2024-2025

Program and Operational Guidelines

FIRST STEPS
SOUTH CAROLINA

Adopted by the SC First STeps Board of Trustees on February 15, 2024

Contents

OPERATIONAL GUIDELINES

This document outlines the guidelines for local First Steps Partnerships with regard to programmatic, operational, financial, and administrative activities of the partnership. This document will be attached to the 2022-2023 grant agreement between local partnerships and South Carolina First Steps as a condition for receiving an annual funding allocation from the South Carolina First Steps Board of Trustees. It is the responsibility of the local partnership board and staff to comply with all program and operational guidelines (Section 59-152-160(A)).

Operational Guidelines

Operational guidelines are organized into the following sub-sections:

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

Additionally, operational guidelines reference the partnership's annual grant agreement with SC First Steps, the SC First Steps Finance and Administration 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.

Operational guidelines and supporting documents will be reviewed with board members and staff on at least an annual basis.

Program Guidelines

Program guidelines apply to all local First Steps partnerships that operate the strategy in question, regardless of funding source. All strategies, whether operated by the partnership inhouse or by one or more vendors or partners, must adhere to board-approved program guidelines. Program guidelines sub-sections include:

1. Parenting
2. Early Care and Education
3. School Transitions
4. Health

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

All programs are classified (at minimum) as one of the following:

- Evidence-Based Program Strategy
- Evidence-Informed Program Strategy
- High-Intensity Program Strategy

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

Monitoring and Compliance

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

 Section 59-152-50

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

Section 59-152-70

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

 Section 59-152-160

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

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

Review of the Formula Funding Grant

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 Strategic Plan. This feedback occurs as part of the three-year grant cycle which includes an Interim Progress Report (IPR) each year and a full Formula Funding Grant Application every three years. (For FY25, it will be a two-year cycle, FY26 will be an IPR, and FY27 will be the first year of the three-year cycle.) The first year of the grant cycle aligns with the Needs Assessment and Comprehensive Strategic Planning process required by statute every three years. IPRs will be used to assess progress toward achieving the objectives within the partnership's Comprehensive Strategic Plan.

Corrective Action Plans

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

Operations and Governance

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 Legislation (Section 59-152-70(6)), local partnership by- laws, local partnership grant agreement, and SC First Steps Finance and Administration Operations Manual.
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 59-152-70(A)(8));
   - An annual Formula Funding Grant Application by the published deadline (Section 59- 152-90(B)),
   - A Needs and Resources Assessment every three years (Section 59-152-70(A)(5));
   - And A three-year Comprehensive Strategic Plan (Section 59-152-70(A)(2)).
3. Participate and cooperate fully in all internal and independent evaluations of the First Steps initiative (Section 59-125-160(A-C)).
4. Partnerships must complete program and vendor registration for all funded strategies identified through the formula grant application process and enter projected to serve numbers for each strategy no later than July 15 of the program year. For programs approved through the targeted and competitive grant process, program and vendor registration must be completed within 10 business days from the date of the signed grant amendment.
5. Data shall be collected and entered timely in the First Steps Data Collection System for all programs/strategies, according to the First Steps program and operational guidelines for that strategy. Partnership and vendor staff are expected to adhere to the standard for timely data submission, based on the date of service, within 5 days for case level data (enrollment, home visits, group connections, assessments, etc.) and 30 days for programs that utilize the outputs data reporting (childcare training, DPIL, NFP, etc.).

6. In order for services to be provided, where case-level data is input into FSDC, consent must be obtained using the required consent form in Appendix B. If an individual refuses to sign the consent form, then services cannot be provided. The consent form contains the minimum, required information to create a case in FSDC. Cases must be marked as consented in FSDC, along with the date that consent was obtained. Signed consent forms must be kept on file at the local partnership.
   a. Sometimes, additional program-specific enrollment or consent forms may be required by the program model.
   b. If consent is revoked by a family at any time, notify state office in writing by forwarding notification to Beth Kienzlen, Database Administrator, at bkienzlen@scfirststeps.org
   c. Consent will need to be re-signed by families annually.
7. On the consent form identified in Appendix B, the following sections are optional for clients to agree to: Authorization for Data Sharing; Consent to be Contacted; Media Release. Services can be provided if clients do not agree to these. Clients' agreement or disagreement to these provisions must be marked in FSDC. Signed forms must be kept on file at the local partnership. In FY24, use with all newly and currently enrolled program participants within 90 days of the fiscal year.
8. 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: 10 business days after Quarter 1 (Oct. 14); 10 business days after Quarter 2 (Jan. 15); 10 business days after Quarter 3 (April 14); and 10 business. days after Quarter 4 (July 14). Data will be used to evaluate overall program performance and sustainability.
9. 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.
   - 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 that adhere to the HR Policy Template approved by the First Steps Board of Trustees.
- 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 shall abide by the Dual Partnership Employment policy contained in the partnership's grant agreement with SCFS.

10. 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.
11. Local partnership boards are required to submit all executive director hiring and compensation recommendations. or approval by the First Steps Board of Trustees. Local Partnerships are also required to submit executive director annual evaluations for review by the First Steps Board of Trustees.
    - The partnership board must approve all starting compensation and compensation increase requests related to the partnership's executive director. Once, they approve the request, it must be submitted to the First Steps Board of Trustees for final approval prior to implementation according to the guidelines established by the First Steps Board of Trustees (per SC Statutes).

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, 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 Strategic Plan) for meeting those needs (Section 12. Section 59-152-70(A)(2)). The partnership's Comprehensive Strategic 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 Strategic Plans shall include the three core functions of local partnerships (local portal, community convener, and support for state level priorities). Comprehensive Strategic 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 Strategic 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 59-152-70(A)(8)). To meet this requirement, future Comprehensive Strategic Plans will be due to SC First Steps on or before November 1 in the year in which the partnership's current plan expires.
   - Oversee program strategies in accordance with SC First Steps Partnership and Operational Guidelines, exercise due diligence when selecting program strategies and, when establishing new program strategies, commit to allowing sufficient time for successful implementation (min. 2 years

recommended).
- Local Partnerships have the option to become multicounty partnerships. If partnerships choose to form a multicounty partnership, the local partnership boards shall submit a joint proposal to the SC First Steps Board of Trustees. This proposal must include, but is not limited to, a plan to ensure each county is equally represented on the partnership board. No multicounty partnership may be established or separated without prior approval by the SC First Steps Board of Trustees. (Section 59-152-70(E)

4. Ensure effective board functioning:
   - Meet at least once per quarter with quorum, with one board meeting designated as the Annual Meeting documented by meeting minutes.
   - 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 59-152-70(A)(7)).
   - Follow the Records Retention Policy/Schedule 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:
     a. 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 59-152-60(G)).
     b. Conflict of Interest Disclosure Forms must be completed annually, and as undisclosed conflicts occur during the grant year, by all board and staff and kept on file at the local partnership.
     c. Confidentiality Form (contained in annual grant agreement).
     d. Whistleblower Policy.
     e. 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))
   - Hold annual elections for partnership board officers (Chair, Vice Chair, Secretary, Treasurer). Officer terms are for one year. Board chair and vