fidelity check every 18 months—this could be a coaching session with an accredited peer coach, a video review of a group by a mentor or trainer, or an in-person or skype consultation with a mentor or trainer.

3) ASSESSMENT:

- Incredible Years recommends that agencies collect pre-post measures on all families who participate in the groups. The recommendation is at least one measure of parenting and one of child social and emotional development and behavior problems. There is flexibility in which measures sites use; possible measures for each age group are found at <http://www.incredibleyears.com/for-researchers/measures/>
- Group leaders are required to collect weekly parent evaluations and a post-group final evaluation and session protocols.
- First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
- Client assessments shall be entered in the FSDC within 30 days of administration.

4) DATA SUBMISSION:

- Adult and child (ages 0-5) information, connections to services, and screening results shall be collected within the cases data First Steps Data Collection System (FSDC). Program sessions and client attendance shall be entered as group meetings within the FSDC. Program assessments containing numerical scores shall be entered in the FSDC (submit request to SC First Steps to add assessment type(s) to the FSDC).

**FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS
POSITIVE PARENTING PROGRAM (TRIPLE P)
LEVELS 3 & 4 (222)**

REQUIREMENTS FOR FY2021:

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 ([not screening tool](#))
 - Teenage mother/primary caregiver [at or under the age of 20](#) (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
 - 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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) 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.

b) Screenings and Referrals:

- Client screenings and referrals based on screening results shall be entered into the FSDC within 30 days of the event.
- [In addition, the Vendor will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child within 90 ~~60~~ days post completion of referred intervention](#)

c) 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.

d) 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. [Minimum education requirement for staff is a high school diploma or equivalency with two years of relevant supervised work experience. If AmeriCorps member is recruited, a minimum education requirement is a high school diploma or equivalency with two of relevant supervised work experience along with all identified Triple P training aligned with staff training expectations.](#)

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.
- ~~aaaaa~~-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
POSITIVE PARENTING PROGRAM (TRIPLE P)
MULTI-LEVEL (XXX)**

REQUIREMENTS FOR FY21:

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. Multi-level Triple P is a comprehensive population-level system that includes five intervention levels of increasing intensity and narrowing population reach. Levels range from Universal (Level 1) which involves media and informational strategies, Selected (Level 2), which is brief consultation with parents and/or parenting seminars with large groups of parents, Primary Care (Level 3), which is four brief consultations of active skills training, and Standard and Group (Level 4), which is 10 individual sessions or 8-session groups. Enhanced Triple P (Level 5) is extended programming even beyond the intensive information, skill-building and support of Level 4.

1) TARGETING:

a) Client Targeting (Levels 1 & 2)

With the understanding that Levels 1 and 2 of Triple P are to reach all age-eligible children and their families, partnerships are encouraged to target Multi-Level Triple P to children 5 and under.

b) Targeting Clients At-Risk Of Early School Failure (Levels 3, 4, and 5)

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 (not 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
- 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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) Client Retention and Exit

Client Retention is applicable for Levels 3 to 5. 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. Level 5 is an optional augmentation with up to three additional modules.

2) SERVICE DELIVERY:

Fidelity to a published, research-based model

Level 1 Triple P is a communications strategy and includes use of social media, local newspapers, newsletters at schools, mass mailings to family households, presence at community events, and website information.

Level 2 is a "light touch" with brief one time assistance which could be seminars (can attend one or all 3 sessions of seminar) and/or one-on-one consultation with a primary care practitioner

Levels 3, 4, and 5: 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.

b) Screenings and Referrals:

- Levels 3, 4, and 5: Client screenings and referrals based on screening results shall be entered into the FSDC within 30 days of the event.

c) 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.

d) 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 Levels 3, 4, and 5:

- 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.
- 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:

- Levels 1 & 2: Maintain detailed data collection records and enter timely monthly outputs data in the First Steps Data Collection System (FSDC).
- Levels 3, 4, and 5: 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 FY²⁰²¹:

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).

1) 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 ([not screening tool](#))
- Teenage mother/primary caregiver at or under the age of 20 (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
- 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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure:

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

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.
- **Integrated Service Delivery and Connections to Resources:**
- 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.
- 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.
- Partnerships are encouraged to refer children and families to other community services, as appropriate.
- 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.
 - 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.
 - Children ineligible for BabyNet: Partnership staff shall contact the family to facilitate referral to appropriate local early learning resources, including but not limited to:
 - First Steps County Partnership
 - Help Me Grow
 - Early Head Start
 - Use BabyNet Central Directory to identify service providers as resources to family and child
- 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.
- Partnerships are encouraged to provide parents with information and strategies to help them both monitor and promote healthy child development
- Partnerships are encouraged to promote public awareness of services available and importance of universal developmental screenings
- 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.

- **STAFF QUALIFICATIONS AND TRAINING:**

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:

- Possess the minimum qualifications of an Associate Degree and 3 years' experience (course work contributions i.e. psychology, sociology, data management, etc.)
- Successfully participate in training in use of developmental screening tool(s) through either South Carolina First Steps, the Team for Early Childhood Solutions (TECS) at the USC School of Medicine, or other qualified personnel.
- Successfully complete "BabyNet Basics", the online training course offered by TECS 2.0 of the University of South Carolina's Team for Early Childhood Solutions. Work cooperatively with local SPOE offices, including attending regional coordination team meetings when available.

- **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 FY²⁰²¹:

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 [SC Endeavors, 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 [CCCCDSC Endeavors](#), 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) 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, 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 without approval by the First Steps 4K Administrator. Equipment and materials funds will be awarded at intervals as commitments are actively demonstrated and changes are put in place; with no more than 35-40% of allocation spent before improvement is demonstrated via the center's 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 child care technical assistance services in the county 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.

e) 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.

f) Certification of Technical Assistance Providers Via ~~CCCCDSC Endeavors~~

Each First Steps-funded technical assistance provider must demonstrate his/her professional competence through:

- Certification as a South Carolina Technical Assistance Provider-~~SC Endeavor~~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. SC First Steps funded TA providers must also support the implementation of the state's ABC Quality Framework and shall receive training ABC Quality's Intentional Teaching Tool (ITT) assessment as it becomes available.

Each FS-funded TA provider's credentials and certifications must be current in the FSDC.

SC First Steps TA providers must attend 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).

4) PYRAMID MODEL QUALITY ENHANCEMENT COHORTS:

The Pyramid Model provides a framework that describes tiers of practice that address the needs of all children's social and emotional development. The Pyramid Model is supported at the foundation by an effective workforce of early care and education professionals – both direct service staff and administrators – who know, understand, and can implement strategies at each level of the Pyramid.¹

In addition to following and adhering to the overall standards for QE strategies, Local Partnerships implementing a QE strategy with the intention of focusing on Pyramid Model implementation must begin with the following:

- a.) A certified TAP who has gone through the SC First Steps TAPs Pyramid Training Cohort Trainings (30 hours)
- b.) A participating childcare center/program's assessment using the Pyramid Infant Toddler Observation Scale (TIPITOS) and/or the Teaching Pyramid Observation Tool (TPOT). These assessment may replace ERS assessments if certified TAP meets all attendance and participation requirements of the Pyramid Model Cohort.
- c.) Pyramid Model Learning Community participation

SERVICE DELIVERY:

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 childcare providers' abilities to support the growth and development of young children. Technical Assistance through Pyramid Model QE strategies must include consultation, coaching and, mentoring; a commitment to attend all Pyramid Model Learning Community events and trainings.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS QUALITY COUNTS (601)

REQUIREMENTS FOR FY~~2020~~2021:

SCFSBOT Designation: Evidence-Based

Quality Counts a community-based, locally developed child care quality improvement strategy created and implemented by Spartanburg County First Steps. Quality Counts is designed to build and sustain high quality in

¹ http://csefel.vanderbilt.edu/resources/states/nc_demo_site_observation_guide.pdf

early care and education programs using relationship-based technical assistance, mentoring, specialized training, and a director network.

Quality Counts is based upon a Continuous Quality Improvement (CQI) loop, which begins with a participating child care center/program's assessment using five standards: 1) Learning Environment, 2) Teacher: Child ratios and Group Size, 3) Staff Qualifications, 4) Program Management, and 5) Family Engagement. The total score of the assessment is then translated into a star rating level and programs are rated on a 1-5 star scale. Program success is measured by the center/program's progress in the five standards and advancement in their star rating level.

1) TARGETING:

Each participating center/program shall be identified via competitive application (the minimum components of which will be specified by SCFS) with priority to center/programs:

- 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.

Center/programs participating in First Steps-funded Quality Counts must permit the on-site delivery of "natural environment" services/therapies to children eligible under the Individuals with Disabilities Education Act (IDEA).

Additionally, each staff member of participating center/program 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 First Steps Data (FSDC) Collection System.

2) SERVICE DELIVERY:

a) The Continuous Quality Improvement Framework

Continuous quality improvement (CQI) is a framework used to guide intentional quality improvement. Support to Quality Counts participating center/programs is ongoing, following the CQI loop, where Quality Counts Technical Assistants (TA), child care program directors and staff continually assess and make improvements to services for children and families. The collaboration of technical assistants, child care directors and staff is expected to build their capacity to identify areas of improvement and develop solutions that work for the unique setting and culture of each participating child care program. The focus on intentional and systematic quality improvement activities aligns with and supports the goals and structure of South Carolina's quality rating and improvement system (QRIS), ABC Quality, with Technical Assistants working with child care center/programs to address the program's specific needs.

b) Pre-Service Training

Each participating SC First Steps local partnership Executive Director and TA(s) must attend orientation training on the Quality Counts model prior to initiating the program with child care center/programs.

c) Initial Planning Meeting and Assessment

The Quality Counts CQI process begins with an initial meeting the Quality Counts Program Director or Partnership Executive Director with the child care center/program director and/or owner. The Quality Counts CQI process is detailed at the meeting including discussion and signing of a Memorandum of Agreement of participation expectations and requirements. At this meeting, a program vision statement is developed and documented.

After the initial meeting, a comprehensive assessment of the child care center/program is conducted. The assessment addresses Quality Counts' five quality standards, which are:

1. Ratio and group size

2. Learning environments (50% of classrooms receive a baseline Environment Rating Assessment by a reliable rater – see *Section 3, Assessment*)
3. Staff Qualifications
4. Family Engagement
5. Program Administration

Points are awarded for each area according to a scoring rubric, the cumulative score of which will determine the center/program's star rating on a one to five star scale.

d) On-Site Technical Assistance (TA)

Relationship-based Technical Assistance (TA) is the center of the Quality Counts Model. Technical assistance 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 center/programs’ abilities to support the growth and development of young children. Technical Assistance through Quality Counts must include coaching, as described below, by a certified technical assistant.

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.

Technical Assistance needs shall be determined by the center/programs’ regulatory deficiencies (prioritized), self-identified needs, and the center/program’s star rating.

Technical assistance visits shall be planned, purposeful, and logged within the FSDC system no less than monthly. Visit frequency shall be determined by the center/program’s star rating level, the size of the center/program, and the technical assistance needs.

The following visit frequency is recommended for each star level:

- 1-2 Star: 2-3 visits per month
- 3 Star: Bi-weekly (2 visits per month)
- 4 Star: Monthly
- 5 Star: 1 visits per quarter (or more if requested by the program director) and phone call every 6 weeks

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. In the event that topical, on-site consultation may be appropriately considered for training credit through ~~the CCCC~~, TA staff shall take responsibility for the advanced submission of all appropriate training outlines.

e) Quality Improvement Plans

Quality Counts TAs implementing Quality Counts will develop detailed Quality Improvement Plans for the child care center/program in partnership with each director after the center/program receives its star rating. These plans should be updated on an ongoing basis with records of site visits, deadlines, and completion dates for when goals are accomplished. Priority will be made to address regulatory issues and/or other serious issues of health and safety. The minimum components of Quality Improvement Plans are the following:

- A program vision statement developed at the initial planning meeting between the center/program director and the partnership Executive Director or the Quality Counts Program Director.
- Goals and action steps for the center/program based on data from the initial assessment that addresses the five Quality Counts standards that are specific, actionable, measurable, and time-bound. Goals may be program-wide or individualized by classroom.
- Trainings, strategies, and resources that the Technical Assistant will use to support the director, teacher(s), and/or staff.

Quality Counts strategies shall collaborate with other agencies and organizations serving center/programs, in order to coordinate and enhance services. Partnerships working with center/programs that are participants in First Steps 4K (formerly CDEPP) 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, 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 center/programs they are working with and check the status of partner organizations' activities with center/programs.

f) Integration with Child Care Training

Partnerships will plan and offer training for all participating child care center/programs based on needs identified within each center/program's Quality Improvement Plan(s). Specified trainings for individual center/programs may be offered as determined by the Technical Assistant.

As a condition of participation, the center/program director must participate regularly in the center/program's on-site visits and in at least 50% of staff training provided. Child care staff from Quality Counts center/programs shall be required to attend relevant training as a condition of their center/programs' participation. Quality Counts TA staff shall make every effort to register content-specific consultation as center/program training as appropriate. Trainings offered to client center/programs 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 center/program's Quality Improvement Plan(s)) to each director, teacher, and teaching assistant. One training session, to take place after initial comprehensive assessment and star rating determination, must address the Environment Rating Scales. 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.

g) Director Network

All center/program directors must participate in quarterly networking meetings coordinated and facilitated by the local partnership. Topics will be based on trends across center/programs, Quality Counts standards, Quality Improvement Plans, and self-identified needs of directors.

h) Quality Improvement Grant

A Quality Improvement Grant to center/programs, if provided, may not exceed \$5,000 annually for each center/program served, without the approval of SC First Steps. In all cases, purchases must be aligned with classroom needs as indicated by the environment assessment and the center/program's current Quality Improvement Plan.

i) Coordination with Community Partners

In developing the local 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 and region including attending regional Technical Assistance Coordination Team meetings.

j) Career Consultation

Each First Steps-funded 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.

k) Qualification of Technical Assistance Providers

Each First Steps-funded technical assistance provider must demonstrate his/her professional competence through:

- Certification as a South Carolina Technical Assistance Provider through ~~SC Endeavor~~ 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.
- 5 years' experience in an Early Childhood setting.
- 4 year degree in Early Childhood or a related field (if qualification is not met, candidate may hold an Associates' Degree in Early Childhood or related field and be working toward completion of 4 year degree).

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 funded TA providers must also support the implementation of the state's ABC Quality Framework and shall receive training ABC Quality's Intentional Teaching Tool (ITT) assessment as it becomes available. SC First Steps TA providers must attend quarterly check-in meetings with other local partnerships implementing Quality Counts and attend child care quality enhancement 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. Partnerships shall ensure the submission of complete center/program data for each focus center/program within 30 days of program initiation, and maintain current center enrollment and staff information within the FSDC.

For each participating child care center, 50% of the classrooms, to be randomly selected, shall receive a baseline assessment with the appropriate Environment Rating Scale (ERS) within 2-4 weeks of enrollment in Quality Counts. Technical Assistance begins after the ERS assessments are complete and a Quality Improvement Plan (QIP) is developed.

Future ERS assessments will be completed according to the star rating of the center/program, as part of the comprehensive assessment addressing Quality Counts' five quality standards. All ERS assessments after the initial assessment will be completed according to the following schedule, as part of Quality Counts' five standard comprehensive assessment:

- Center/programs rated one to three stars will be assessed in the appropriate ERS every 12 months.
- Center/programs rated four stars have a choice to be assessed in the appropriate ERS every 12 months OR every 18 months.
- Center/programs rated five stars will be assessed in the appropriate ERS every 18 months.

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 for the center/program.

If a center/program demonstrates no growth in their cumulative star rating points in two years of program participation, the center/program will be terminated from the Quality Counts program.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS CHILD CARE TRAINING (605)

REQUIREMENTS FOR FY2021:

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 SC Endeavors 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~~ [the CCCCDSC Endeavors](https://scendeavors.org/) -website (<https://scendeavors.org/>) -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.

c) Certification by ~~the Center for Child Care Career Development (CCCCD)~~ SC Endeavors

All training shall be, with the exception of health/safety topics, certified with SC Endeavors ~~the Center for Child Care Career Development (CCCCD)~~.

A partnership may seek a waiver in writing from its SC First Steps Program Officer in the event that a training does not meet the CCCCDSC Endeavors certification requirements for a justifiable reason. This waiver should be obtained prior to the training date.

d) 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 Child Care Training Plan, or b) approved in advance by SC First Steps.

e) 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 CCCCDSC Endeavors for participants to receive DSS credit hours.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS CHILD CARE SCHOLARSHIPS (703)

REQUIREMENTS FOR FY2021:

SCFSBOT Designation: Evidence-Based OR 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.

SUMMARY:

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 (not screening tool)
- Teenage mother/primary caregiver at or under the age of 20 (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
- 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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure:

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

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 – 3rd 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. [The ASQ-3 screening must be conducted on at least 80% of eligible clients.](#) 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-funded scholarships shall be limited to use within high quality settings (independent of their chosen method of administration). These child care providers – 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 who are new to the program in the current fiscal year shall receive at least one hour of training on the benefits of high quality child care.

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 FY~~2021~~:

SCFSBOT Designation: Evidence-Based

Independent of vendor, SC First Steps funded 4K classrooms shall adhere to the following student enrollment criteria during FY~~2021~~ (~~201920-2021~~ school year):

- Each student must be four-years-old on or before September 1, ~~201920~~.
- 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 FY2021:

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 – 3rd 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 FY2021:

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:

a) 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 (*not screening tool*)
- Teenage mother/primary caregiver *at or under the age of 20* (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
- 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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

Additional CTK Transition Risk Factors:

- *An incoming kindergartner who has had an older sibling retained in/before the 3rd 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.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

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 ~~might~~will receive.

in the case in which the child's CTK teacher is not his/her soon-to-be kindergarten teacher AND the family's home language is not English, the CTK home visitor must be fluent in the family's home language to ensure the curriculum is implemented in a culturally and linguistically appropriate manner. In addition, toolkit contents are provided in the child's home language.

The home visitor will work with the child's 5K teacher(s) to ensure that ESL families receive ongoing transition materials and supports that are culturally and linguistically responsive including at least one additional home visit after the child begins Kindergarten.

c) Countdown to Kindergarten Training

All home visitors must successfully complete the Countdown to Kindergarten online training (including the final exam) prior to implementing the program.

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 and entering (if not completed online) all survey responses 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 each year.

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
TRANSITION TO 4K (READING ROCKS - 407)**

REQUIREMENTS FOR FY21:

SCFSBOT Designation: Evidence-Informed

Transition to 4K (Reading Rocks) is a summer home visitation strategy designed to link incoming 4K students and their families with, when feasible, the individual who will serve as their 4K teacher during the coming year.

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

Transition to 4K (Reading Rocks) shall be targeted toward families of children most likely to experience early school failure. Given the program's unique role in supporting school (4K) transition, several additional risk factors are associated with eligibility for this service. Reading Rocks-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 Reading Rocks 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
- 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.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

Additional TRANSITION TO 4K (READING ROCKS) Transition Risk Factors:

- An incoming 4K student who has had an older sibling retained in/before the 3rd grade
- An incoming 4K student 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 4K student who has never been served within a full-time preschool program out of his/her home.
- An incoming 4K student 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.

The following condition, while not considered part of SC First Steps' targeting criteria, is an additional characteristic that can put children at potentially higher risk for early school failure.

Additional high-risk characteristic tracked by First Steps-funded programs:

- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

2) SERVICE DELIVERY:

a) Adherence to the Transition to 4K (Reading Rocks) Curriculum

While the Reading Rocks 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 Reading Rocks 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 Reading Rocks 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

Transition to 4K (Reading Rocks) is explicitly designed to connect children and families to the teachers with whom they will be working during the coming year. Accordingly, Partnerships should take steps to ensure the placement of Reading Rocks client children in the classrooms of their home visitors.

The Reading Rocks curriculum must – without exception – include a meeting with the child's teacher at the school where the child will be attending 4K.

Partnerships shall ensure that, in the event the Reading Rocks home visitor is not the 4K teacher, the Reading Rocks home visitor communicates with each 4K teacher about their students' participation in the Reading Rocks program.

c) Transition to 4K (Reading Rocks) Training

All home visitors must complete a Reading Rocks training prior to implementing the program.

Ongoing Program Quality Improvement and Professional Development

Each Reading Rocks home visitor must participate in reflective supervision and professional development, by, at a minimum, communicating with Local Partnership staff during the course of the program.

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. Reading Rocks 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 family satisfaction surveys from Reading Rocks parents. Each partnership will be required to assure that 75% of family satisfaction surveys have been entered into the survey website. Partnerships are also responsible for sending and obtaining complete teacher surveys from 4K teachers who have one or more Reading Rocks children enrolled in their classroom, again, with the expectation that 75% of teachers submit survey responses in the survey website. Partnerships will use the TRANSITION TO 4K (READING ROCKS) surveys provided by SC First Steps. Names and email addresses of 4K teachers who were NOT also the child's Reading Rocks home visitor are to be entered in the data system before October 31 each year.

b) Partnership Match Requirement

Partnerships agree to meet the SCFS match requirements for TRANSITION TO 4K (READING ROCKS).

c) Fiscal Administration and Teacher Payment

The Partnership will be responsible for ensuring that each Reading Rocks teacher adheres (in all regards) to his/her TRANSITION TO 4K (READING ROCKS) Memorandum of Agreement.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS Other Strategies

REQUIREMENTS FOR FY2021:

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, in addition to its Formula Funding Grant Application 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-
child 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) 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.
- 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.
- 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, using output and outcome data as specified in its strategy plan.

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.

DRAFT

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.

© 2017, Parents as Teachers National Center, Inc. ParentsAsTeachers.org

<p>5. 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>	<p>100% of an affiliate's 1.0 FTE supervisors are assigned a maximum of 12 parent educators.</p>
<p>6. 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>	<p>100% of parent educators and supervisors have attended the required PAT trainings.</p>
<p>7. Parent educators obtain competency-based professional development and training and renew certification with the national office annually.</p>	<p>100% of model affiliate parent educators are up to date with their certification.</p>
<p>8. 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>9. Parent educators develop and document goals with each family they serve.</p>	<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>
<p>10. 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>	<p>Parent educators plan for each visit, documenting the planning process in a Foundational Personal Visit Plan or Personal Visit Planning Guide.</p>

© 2017, Parents as Teachers National Center, Inc. ParentsAsTeachers.org

<p>11. 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>	<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>
<p>12. 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.</p> <p><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>	<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>
<p>13. Affiliates deliver at least 12 group connections across the program year.</p>	<p>At least nine of the 12 (75%) required group connections were delivered in the program year covered by the most recent APR.</p>
<p>14. 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>	<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>
<p>15. 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>	<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>
<p>16. Child developmental surveillance takes place during each personal visit and is recorded after each personal visit, using the Milestones to monitor child development.</p>	<p>Parent educators review and update (as applicable) the Milestones record for each enrolled child after each visit.</p>

<p>17. Parent educators connect families to resources that help them reach their goals and address their needs.</p>	<p>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.</p>
<p>18. At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement.</p>	<p>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.</p>
<p>19. 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.</p>	<p>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.</p>
<p>20. 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. *See <i>Outcomes Essential Requirement Guidance</i> for more information.</p>	<p>At least 60% of eligible families annually participate in an assessment of parenting skills, practices, capacity, or stress using an approved tool.</p> <p>At least one additional approved outcome measure is assessed and reported for eligible families.</p> <p>Programs report in the APR how they are using the data from a set of response options (e.g., continuous quality improvement or advocacy).</p>

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



To: SC First Steps Board of Trustees

From: Walter Fleming, Chairman, Finance and Administration Committee

Date: March 25, 2020

RE: Finance and Administration Report

The Finance and Administration Committee met via conference call on March 25, 2020 to receive updates from staff and to take up action items. Detailed meeting minutes are attached. The committee brings forward one action items, and the following updates.

ACTION: Approval of the 2018-19 990 Form

Presentation by Josh Garvin, CPA Partner with Manley Garvin, LLP. Mr. Garvin delivered a presentation regarding the SC First Steps 990 Form, which is the Not for Profit Tax Return for fiscal year 2018-19.

Based on the discussion Mr. Holt motioned, with Mr. Fleming seconding, that the 990 Form be approved. The Committee voted unanimously to approve the 990 Form and send it to the Board of Trustees for approval. The Committee makes the following Motion:

Motion: To approve the 2018-19 Form 990 for submission.

First Steps State Office

COVID19 Situation Update

Mr. Barnes presented an update to the Committee on operations and implications of the pandemic. Most staff are telecommuting, and our work is continuing. The office, per state guidance, has to remain open and we have a minimum number of staff at the office. He discussed some of the impacts to the organization and how we are working through the challenges.

Financial Report

The YTD financial report and donation report to date is attached. The agency is on track through the end of February with budget and expenses. Staff discussed the potential implications of the pandemic on the agency, it's operations, and finances. The next year's budget was discussed and potential implications of the recurring cost of the 4K program, as well as the potential economic impact on the state budget and associated impact on First Steps.

Local Partnerships

New Financial Management System for the Local Partnerships

The new Financial Management System went live on January 1, 2020. Staff at the State Office as well as Manley Garvin, the Finance Manager for the Local Partnerships, Local Partnership staff, and Blackbaud staff are continuing to work to verify and validate all of the reports in the system.



4K Program

The staff gave an update on the 4K Program and payments during the current shutdown.

Preschool Development Grant

Final invoices are being prepared.

NEW Information Resource Manager

SC First Steps has hired its first dedicated Information Resource Manager. The new employee will start on May 4, and will be responsible for all information technology needs for the agency.



Minutes from Finance and Administration Committee Meeting

March 25, 2022

Members present: Walter Fleming, Chairman, Tim Holt, Dave Morley

Members not present: N/A

Nonmembers present: Mark Barnes, COO/CFO; Lavinia Tejada, CPA

Meeting was called to order by Walter Fleming at 9:30 am.

990 Form

Required Action Item: Approval of 2018-19 990 Form

Presentation by Josh Garvin, CPA Partner with Manley Garvin, LLP. Mr. Garvin delivered a presentation regarding the SC First Steps 990 Form, which is the Not for Profit Tax Return for fiscal year 2018-19.

Based on the discussion Mr. Holt motioned, with Mr. Fleming seconding, that the 990 Form be approved. The Committee voted unanimously to approve the 990 Form and send it to the Board of Trustees for approval.

First Steps State Office

COVID19 Situation Update

Mr. Barnes presented an update to the Committee on operations and implications of the pandemic. Most staff are telecommuting, and our work is continuing. The office, per state guidance, has to remain open and we have a minimum number of staff at the office. He discussed some of the impacts to the organization and how we are working through the challenges.

Financial Report

2019-20: The YTD financial report was reviewed by Mr. Barnes. The organization is on track with both the budget and expenditures for the year as of February 29. The biggest unknown at this point in time is the potential impact from the shutdown of the economy, due to the pandemic, on our revenues. The majority of our funding comes from the state's sales taxes, and those are clearly going to be impacted. The risk to the current fiscal year, assuming we can get our final cash drawdown, should be minimal. But the implications for the plans for next year could be significant. We won't know until the economic projections by the state are revised. At this point, based on requests from the General Assembly, we are expending approximately \$6.3 million above recurring funds for the 4K Program. The General Assembly has passed a Continuing Resolution to continue funding state government at the same level as this year, if they are not able to pass a new budget by July 1.

Local Partnerships



Update on New Local Partnership Financial Management System

Staff at the State Office as well as Manley Garvin, the Finance Manager for the Local Partnerships, Local Partnership staff and Blackbaud staff are continuing to work extremely hard to validate and verify the information in the new financial management system. We expect that by the end of March, all reports will be verified and validated. The new system went live on January 1, 2020.

4K Program

Staff gave an update on the programs status. Currently all 4K classrooms are not operating due to them following the same schedule as the school districts. We are continuing to pay the centers and amended our contracts to ensure that our teachers continue to get paid. As you know, we pay the centers on enrollment, not attendance.

Preschool Development Grant

Final invoices are being prepared to submit to DSS to close out the grant. We have not been informed that the final reports to the Federal Program have been extended. Final invoices are expected to be sent by the end of March.

NEW Information Resource Manager

SC First Steps has hired it's first dedicated Information Resource Manager. The new employee will start on May 4, and will be responsible for all information technology needs for the agency.

With no further business to discuss the meeting was adjourned by Walter Fleming at 10:06 AM.

Forms 990 / 990-EZ Return Summary

For calendar year 2018, or tax year beginning **07/01/18** , and ending **06/30/19**

SOUTH CAROLINA FIRST STEPS TO **57-1087576**
SCHOOL READINESS BOARD OF TRUSTEES

Net Asset / Fund Balance at Beginning of Year		<u>-1,855,984</u>
Revenue		
Contributions	<u>36,052,240</u>	
Program service revenue		
Investment income	<u>345,195</u>	
Capital gain / loss		
Fundraising / Gaming:		
Gross revenue		
Direct expenses		
Net income		
Other income	<u>0</u>	
Total revenue		<u>36,397,435</u>
Expenses		
Program services	<u>35,397,642</u>	
Management and general	<u>1,246,593</u>	
Fundraising		
Total expenses		<u>36,644,235</u>
Excess / (deficit)		<u>-246,800</u>
Changes		<u>4,049</u>
Net Asset / Fund Balance at End of Year		<u><u>-2,098,735</u></u>

Reconciliation of Revenue	
Total revenue per financial statements	<u>36,397,435</u>
Less:	
Unrealized gains	_____
Donated services	_____
Recoveries	_____
Other	_____
Plus:	
Investment expenses	_____
Other	_____
Total revenue per return	<u><u>36,397,435</u></u>

Reconciliation of Expenses	
Total expenses per financial statements	<u>36,644,235</u>
Less:	
Donated services	_____
Prior year adjustments	_____
Losses	_____
Other	_____
Plus:	
Investment expenses	_____
Other	_____
Total expenses per return	<u><u>36,644,235</u></u>

Balance Sheet			
	Beginning	Ending	Differences
Assets	<u>18,846,113</u>	<u>17,853,288</u>	
Liabilities	<u>20,702,097</u>	<u>19,952,023</u>	
Net assets	<u><u>-1,855,984</u></u>	<u><u>-2,098,735</u></u>	<u><u>-242,751</u></u>

Miscellaneous Information

Amended return _____
Return / extended due date 05/15/20
Failure to file penalty _____

Form **990****Two Year Comparison Report****2017 & 2018**For calendar year 2018, or tax year beginning **07/01/18**, ending **06/30/19**

Name

Taxpayer Identification Number

**SOUTH CAROLINA FIRST STEPS TO
SCHOOL READINESS BOARD OF TRUSTEES****57-1087576**

		2017	2018	Differences	
Revenue	1. Contributions, gifts, grants	1. 67,557	614,780	547,223	
	2. Membership dues and assessments	2.			
	3. Government contributions and grants	3. 43,479,727	35,437,460	-8,042,267	
	4. Program service revenue	4.			
	5. Investment income	5. 194,818	345,195	150,377	
	6. Proceeds from tax exempt bonds	6.			
	7. Net gain or (loss) from sale of assets other than inventory	7.			
	8. Net income or (loss) from fundraising events	8.			
	9. Net income or (loss) from gaming	9.			
	10. Net gain or (loss) on sales of inventory	10.			
	11. Other revenue	11.			
	12. Total revenue. Add lines 1 through 11	12.	43,742,102	36,397,435	-7,344,667
Expenses	13. Grants and similar amounts paid	13. 27,765,507	28,868,631	1,103,124	
	14. Benefits paid to or for members	14.			
	15. Compensation of officers, directors, trustees, etc.	15.	359,861	359,861	
	16. Salaries, other compensation, and employee benefits	16. 5,999,319	2,888,062	-3,111,257	
	17. Professional fundraising fees	17.			
	18. Other professional fees	18. 5,779,996	2,517,333	-3,262,663	
	19. Occupancy, rent, utilities, and maintenance	19. 261,109	144,195	-116,914	
	20. Depreciation and Depletion	20. 1,137,449	81,273	-1,056,176	
	21. Other expenses	21. 1,857,699	1,784,880	-72,819	
	22. Total expenses. Add lines 13 through 21	22.	42,801,079	36,644,235	-6,156,844
	23. Excess or (Deficit). Subtract line 22 from line 12	23.	941,023	-246,800	-1,187,823
Other Information	24. Total exempt revenue	24. 43,742,102	36,397,435	-7,344,667	
	25. Total unrelated revenue	25.			
	26. Total excludable revenue	26. 194,818	345,195	150,377	
	27. Total assets	27. 18,846,113	17,853,288	-992,825	
	28. Total liabilities	28. 20,702,097	19,952,023	-750,074	
	29. Retained earnings	29. -1,855,984	-2,098,735	-242,751	
	30. Number of voting members of governing body	30. 21	20		
	31. Number of independent voting members of governing body	31. 21	20		
	32. Number of employees	32. 71	73		
	33. Number of volunteers	33. 0			

**IRS e-file Signature Authorization
for an Exempt Organization**

For calendar year 2018, or fiscal year beginning 7/01, 2018, and ending 6/30, 2019

**u Do not send to the IRS. Keep for your records.
u Go to www.irs.gov/Form8879EO for the latest information.**

2018

Department of the Treasury
Internal Revenue Service

Name of exempt organization

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

Employer identification number

57-1087576

Name and title of officer

**GEORGIA MJARTAN
EXECUTIVE DIRECTOR**

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here	<input checked="" type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b	<u>36,397,435</u>
2a Form 990-EZ check here	<input type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b	
3a Form 1120-POL check here	<input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b	
4a Form 990-PF check here	<input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b	
5a Form 8868 check here	<input type="checkbox"/>	b Balance Due (Form 8868, line 3c)	5b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2018 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize MANLEY GARVIN LLC to enter my PIN 22395 as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature }

Date } 03/18/20

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

57890729648

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2018 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.**

ERO's signature } JOSHUA C GARVIN

Date } 03/18/20

**ERO Must Retain This Form — See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So**

For Paperwork Reduction Act Notice, see back of form.

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

OMB No. 1545-0047

2018
Open to Public Inspection

Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

A For the 2018 calendar year, or tax year beginning 07/01/18, and ending 06/30/19

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> 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, SUITE 100 City or town, state or province, country, and ZIP or foreign postal code COLUMBIA SC 29201	D Employer identification number 57-1087576 E Telephone number 803-734-0479 G Gross receipts \$ 36,397,435
F Name and address of principal officer: GEORGIA MJARTAN 1300 SUMTER STREET, SUITE 100 COLUMBIA SC 29201		H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions)
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () <input type="checkbox"/> t (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		H(c) Group exemption number u 3590
J Website: u HTTP://SCFIRSTSTEPS.COM		L Year of formation: 1999 M State of legal domicile: SC
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other u		

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: SEE SCHEDULE O		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	20
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	20
	5 Total number of individuals employed in calendar year 2018 (Part V, line 2a)	5	73
	6 Total number of volunteers (estimate if necessary)	6	0
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0
7b Net unrelated business taxable income from Form 990-T, line 38	7b	0	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year 43,547,284	Current Year 36,052,240
	9 Program service revenue (Part VIII, line 2g)		0
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	194,818	345,195
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		0
	12 Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	43,742,102	36,397,435
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1–3)	27,765,507	28,868,631
	14 Benefits paid to or for members (Part IX, column (A), line 4)		0
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)	5,999,319	3,247,923
	16a Professional fundraising fees (Part IX, column (A), line 11e)		0
	b Total fundraising expenses (Part IX, column (D), line 25) u 0		
	17 Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e)	9,036,253	4,527,681
	18 Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)	42,801,079	36,644,235
19 Revenue less expenses. Subtract line 18 from line 12	941,023	-246,800	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year 18,846,113	End of Year 17,853,288
	21 Total liabilities (Part X, line 26)	20,702,097	19,952,023
	22 Net assets or fund balances. Subtract line 21 from line 20	-1,855,984	-2,098,735

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.

Sign Here	Signature of officer GEORGIA MJARTAN	Date EXECUTIVE DIRECTOR	
	Type or print name and title		
Paid Preparer Use Only	Print/Type preparer's name JOSHUA C GARVIN	Preparer's signature JOSHUA C GARVIN	Date 03/18/20
	Firm's name } MANLEY GARVIN LLC	Firm's EIN } 47-5156994	Check <input type="checkbox"/> if self-employed PTIN P01361696
	Firm's address } PO BOX 429 GREENWOOD, SC 29648	Phone no. 864-229-4951	

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

Part III Statement of Program Service Accomplishments

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



1 Briefly describe the organization's mission:

SEE SCHEDULE O

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 \$ 16,483,494 including grants of \$ 13,620,688) (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 \$ 18,228,478 including grants of \$ 15,247,943) (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.

4c (Code:) (Expenses \$ 685,670 including grants of \$) (Revenue \$)

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

4d Other program services (Describe in Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses u 35,397,642

Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If "Yes," complete Schedule A	X	
2	Is the organization required to complete Schedule B, Schedule of Contributors (see instructions)?	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II		X
5	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? If "Yes," complete Schedule C, Part III		X
6	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? If "Yes," complete Schedule D, Part I		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If "Yes," complete Schedule D, Part II		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? If "Yes," complete Schedule D, Part III		X
9	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? If "Yes," complete Schedule D, Part IV		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? If "Yes," complete Schedule D, Part V		X
11	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.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? If "Yes," complete Schedule D, Part VI	X	
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? If "Yes," complete Schedule D, Part VII		X
c	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? If "Yes," complete Schedule D, Part VIII		X
d	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? If "Yes," complete Schedule D, Part IX		X
e	Did the organization report an amount for other liabilities in Part X, line 25? If "Yes," complete Schedule D, Part X	X	
f	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)? If "Yes," complete Schedule D, Part X		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? If "Yes," complete Schedule D, Parts XI and XII	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E		X
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
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? If "Yes," complete Schedule F, Parts I and IV		X
15	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? If "Yes," complete Schedule F, Parts II and IV		X
16	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? If "Yes," complete Schedule F, Parts III and IV		X
17	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? If "Yes," complete Schedule G, Part I (see instructions)		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If "Yes," complete Schedule G, Part II		X
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If "Yes," complete Schedule G, Part III		X
20a	Did the organization operate one or more hospital facilities? If "Yes," complete Schedule H		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21	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? If "Yes," complete Schedule I, Parts I and II	X	

Part IV Checklist of Required Schedules *(continued)*

		Yes	No
22	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>		X
23	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>		X
24a	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>		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. 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>		X
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>		X
26	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>		X
27	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>		X
28	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):		
a	A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b	A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c	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>		X
29	Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32	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>		X
33	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>		X
34	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>	X	
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
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>		
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37	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>		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O.	X	

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
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		

1a	0
1b	0

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

		Yes	No
2a	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	2a	73
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	2b	X
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?	3a	X
b	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation in Schedule O	3b	
4a	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)?	4a	X
b	If "Yes," enter the name of the foreign country: u See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a	X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b	X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c	
6a	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?	6a	X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b	
7	Organizations that may receive deductible contributions under section 170(c).		
a	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?	7a	
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b	
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c	
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d	
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e	
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f	
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g	
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h	
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8	
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a	
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b	
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12	10a	
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders	11a	
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a	
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O.	13a	
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	13b	
c	Enter the amount of reserves on hand	13c	
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a	X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O	14b	
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.	15	X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16	X

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

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year 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.	20	
1b	Enter the number of voting members included in line 1a, above, who are independent	20	
2	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?		X
3	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?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	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?		X
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9	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		X

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

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	X	
10b	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?	X	
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	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?		
15a	The organization's CEO, Executive Director, or top management official	X	
15b	Other officers or key employees of the organization If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).	X	
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	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?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **u NONE**
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A 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 **u**

THE ORGANIZATION **1300 SUMTER STREET, SUITE 100**
COLUMBIA **SC 29201** **803-734-0479**

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 dotted 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) GREG HEMBREE	1.00									
SENATE	0.00	X					0	0	0	
(2) RITA ALLISON	1.00									
HOUSE	0.00	X					0	0	0	
(3) GERALD MALLOY	1.00									
SENATE	0.00	X					0	0	0	
(4) JERRY GOVAN	1.00									
HOUSE	0.00	X					0	0	0	
(5) DAVID MATHIS	1.00									
SUPER OF ED DESIGNEE	0.00	X					0	0	0	
(6) MARY LYNNE DIGGS	1.00									
HEAD START COLLABORA	0.00	X					0	0	0	
(7) SUE WILLIAMS	1.00									
CHILDREN'S TRUST OF	0.00	X					0	0	0	
(8) MICHAEL LEACH	1.00									
DSS, DIRECTOR	0.00	X					0	0	0	
(9) RICK TOOMEY	1.00									
DHEC, DIRECTOR	0.00	X					0	0	0	
(10) JOSHUA BAKER	1.00									
DHHS, DIRECTOR	0.00	X					0	0	0	
(11) MARY POOLE	1.00									
DDSN DIRECTOR	0.00	X					0	0	0	

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 dotted 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			
(12) WALTER FLEMING, JR. BUSINESS COMMUNITY	1.00 0.00	X						0	0	0
(13) ALEXIA NEWMAN MED/CHILD CARE PROV	1.00 0.00	X						0	0	0
(14) TIMOTHY HOLT BUSINESS COMMUNITY	1.00 0.00	X						0	0	0
(15) ROGER PRYOR, JR. CHILD CARE PROVIDER	1.00 0.00	X						0	0	0
(16) JENNIFER MCCONNELL CHILD CARE PROVIDER	1.00 0.00	X						0	0	0
(17) SHELLEY CANRIGHT EARLY CHILDHOOD EDUC	1.00 0.00	X						0	0	0
(18) JULIE HUSSEY PARENT OF YOUNG CHIL	1.00 0.00	X						0	0	0
(19) ANGEL JOHNSON-BREBNER PARENT OF YOUNG CHIL	1.00 0.00	X						0	0	0
1b Sub-total										
c Total from continuation sheets to Part VII, Section A								382,222		
d Total (add lines 1b and 1c)								382,222		

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 **u 1**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 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? <i>If "Yes," complete Schedule J for such individual</i>		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		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
MANLEY GARVIN, LLC GREENWOOD SC 29648	PO BOX 429 ACCOUNTING	368,329
SCOTT AND COMPANY, LLC COLUMBIA SC 29202	PO BOX 8388 ACCOUNTING	137,496

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 **u 2**

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
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	35,437,460			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	614,780			
	g Noncash contributions included in lines 1a-1f: \$					
	h Total. Add lines 1a-1f	u	36,052,240			
Program Service Revenue	2a	Busn. Code				
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g Total. Add lines 2a-2f	u				
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)	u	345,195			345,195
	4 Income from investment of tax-exempt bond proceeds	u				
	5 Royalties	u				
	6a Gross rents	(i) Real (ii) Personal				
	b Less: rental exps.					
	c Rental inc. or (loss)					
	d Net rental income or (loss)	u				
	7a Gross amount from sales of assets other than inventory	(i) Securities (ii) Other				
	b Less: cost or other basis & sales exps.					
	c Gain or (loss)					
	d Net gain or (loss)	u				
	8a Gross income from fundraising events (not including \$ of contributions reported on line 1c). See Part IV, line 18	a				
	b Less: direct expenses	b				
	c Net income or (loss) from fundraising events	u				
	9a Gross income from gaming activities. See Part IV, line 19	a				
b Less: direct expenses	b					
c Net income or (loss) from gaming activities	u					
10a Gross sales of inventory, less returns and allowances	a					
b Less: cost of goods sold	b					
c Net income or (loss) from sales of inventory	u					
Miscellaneous Revenue		Busn. Code				
11a						
b						
c						
d All other revenue						
e Total. Add lines 11a-11d	u					
12 Total revenue. See instructions.	u	36,397,435	0	0	345,195	

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

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
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21	28,868,631	28,868,631		
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	359,861		359,861	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	2,039,419	1,782,514	256,905	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	431,354	393,686	37,668	
9 Other employee benefits	236,989	169,693	67,296	
10 Payroll taxes	180,300	137,705	42,595	
11 Fees for services (non-employees):				
a Management				
b Legal	24,687	21,547	3,140	
c Accounting	561,404	536,092	25,312	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	1,931,242	1,887,621	43,621	
12 Advertising and promotion	138,850	132,710	6,140	
13 Office expenses	432,268	313,437	118,831	
14 Information technology	318,270	244,605	73,665	
15 Royalties				
16 Occupancy	144,195	59,464	84,731	
17 Travel	240,535	228,859	11,676	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	342,246	265,978	76,268	
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	81,273	81,273		
23 Insurance	68,641	29,757	38,884	
24 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.)				
a LOSS ON DISPOSAL ASSETS	197,867	197,867		
b VEHICLE LEASE PAYMENTS	46,203	46,203		
c				
d				
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	36,644,235	35,397,642	1,246,593	0
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

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
Assets	1 Cash—non-interest bearing	13,147,010	1	14,124,857
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net	1,333,911	3	527,887
	4 Accounts receivable, net		4	
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 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 instructions). Complete Part II of Schedule L		6	
	7 Notes and loans receivable, net		7	615,888
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	4,014,817	9	2,513,421
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 124,735		
	b Less: accumulated depreciation	10b 53,500	350,375	10c 71,235
	11 Investments—publicly traded securities		11	
	12 Investments—other securities. See Part IV, line 11		12	
	13 Investments—program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	
16 Total assets. Add lines 1 through 15 (must equal line 34)		18,846,113	16	17,853,288
Liabilities	17 Accounts payable and accrued expenses	1,016,122	17	1,857,981
	18 Grants payable		18	
	19 Deferred revenue	728,168	19	6,217,976
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 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		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 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	18,957,807	25	11,876,066
	26 Total liabilities. Add lines 17 through 25	20,702,097	26	19,952,023
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	-13,133,117	27	-8,938,542
	28 Temporarily restricted net assets	11,277,133	28	6,839,807
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	-1,855,984	33	-2,098,735	
34 Total liabilities and net assets/fund balances	18,846,113	34	17,853,288	

Part XI Reconciliation of Net Assets

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

1	Total revenue (must equal Part VIII, column (A), line 12)	1	36,397,435
2	Total expenses (must equal Part IX, column (A), line 25)	2	36,644,235
3	Revenue less expenses. Subtract line 2 from line 1	3	-246,800
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	-1,855,984
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	4,049
9	Other changes in net assets or fund balances (explain in Schedule O)	9	
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	-2,098,735

Part XII Financial Statements and Reporting

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

		Yes	No
1	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.		
2a	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
2b	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	
2c	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	
3a	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	
3b	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	

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 dotted 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			
(20) AMY WILLIAMS	1.00									
MEDICAL PROVIDER	0.00	X					0	0	0	
(21) GEORGIA MJARTAN	40.00									
EXECUTIVE DIRECTOR	0.00			X			130,000	0	0	
(22) MARK BARNES	40.00									
DIRECTOR OF ADMIN	0.00			X			95,093	0	0	
(23) DEBBIE ROBERTSON	40.00									
CHIEF PARTNERSHIP OF	0.00			X			80,000	0	0	
(24) MARTHA STRICKLAND	40.00									
4K STATE DIRECTOR	0.00			X			77,129	0	0	
1b Sub-total							382,222			
c Total from continuation sheets to Part VII, Section A										
d Total (add lines 1b and 1c)										

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 **u**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>	3	
4 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? <i>If "Yes," complete Schedule J for such individual</i>	4	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>	5	

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

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 **u**

SCHEDULE A
(Form 990 or 990-EZ)

Public Charity Status and Public Support

OMB No. 1545-0047

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

2018

Department of the Treasury
Internal Revenue Service

u Attach to Form 990 or Form 990-EZ.

Open to Public Inspection

u Go to www.irs.gov/Form990 for instructions and the latest information.

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		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

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) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	40,941,757	43,877,889	56,378,026	43,547,284	36,052,240	220,797,196
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3	40,941,757	43,877,889	56,378,026	43,547,284	36,052,240	220,797,196
5 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)						
6 Public support. Subtract line 5 from line 4						220,797,196

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
7 Amounts from line 4	40,941,757	43,877,889	56,378,026	43,547,284	36,052,240	220,797,196
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources	129,302	378,682	1,257,762	194,818	345,195	2,305,759
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						223,102,955

12 Gross receipts from related activities, etc. (see instructions) 12

13 **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

14 Public support percentage for 2018 (line 6, column (f) divided by line 11, column (f))	14	98.97%
15 Public support percentage from 2017 Schedule A, Part II, line 14	15	99.04%

16a 33 1/3% support test—2018. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization

b 33 1/3% support test—2017. 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 **stop here.** The organization qualifies as a publicly supported organization

17a 10%-facts-and-circumstances test—2018. 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 **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization

b 10%-facts-and-circumstances test—2017. 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 **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization

18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions

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) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 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						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
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						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (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 <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

15 Public support percentage for 2018 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2017 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2018 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2017 Schedule A, Part III, line 17	18	%

- 19a 33 1/3% support tests—2018.** 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—2017.** 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
1 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>		
2 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>		
3a 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 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>		
c 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>		
4a 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 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>		
c 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>		
5a 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 Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 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>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as 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>		
8 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>		
9a 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 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>		
c 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>		
10a 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 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
11 Has the organization accepted a gift or contribution from any of the following persons?		
a 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?		
11a		
b A family member of a person described in (a) above?		
11b		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 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 Part VI 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.		
1		
2 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 Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 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 Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
1		

Section D. All Type III Supporting Organizations

	Yes	No
1 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?		
1		
2 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 Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
2		
3 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 Part VI the role the organization's supported organizations played in this regard.		
3		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a 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 Part VI 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.		
2a		
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 Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
2b		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a 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 Part VI.		
3a		
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 Part VI the role played by the organization in this regard.		
3b		

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.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	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)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	
Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	
Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<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).		

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

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2018 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2018	(iii) Distributable Amount for 2018
1 Distributable amount for 2018 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2018 (reasonable cause required-explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2018			
a From 2013			
b From 2014			
c From 2015			
d From 2016			
e From 2017			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2018 distributable amount			
i Carryover from 2013 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2018 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2018 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2018, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI . See instructions.			
6 Remaining underdistributions for 2018. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI . See instructions.			
7 Excess distributions carryover to 2019. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2014			
b Excess from 2015			
c Excess from 2016			
d Excess from 2017			
e Excess from 2018			

u Attach to Form 990, Form 990-EZ, or Form 990-PF.
u Go to www.irs.gov/Form990 for the latest information.

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 foundation

Check 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 33¹/₃% 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 (entering "N/A" in column (b) instead of the contributor name and address), 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).

Name of organization

SOUTH CAROLINA FIRST STEPS TO

Employer identification number

57-1087576

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	SC GENERAL ASSEMBLY 1105 PENDLETON STREET COLUMBIA SC 29201	\$ 34,918,237	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.)
		\$	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.)

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

u 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. u Attach to Form 990.

u Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

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.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include total number at end of year, aggregate value of contributions, aggregate value of grants, and questions about donor advisement.

Part II Conservation Easements.

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

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include purpose of conservation easements, total number of easements, and questions about monitoring and expenses.

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.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include questions about reporting works of art and historical treasures.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

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):

- a** Public exhibition
- b** Scholarly research
- c** Preservation for future generations
- d** Loan or exchange programs
- e** Other

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:

- c** Beginning balance
- d** Additions during the year
- e** Distributions during the year
- f** Ending balance

	Amount
1c	
1d	
1e	
1f	

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 Yes No

Part V Endowment Funds.

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
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g 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 **u**
- b** Permanent endowment **u**
- c** Temporarily restricted endowment **u**

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:

- (i)** unrelated organizations
- (ii)** related organizations

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

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.

Part VI Land, Buildings, and Equipment.

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
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		118,725	47,490	71,235
e Other		6,010	6,010	
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)			u	71,235

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)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 12.) u		

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)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 13.) u		

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)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) u	

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) NET PENSION LIABILITY	7,063,997	
(3) NET OPEB LIABILITY	4,812,069	
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) u	11,876,066	

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 I
(Form 990)**

**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.
u Attach to Form 990.

OMB No. 1545-0047

2018

**Open to Public
Inspection**

Department of the Treasury
Internal Revenue Service

u Go to www.irs.gov/Form990 for the latest information.

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
(1)	ABBEVILLE COUNTY FIRST STEPS PARTNE 1402C HIGHWAY 72 WEST GREENWOOD SC 29649	57-1097774	501(C)	188,392				GENERAL SUPPORT
(2)	AIKEN COUNTY FIRST STEPS PARTNERSHI POST OFFICE BOX 2091 GRANITEVILLE SC 29802	57-1097775	501(C)	351,780				GENERAL SUPPORT
(3)	ALLENDALE COUNTY FIRST STEPS PARTNE 176 MAIN STREET NORTH ALLENDALE SC 29810	57-1097999	501(C)	191,538				GENERAL SUPPORT
(4)	ANDERSON COUNTY FIRST STEPS PARTNER 605 N. MAIN STREET ANDERSON SC 29622	57-1097776	501(C)	429,077				GENERAL SUPPORT
(5)	BAMBERG COUNTY FIRST STEPS PARTNERS 3778 FAUST STREET BAMBERG SC 29003	57-1097777	501(C)	188,392				GENERAL SUPPORT
(6)	BARNWELL COUNTY FIRST STEPS PARTNER 5961 LARTIGUE STREET BLACKVILLE SC 29817	57-1097778	501(C)	191,538				GENERAL SUPPORT
(7)	BEAUFORT COUNTY FIRST STEPS PARTNER 2201 BOUNDARY STREET, SUITE 111 BEAUFORT SC 29903	57-1097779	501(C)	332,506				GENERAL SUPPORT
(8)	BERKELEY COUNTY FIRST STEPS PARTNER 6215 MURRAY DRIVE HANAHAN SC 29410	57-1097780	501(C)	477,778				GENERAL SUPPORT
(9)	CALHOUN COUNTY FIRST STEPS PARTNERS 304 AGNES STREET ST. MATTHEWS SC 29135	57-1097781	501(C)	191,538				GENERAL SUPPORT

- 2 Enter total number of section 501(c)(3) and government organizations listed in the line 1 table **u 46**
- 3 Enter total number of other organizations listed in the line 1 table **u**

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

Schedule I (Form 990) (2018)

**SCHEDULE I
(Form 990)**

**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.
u Attach to Form 990.

OMB No. 1545-0047

2018

**Open to Public
Inspection**

Department of the Treasury
Internal Revenue Service

u Go to www.irs.gov/Form990 for the latest information.

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
(1)	CHARLESTON COUNTY FIRST STEPS PARTN 6296 RIVERS AVENUE, SUITE 308 N. CHARLESTON SC 29406	57-1097784	501(C)	693,319				GENERAL SUPPORT
(2)	CHEROKEE COUNTY FIRST STEPS PARTNER POST OFFICE BOX 23 GAFFNEY SC 29342	57-1097785	501(C)	188,392				GENERAL SUPPORT
(3)	CHESTER COUNTY FIRST STEPS PARTNERS 109 ELLA STREET CHESTER SC 29706	57-1097786	501(C)	188,392				GENERAL SUPPORT
(4)	CHESTERFIELD COUNTY FIRST STEPS PAR 100 W. MAIN STREET CHESTERFIELD SC 29709	57-1097787	501(C)	188,392				GENERAL SUPPORT
(5)	CLARENDON COUNTY FIRST STEPS PARTNE 16 SOUTH BROOKS STREET MANNING SC 29102	57-1097789	501(C)	191,538				GENERAL SUPPORT
(6)	COLLETON COUNTY FIRST STEPS PARTNER 609 COLLETON LOOP WALTERBORO SC 29488	57-1097790	501(C)	188,392				GENERAL SUPPORT
(7)	DARLINGTON COUNTY FIRST STEPS PARTN POST OFFICE DRAWER 1357 HARTSVILLE SC 29551	57-1097791	501(C)	220,983				GENERAL SUPPORT
(8)	DILLON COUNTY FIRST STEPS PARTNERSH POST OFFICE BOX 295 DILLON SC 29536	57-1098006	501(C)	188,392				GENERAL SUPPORT
(9)	DORCHESTER COUNTY FIRST STEPS PARTN 810 TRAVELERS BLVD, SUITE D-1 SUMMERVILLE SC 29485	57-1097806	501(C)	340,051				GENERAL SUPPORT

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

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

Schedule I (Form 990) (2018)

**SCHEDULE I
(Form 990)**

**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.
u Attach to Form 990.

OMB No. 1545-0047

2018

**Open to Public
Inspection**

Department of the Treasury
Internal Revenue Service

u Go to www.irs.gov/Form990 for the latest information.

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
(1)	EDGEFIELD COUNTY FIRST STEPS PARTNE POST OFFICE BOX 295 EDGEFIELD SC 29824	57-1097809	501(C)	191,255				GENERAL SUPPORT
(2)	FAIRFIELD COUNTY FIRST STEPS PARTNE POST OFFICE BOX 215 WINNSBORO SC 29180	57-1097810	501(C)	190,671				GENERAL SUPPORT
(3)	FLORENCE COUNTY FIRST STEPS PARTNER 415 S. COIT STREET FLORENCE SC 29501	57-1097811	501(C)	373,227				GENERAL SUPPORT
(4)	GEORGETOWN COUNTY FIRST STEPS PARTN POST OFFICE BOX 531 GEORGETOWN SC 29442	57-1097813	501(C)	188,392				GENERAL SUPPORT
(5)	GREENVILLE COUNTY FIRST STEPS PARTN 24 CLEVELAND STREET GREENVILLE SC 29601	57-1097814	501(C)	990,029				GENERAL SUPPORT
(6)	GREENWOOD COUNTY FIRST STEPS PARTNE 1402C HIGHWAY 72 WEST GREENWOOD SC 29649	57-1097815	501(C)	207,272				GENERAL SUPPORT
(7)	HAMPTON COUNTY FIRST STEPS PARTNERS 301 FIRST STREET EAST HAMPTON SC 29924	57-1097816	501(C)	191,538				GENERAL SUPPORT
(8)	HORRY COUNTY FIRST STEPS PARTNERSHI 900-C MAIN STREET CONWAY SC 29526	57-1098007	501(C)	553,700				GENERAL SUPPORT
(9)	JASPER COUNTY FIRST STEPS PARTNERSH POST OFFICE BOX 776 RIDGELAND SC 29936	57-1097817	501(C)	191,538				GENERAL SUPPORT

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

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

Schedule I (Form 990) (2018)

**SCHEDULE I
(Form 990)**

**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.
u Attach to Form 990.

OMB No. 1545-0047

2018

**Open to Public
Inspection**

Department of the Treasury
Internal Revenue Service

u Go to www.irs.gov/Form990 for the latest information.

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
(1)	KERSHAW COUNTY FIRST STEPS PARTNERS 110 E. DEKALB STREET CAMDEN SC 29021	57-1097818	501(C)	189,194				GENERAL SUPPORT
(2)	LANCASTER COUNTY FIRST STEPS PARTNE 121 SOUTH WYLIE STREET LANCASTER SC 29720	57-1097819	501(C)	209,039				GENERAL SUPPORT
(3)	LAURENS COUNTY FIRST STEPS PARTNERS 1029 WEST MAIN STREET LAURENS SC 29360	57-1098008	501(C)	195,272				GENERAL SUPPORT
(4)	LEE COUNTY FIRST STEPS PARTNERSHIP POST OFFICE BOX 344 BISHOPVILLE SC 29010	57-1097820	501(C)	191,538				GENERAL SUPPORT
(5)	LEXINGTON COUNTY FIRST STEPS PARTNE 101 W. COLUMBIA AVENUE BATESBURG SC 29006	57-1097821	501(C)	587,259				GENERAL SUPPORT
(6)	MARION COUNTY FIRST STEPS PARTNERSH 415 S. COIT STREET FLORENCE SC 29501	57-1097822	501(C)	188,392				GENERAL SUPPORT
(7)	MARLBORO COUNTY FIRST STEPS PARTNER POST OFFICE BOX 249 BENNETTSVILLE SC 29521	57-1097823	501(C)	188,392				GENERAL SUPPORT
(8)	MCCORMICK COUNTY FIRST STEPS PARTNE 615-C CLAYTON STREET MCCORMICK SC 29835	57-1097862	501(C)	188,392				GENERAL SUPPORT
(9)	NEWBERRY COUNTY FIRST STEPS PARTNER 540 BRANTLEY STREET NEWBERRY SC 29108	57-1097864	501(C)	191,538				GENERAL SUPPORT

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

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

Schedule I (Form 990) (2018)

**SCHEDULE I
(Form 990)**

**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.
u Attach to Form 990.

OMB No. 1545-0047

2018

**Open to Public
Inspection**

Department of the Treasury
Internal Revenue Service

u Go to www.irs.gov/Form990 for the latest information.

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
(1)	OCONEE COUNTY FIRST STEPS PARTNERSH 409 EAST NORTH FIRST STREET, SUITE SENECA SC 29678	57-1097866	501(C)	188,392				GENERAL SUPPORT
(2)	ORANGEBURG COUNTY FIRST STEPS PARTN 350 THOMAS ECKLUND CIRCLE ORANGEBURG SC 29115	57-1097868	501(C)	284,856				GENERAL SUPPORT
(3)	PICKENS COUNTY FIRST STEPS PARTNERS POST OFFICE BOX 1113 CENTRAL SC 29631	57-1097863	501(C)	245,386				GENERAL SUPPORT
(4)	RICHLAND COUNTY FIRST STEPS PARTNER 2008 MARION STREET, SUITE B COLUMBIA SC 29201	57-1097865	501(C)	750,086				GENERAL SUPPORT
(5)	SALUDA COUNTY FIRST STEPS PARTNERSH 103 SOUTH RUDOLPH STREET SALUDA SC 29138	57-1097867	501(C)	188,392				GENERAL SUPPORT
(6)	SPARTANBURG COUNTY FIRST STEPS PART 900 SOUTH PINE STREET SPARTANBURG SC 29302	57-1097869	501(C)	627,917				GENERAL SUPPORT
(7)	SUMTER COUNTY FIRST STEPS PARTNERSH 112 BROAD STREET SUMTER SC 29151	57-1098010	501(C)	330,586				GENERAL SUPPORT
(8)	UNION COUNTY FIRST STEPS PARTNERSHI 130 W. MAIN STREET UNION SC 29379	57-1097870	501(C)	191,255				GENERAL SUPPORT
(9)	WILLIAMSBURG COUNTY FIRST STEPS PAR 500 NORTH ACADEMY STREET, BUILDING KINGSTREE SC 29556	57-1097861	501(C)	190,219				GENERAL SUPPORT

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

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

Schedule I (Form 990) (2018)

**SCHEDULE I
(Form 990)**

**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.
u Attach to Form 990.

OMB No. 1545-0047

2018

**Open to Public
Inspection**

Department of the Treasury
Internal Revenue Service

u Go to www.irs.gov/Form990 for the latest information.

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
(1) YORK COUNTY FIRST STEPS PARTNERSHIP 410 E. BLACK STREET ROCK HILL SC 29731	57-1097951	501(C)	486,571				GENERAL SUPPORT
(2) PRIVATE 4K CHILD CARE CENTERS VARIOUS VARIOUS SC 29999			15,247,943				APPROVED AUTHORIZATI
(3)							
(4)							
(5)							
(6)							
(7)							
(8)							
(9)							

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

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.

u Attach to Form 990 or 990-EZ.

u Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

**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 - ORGANIZATION'S MISSION OR MOST SIGNIFICANT ACTIVITIES

PER SOUTH CAROLINA CODE SECTION 59-152-10: "THERE IS ESTABLISHED THE SOUTH CAROLINA FIRST STEPS TO SCHOOL READINESS, A COMPREHENSIVE, RESULTS-ORIENTED INITIATIVE FOR IMPROVING EARLY CHILDHOOD DEVELOPMENT BY PROVIDING, THROUGH LOCAL 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 SUCCEED."

FORM 990 - 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 PRESCHOOL CHILDREN; (2) INCREASE COMPREHENSIVE SERVICES SO CHILDREN HAVE REDUCED RISK FOR MAJOR PHYSICAL, DEVELOPMENTAL, AND LEARNING PROBLEMS; (3) PROMOTE HIGH-QUALITY PRESCHOOL PROGRAMS THAT PROVIDE A HEALTHY ENVIRONMENT THAT WILL PROMOTE NORMAL GROWTH AND DEVELOPMENT; (4) PROVIDE SERVICES SO ALL CHILDREN RECEIVE THE PROTECTION, NUTRITION, AND HEALTH CARE NEEDED TO THRIVE IN THE EARLY YEARS OF LIFE SO THEY ARRIVE AT SCHOOL READY TO SUCCEED; AND (5) MOBILIZE COMMUNITIES TO FOCUS EFFORTS ON PROVIDING ENHANCED SERVICES TO SUPPORT FAMILIES AND THEIR YOUNG CHILDREN SO AS TO ENABLE EVERY CHILD TO REACH SCHOOL HEALTHY AND READY TO SUCCEED."

FORM 990, PART VI, LINE 11B - ORGANIZATION'S PROCESS TO REVIEW FORM 990

Name of the organization

Employer identification number

SOUTH CAROLINA FIRST STEPS TO

57-1087576

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, LINE 12C - ENFORCEMENT OF CONFLICTS POLICY

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

FORM 990, PART VI, LINE 15A - COMPENSATION PROCESS FOR TOP OFFICIAL

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 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

Name of the organization

Employer identification number

SOUTH CAROLINA FIRST STEPS TO

57-1087576

ADEQUATE DOCUMENTATION FOR THE BASIS OF THIS DETERMINATION.

FORM 990, PART VI, LINE 15B - COMPENSATION PROCESS FOR OFFICERS

SAME AS PROCESS DESCRIBED ABOVE

FORM 990, PART VI, LINE 19 - GOVERNING DOCUMENTS DISCLOSURE EXPLANATION

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.

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

u Attach to Form 990.

u Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

**Open to Public
Inspection**

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

Employer identification number

57-1087576

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
(1)					
(2)					
(3)					
(4)					
(5)					

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
(1) ABBEVILLE COUNTY FIRST STEPS PARTNE 1402C HIGHWAY 72 WEST 57-1097774 GREENWOOD SC 29649	COUNTY PAR		501C3	7	N/A		X
(2) AIKEN COUNTY FIRST STEPS PARTNERSHI POST OFFICE BOX 2091 57-1097775 GRANITEVILLE SC 29802	COUNTY PAR		501C3	7	N/A		X
(3) ALLENDALE COUNTY FIRST STEPS PARTNE 176 MAIN STREET NORTH 57-1097999 ALLENDALE SC 29810	COUNTY PAR		501C3	7	N/A		X
(4) ANDERSON COUNTY FIRST STEPS PARTNER 605 N. MAIN STREET 57-1097776 ANDERSON SC 29622	COUNTY PAR		501C3	7	N/A		X
(5) BAMBERG COUNTY FIRST STEPS PARTNERS 3778 FAUST STREET 57-1097777 BAMBERG SC 29003	COUNTY PAR		501C3	7	N/A		X

**SCHEDULE R
(Form 990)**

Related Organizations and Unrelated Partnerships

OMB No. 1545-0047

2018

**Open to Public
Inspection**

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

u Attach to Form 990.

u Go to www.irs.gov/Form990 for instructions and the latest information.

Department of the Treasury
Internal Revenue Service

Name of the organization

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

Employer identification number

57-1087576

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
(1)					
(2)					
(3)					
(4)					
(5)					

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
(1) BARNWELL COUNTY FIRST STEPS PARTNER 5961 LARTIGUE STREET 57-1097778 BLACKVILLE SC 29817	COUNTY PAR		501C3	7	N/A		X
(2) BEAUFORT COUNTY FIRST STEPS PARTNER 2201 BOUNDARY STREET, SUITE 111 57-1097779 BEAUFORT SC 29903	COUNTY PAR		501C3	7	N/A		X
(3) BERKELEY COUNTY FIRST STEPS PARTNER 6215 MURRAY DRIVE 57-1097780 HANAHAN SC 29410	COUNTY PAR		501C3	7	N/A		X
(4) CALHOUN COUNTY FIRST STEPS PARTNERS 304 AGNES STREET 57-1097781 ST. MATTHEWS SC 29135	COUNTY PAR		501C3	7	N/A		X
(5) CHARLESTON COUNTY FIRST STEPS PARTN 6296 RIVERS AVENUE, SUITE 308 57-1097784 N. CHARLESTON SC 29406	COUNTY PAR		501C3	7	N/A		X

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

u Attach to Form 990.

u Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

**Open to Public
Inspection**

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

Employer identification number
57-1087576

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
(1)					
(2)					
(3)					
(4)					
(5)					

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
(1) CHEROKEE COUNTY FIRST STEPS PARTNER POST OFFICE BOX 23 57-1097785 GAFFNEY SC 29342	COUNTY PAR		501C3	7	N/A		X
(2) CHESTER COUNTY FIRST STEPS PARTNERS 109 ELLA STREET 57-1097786 CHESTER SC 29706	COUNTY PAR		501C3	7	N/A		X
(3) CHESTERFIELD COUNTY FIRST STEPS PAR 100 W. MAIN STREET 57-1097787 CHESTERFIELD SC 29709	COUNTY PAR		501C3	7	N/A		X
(4) CLARENDON COUNTY FIRST STEPS PARTNE 16 SOUTH BROOKS STREET 57-1097789 MANNING SC 29102	COUNTY PAR		501C3	7	N/A		X
(5) COLLETON COUNTY FIRST STEPS PARTNER 609 COLLETON LOOP 57-1097790 WALTERBORO SC 29488	COUNTY PAR		501C3	7	N/A		X

**SCHEDULE R
(Form 990)**

Related Organizations and Unrelated Partnerships

OMB No. 1545-0047

2018

**Open to Public
Inspection**

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

u Attach to Form 990.

u Go to www.irs.gov/Form990 for instructions and the latest information.

Department of the Treasury
Internal Revenue Service

Name of the organization

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

Employer identification number

57-1087576

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
(1)					
(2)					
(3)					
(4)					
(5)					

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
(1) DARLINGTON COUNTY FIRST STEPS PARTN POST OFFICE DRAWER 1357 57-1097791 HARTSVILLE SC 29551	COUNTY PAR		501C3	7	N/A		X
(2) DILLON COUNTY FIRST STEPS PARTNERSH POST OFFICE BOX 295 57-1098006 DILLON SC 29536	COUNTY PAR		501C3	7	N/A		X
(3) DORCHESTER COUNTY FIRST STEPS PARTN 810 TRAVELERS BLVD, SUITE D-1 57-1097806 SUMMERVILLE SC 29485	COUNTY PAR		501C3	7	N/A		X
(4) EDGEFIELD COUNTY FIRST STEPS PARTNE POST OFFICE BOX 295 57-1097809 EDGEFIELD SC 29824	COUNTY PAR		501C3	7	N/A		X
(5) FAIRFIELD COUNTY FIRST STEPS PARTNE POST OFFICE BOX 215 57-1097810 WINNSBORO SC 29180	COUNTY PAR		501C3	7	N/A		X

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

u Attach to Form 990.

u Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

**Open to Public
Inspection**

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

Employer identification number

57-1087576

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
(1)					
(2)					
(3)					
(4)					
(5)					

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
(1) FLORENCE COUNTY FIRST STEPS PARTNER 415 S. COIT STREET FLORENCE SC 29501 57-1097811	COUNTY PAR		501C3	7	N/A		X
(2) GEORGETOWN COUNTY FIRST STEPS PARTN POST OFFICE BOX 531 GEORGETOWN SC 29442 57-1097813	COUNTY PAR		501C3	7	N/A		X
(3) GREENVILLE COUNTY FIRST STEPS PARTN 24 CLEVELAND STREET GREENVILLE SC 29601 57-1097814	COUNTY PAR		501C3	7	N/A		X
(4) GREENWOOD COUNTY FIRST STEPS PARTNE 1402C HIGHWAY 72 WEST GREENWOOD SC 29649 57-1097815	COUNTY PAR		501C3	7	N/A		X
(5) HAMPTON COUNTY FIRST STEPS PARTNERS 301 FIRST STREET EAST HAMPTON SC 29924 57-1097816	COUNTY PAR		501C3	7	N/A		X

**SCHEDULE R
(Form 990)**

Related Organizations and Unrelated Partnerships

OMB No. 1545-0047

2018

**Open to Public
Inspection**

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

u Attach to Form 990.

u Go to www.irs.gov/Form990 for instructions and the latest information.

Department of the Treasury
Internal Revenue Service

Name of the organization

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

Employer identification number

57-1087576

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
(1)					
(2)					
(3)					
(4)					
(5)					

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
(1) Horry County First Steps Partnershi 900-C Main Street Conway SC 29526 57-1098007	COUNTY PAR		501C3	7	N/A		X
(2) Jasper County First Steps Partnersh Post Office Box 776 Ridgeland SC 29936 57-1097817	COUNTY PAR		501C3	7	N/A		X
(3) Kershaw County First Steps Partners 110 E. Dekalb Street Camden SC 29021 57-1097818	COUNTY PAR		501C3	7	N/A		X
(4) Lancaster County First Steps Partne 121 South Wylie Street Lancaster SC 29720 57-1097819	COUNTY PAR		501C3	7	N/A		X
(5) Laurens County First Steps Partners 1029 West Main Street Laurens SC 29360 57-1098008	COUNTY PAR		501C3	7	N/A		X

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

u Attach to Form 990.

u Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

**Open to Public
Inspection**

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

Employer identification number
57-1087576

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
(1)					
(2)					
(3)					
(4)					
(5)					

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
(1) LEE COUNTY FIRST STEPS PARTNERSHIP POST OFFICE BOX 344 57-1097820 BISHOPVILLE SC 29010	COUNTY PAR		501C3	7	N/A		X
(2) LEXINGTON COUNTY FIRST STEPS PARTNE 101 W. COLUMBIA AVENUE 57-1097821 BATESBURG SC 29006	COUNTY PAR		501C3	7	N/A		X
(3) MARION COUNTY FIRST STEPS PARTNERSH 415 S. COIT STREET 57-1097822 FLORENCE SC 29501	COUNTY PAR		501C3	7	N/A		X
(4) MARLBORO COUNTY FIRST STEPS PARTNER POST OFFICE BOX 249 57-1097823 BENNETTSVILLE SC 29521	COUNTY PAR		501C3	7	N/A		X
(5) MCCORMICK COUNTY FIRST STEPS PARTNE 615-C CLAYTON STREET 57-1097862 MCCORMICK SC 29835	COUNTY PAR		501C3	7	N/A		X

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

u Attach to Form 990.

u Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

**Open to Public
Inspection**

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

Employer identification number
57-1087576

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
(1)					
(2)					
(3)					
(4)					
(5)					

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
(1) NEWBERRY COUNTY FIRST STEPS PARTNER 540 BRANTLEY STREET 57-1097864 NEWBERRY SC 29108	COUNTY PAR		501C3	7	N/A		X
(2) OCONEE COUNTY FIRST STEPS PARTNERSH 409 EAST NORTH FIRST STREET, SUITE 57-1097866 SENECA SC 29678	COUNTY PAR		501C3	7	N/A		X
(3) ORANGEBURG COUNTY FIRST STEPS PARTN 350 THOMAS ECKLUND CIRCLE 57-1097868 ORANGEBURG SC 29115	COUNTY PAR		501C3	7	N/A		X
(4) PICKENS COUNTY FIRST STEPS PARTNERS POST OFFICE BOX 1113 57-1097863 CENTRAL SC 29631	COUNTY PAR		501C3	7	N/A		X
(5) RICHLAND COUNTY FIRST STEPS PARTNER 2008 MARION STREET, SUITE B 57-1097865 COLUMBIA SC 29201	COUNTY PAR		501C3	7	N/A		X

**SCHEDULE R
(Form 990)**

Related Organizations and Unrelated Partnerships

OMB No. 1545-0047

2018

**Open to Public
Inspection**

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

u Attach to Form 990.

u Go to www.irs.gov/Form990 for instructions and the latest information.

Department of the Treasury
Internal Revenue Service

Name of the organization

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

Employer identification number

57-1087576

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
(1)					
(2)					
(3)					
(4)					
(5)					

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
(1) SALUDA COUNTY FIRST STEPS PARTNERSH 103 SOUTH RUDOLPH STREET 57-1097867 SALUDA SC 29138	COUNTY PAR		501C3	7	N/A		X
(2) SPARTANBURG COUNTY FIRST STEPS PART 900 SOUTH PINE STREET 57-1097869 SPARTANBURG SC 29302	COUNTY PAR		501C3	7	N/A		X
(3) SUMTER COUNTY FIRST STEPS PARTNERSH 112 BROAD STREET 57-1098010 SUMTER SC 29151	COUNTY PAR		501C3	7	N/A		X
(4) UNION COUNTY FIRST STEPS PARTNERSHI 130 W. MAIN STREET 57-1097870 UNION SC 29379	COUNTY PAR		501C3	7	N/A		X
(5) WILLIAMSBURG COUNTY FIRST STEPS PAR 500 NORTH ACADEMY STREET, BUILDING 57-1097861 KINGSTREE SC 29556	COUNTY PAR		501C3	7	N/A		X

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

u Attach to Form 990.

u Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

**Open to Public
Inspection**

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

Employer identification number
57-1087576

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
(1)					
(2)					
(3)					
(4)					
(5)					

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
(1) YORK COUNTY FIRST STEPS PARTNERSHIP 410 E. BLACK STREET 57-1097951 ROCK HILL SC 29731	COUNTY PAR		501C3	7	N/A		X
(2)							
(3)							
(4)							
(5)							

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 alloc.?		(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	
(1)												
(2)												
(3)												
(4)												

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
(1)									
(2)									
(3)									
(4)									

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.

1 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?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)	X	
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		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 PARTNE	B	188,392	CASH
(2)	AIKEN COUNTY FIRST STEPS PARTNERSHI	B	351,780	CASH
(3)	ALLENDALE COUNTY FIRST STEPS PARTNE	B	191,538	CASH
(4)	ANDERSON COUNTY FIRST STEPS PARTNER	B	429,077	CASH
(5)	BAMBERG COUNTY FIRST STEPS PARTNERS	B	188,392	CASH
(6)	BARNWELL COUNTY FIRST STEPS PARTNER	B	191,538	CASH

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.

1 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?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)	X	
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		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)	BEAUFORT COUNTY FIRST STEPS PARTNER	B	332,506	CASH
(2)	BERKELEY COUNTY FIRST STEPS PARTNER	B	477,779	CASH
(3)	CALHOUN COUNTY FIRST STEPS PARTNERS	B	191,538	CASH
(4)	CHARLESTON COUNTY FIRST STEPS PARTN	B	693,319	CASH
(5)	CHEROKEE COUNTY FIRST STEPS PARTNER	B	188,392	CASH
(6)	CHESTER COUNTY FIRST STEPS PARTNERS	B	188,392	CASH

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.

1 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?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)	X	
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		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) CHESTERFIELD COUNTY FIRST STEPS PAR	B	188,392	CASH
(2) CLARENDON COUNTY FIRST STEPS PARTNE	B	191,538	CASH
(3) COLLETON COUNTY FIRST STEPS PARTNER	B	188,392	CASH
(4) DARLINGTON COUNTY FIRST STEPS PARTN	B	220,984	CASH
(5) DILLON COUNTY FIRST STEPS PARTNERSH	B	188,392	CASH
(6) DORCHESTER COUNTY FIRST STEPS PARTN	B	340,051	CASH

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
1 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?		
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)	X	
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		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) EDGEFIELD COUNTY FIRST STEPS PARTNE	B	191,255	CASH
(2) FAIRFIELD COUNTY FIRST STEPS PARTNE	B	190,671	CASH
(3) FLORENCE COUNTY FIRST STEPS PARTNER	B	373,227	CASH
(4) GEORGETOWN COUNTY FIRST STEPS PARTN	B	188,392	CASH
(5) GREENVILLE COUNTY FIRST STEPS PARTN	B	990,029	CASH
(6) GREENWOOD COUNTY FIRST STEPS PARTNE	B	207,272	CASH

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.

1 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?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)	X	
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		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) HAMPTON COUNTY FIRST STEPS PARTNERS	B	191,538	CASH
(2) HORRY COUNTY FIRST STEPS PARTNERSHI	B	553,700	CASH
(3) JASPER COUNTY FIRST STEPS PARTNERSH	B	191,538	CASH
(4) KERSHAW COUNTY FIRST STEPS PARTNERS	B	189,194	CASH
(5) LANCASTER COUNTY FIRST STEPS PARTNE	B	209,040	CASH
(6) LAURENS COUNTY FIRST STEPS PARTNERS	B	195,272	CASH

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.

1 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?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)	X	
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		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) LEE COUNTY FIRST STEPS PARTNERSHIP	B	191,538	CASH
(2) LEXINGTON COUNTY FIRST STEPS PARTNE	B	587,259	CASH
(3) MARION COUNTY FIRST STEPS PARTNERSH	B	188,392	CASH
(4) MARLBORO COUNTY FIRST STEPS PARTNER	B	188,392	CASH
(5) MCCORMICK COUNTY FIRST STEPS PARTNE	B	188,392	CASH
(6) NEWBERRY COUNTY FIRST STEPS PARTNER	B	191,538	CASH

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.

1 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?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)	X	
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		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) OCONEE COUNTY FIRST STEPS PARTNERSH	B	188,392	CASH
(2) ORANGEBURG COUNTY FIRST STEPS PARTN	B	284,856	CASH
(3) PICKENS COUNTY FIRST STEPS PARTNERS	B	245,386	CASH
(4) RICHLAND COUNTY FIRST STEPS PARTNER	B	750,086	CASH
(5) SALUDA COUNTY FIRST STEPS PARTNERSH	B	188,392	CASH
(6) SPARTANBURG COUNTY FIRST STEPS PART	B	627,917	CASH

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.

1 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?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)	X	
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		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) SUMTER COUNTY FIRST STEPS PARTNERSH	B	330,586	CASH
(2) UNION COUNTY FIRST STEPS PARTNERSHI	B	191,255	CASH
(3) WILLIAMSBURG COUNTY FIRST STEPS PAR	B	190,219	CASH
(4) YORK COUNTY FIRST STEPS PARTNERSHIP	B	486,571	CASH
(5)			
(6)			

Part VI Unrelated Organizations Taxable as a Partnership. Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

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.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners section 501(c)(3) organizations?		(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		Yes	No	
(1)													
(2)													
(3)													
(4)													
(5)													
(6)													
(7)													
(8)													
(9)													
(10)													
(11)													

Taxable Interest on Investments

<u>Description</u>	<u>Amount</u>	<u>Unrelated Business</u>	<u>Exclusion Code</u>	<u>Postal Code</u>	<u>Acquired after 6/30/75</u>	<u>US Obs (\$ or %)</u>
	\$ 345,195			14		
TOTAL	<u>\$ 345,195</u>					

Federal Statements**Form 990, Part IX, Line 11g - Other Fees for Service (Non-employee)**

<u>Description</u>	<u>Total Expenses</u>	<u>Program Service</u>	<u>Management & General</u>	<u>Fund Raising</u>
OTHER FEES	\$ 1,931,242	\$ 1,887,621	\$ 43,621	\$
TOTAL	<u>\$ 1,931,242</u>	<u>\$ 1,887,621</u>	<u>\$ 43,621</u>	<u>\$ 0</u>

Federal Statements**Schedule A, Part II, Line 1(e)**

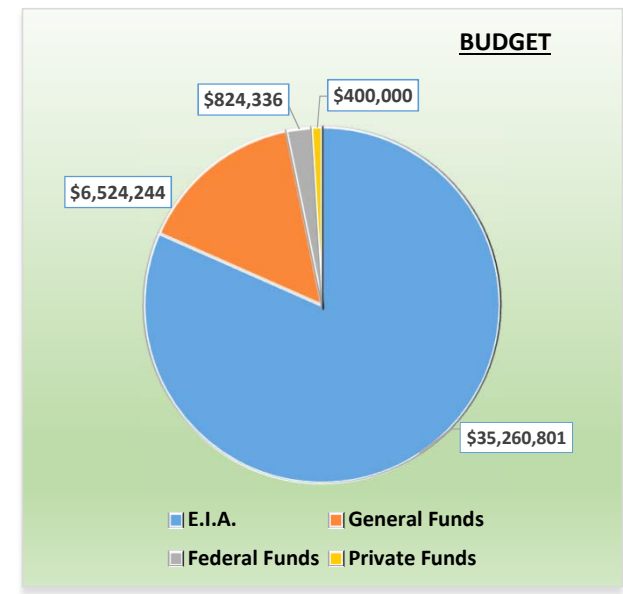
<u>Description</u>	<u>Amount</u>
OTHER	\$ 614,780
SC GENERAL ASSEMBLY CASH CONTRIBUTION	34,918,237
US DEPARTMENT OF HEALTH AND HUMAN CASH CONTRIBUTION	<u>519,223</u>
TOTAL	<u>\$ 36,052,240</u>

Schedule A, Part II, Line 8(e)

<u>Description</u>	<u>Amount</u>
TOTAL	\$ 345,195
	<u>\$ 345,195</u>

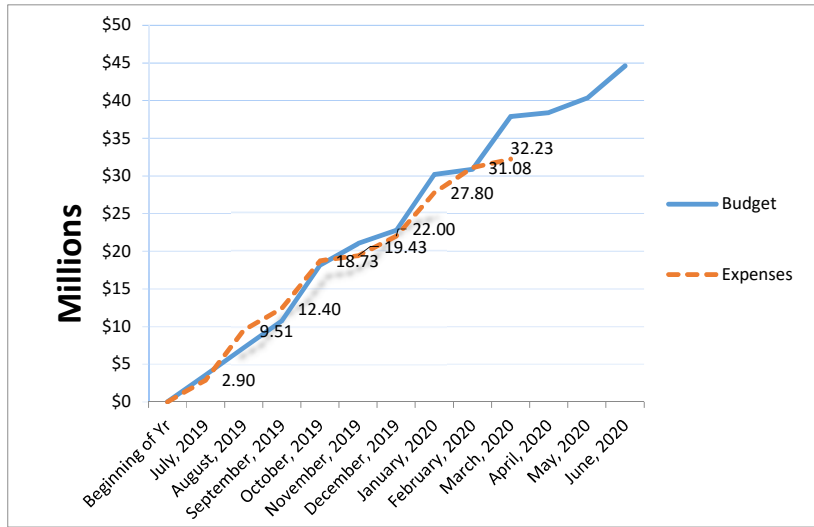


FY 2020 FINANCIAL STATUS REPORT



As of
March 31, 2020

Spending Rates	
Projected	88%
Actual	75%



PROGRAMS / OPERATIONS	EIA APPROPRIATIONS			GENERAL FUNDS & FEDERAL GRANTS			PRIVATE FUNDS			GRAND TOTAL			
	Description	Budget	Expenses	Balance	Budget	Expenses	Balance	Budget	Expenses	Balance	Budget	Expenses	Balance
LOCAL PARTNERSHIPS	14,657,728	11,476,294	3,181,434								14,657,728	11,476,294	\$ 3,181,434
LOCAL PARTNERSHIPS SUPPORT & TECH ASST.	2,518,440	1,399,234	1,119,206				272,000	120,250.00	151,750		2,790,440	1,519,484	\$ 1,270,956
PRIVATE 4-K	15,692,633	10,864,726	4,827,907	6,524,244	6,483,446	40,798			-		22,216,877	17,348,172	\$ 4,868,705
PRESCHOOL DEVT. GRANT				907,578	883,847	23,731					907,578	883,847	\$ 23,731
EARLY CHILDHOOD ADVISORY COUNCIL				75,000	495	74,505					75,000	495	\$ 74,505
POLICY & ACCOUNTABILITY	2,233,758	943,856	1,289,902				128,000	60,600	67,400		2,361,758	1,004,456	\$ 1,357,302
GRAND TOTAL:	35,102,559	24,684,110	10,418,449	7,506,822	7,367,789	139,033	400,000	180,850	219,150		43,009,381	32,232,748	\$ 10,776,633

Notes:

1) Local Partnerships:

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

2) Private budgets based on income & prior year cash.

35,102,559	E.I.A.
6,524,244	General Funds
982,578	Federal Funds
400,000	Private Funds

3) LP Support & Technical Assistance

- a. Contracted accounting firm (Manley Garvin, LLC)
- b. Accounting Software network support & Data Housing
- c. Programmatic data housing & network support
- d. Workers' compensation insurance coverage
- e. External programmatic evaluation
- f. Financial audits-annually each LP

3) LP Support & Technical Assistance (cont.)

- g. Does not include local-level actual expenses to staff and vendors
- h. OFS program & finance staff (payroll, rent, contractual, supplies, travel, etc.
- i. Includes LP Countdown to Kindergarten program
- 4) 4K E.I.A Appropriations includes proviso authorized carry over cash for quality and technology.**
- 5) 4K E.I.A. Appropriations includes \$5.9 million of Carry Forward cash.**

Donations

FY 2020

As of March 31st, 2020



DATE RECEIVED	GENERAL	DONOR/PAYOR	FUNDS	PURPOSE / COMMENTS
Aug 26, 2019	\$ 100	Executive Dir.	Restricted	SCFS 20th Anniversary Celebration
Sept. 18, 2019	\$ 100	Anonymous	Restricted	SCFS 20th Anniversary Celebration
Sept. 24, 2019	\$ 100	Staff Member	Restricted	SCFS 20th Anniversary Celebration
Nov 12, 2019	\$ 50	Front Stream	Unrestricted	
Nov 22, 2019	\$ 50	Kathleen Moore	Unrestricted	
Nov 25, 2019	\$ 100	Del Webb Tennis Club	Unrestricted	In memory of Hanna Graff
Nov 26, 2019	\$ 250	Board Member	Unrestricted	
Nov 26, 2019	\$ 250	Board Member	Unrestricted	Parents and family caregivers are a child's first and very best teachers.
Dec. 2, 2019	\$ 500	Board Member	Unrestricted	
Dec. 3, 2019	\$ 25	Board Member	Unrestricted	
Dec. 3, 2019	\$ 100	Employee	Unrestricted	Use these funds to continue the momentum from the last few years.
Dec. 3, 2019	\$ 100	Former Employee	Unrestricted	Thank you SC First Steps, you are making a difference.
Dec. 3, 2019	\$ 1,000	Employee	Restricted	In honor of Julie Hussey, and restricted to provide coffee and team-building for staff for which state funds cannot be used.
Dec. 3, 2019	\$ 50	Employee	Unrestricted	They are all our children.
Dec. 5, 2019	\$ 100	Board Member	Unrestricted	Putting our dollars where it will count for OUR children.
Dec. 5, 2019	\$ 50	Norma Holland	Unrestricted	
Dec. 6, 2019	\$ 20	Ex Board Chair	Restricted	Coffee
Dec.12, 2019	\$ 100	Board Member	Unrestricted	
Dec.17, 2019	\$ 100	Board Member	Unrestricted	Unrestricted donation, gratitude from a Board Member.
Dec. 20, 2019	\$ 100	Employee	Unrestricted	I support the work of First Steps
Dec. 21, 2019	\$ 10	Employee	Unrestricted	Preparing children for school prepares them for life.
Dec. 24, 2019	\$ 500	Employee	Unrestricted	
Dec. 30, 2019	\$ 1,000	Board Member	Unrestricted	General Board Donation-Sponsorship
Dec. 30, 2019	\$ 100	Board Member	Unrestricted	General Board Donation

Dec. 30, 2019	\$ 200	Board Member	Unrestricted	General Board Donation
Jan 3, 2020	\$ 25	Board Member	Unrestricted	General Board Donation
Jan 15, 2020	\$ 10	Employee	Unrestricted	General Donation
Feb 5, 2020	\$ 1,000	Ex Board Member	Unrestricted	General Donation
Mar 3, 2020	\$ 10,000	Board Member	Unrestricted	General Board Donation

Sub-Totals: \$ 16,090

GRAND TOTAL: \$ 16,090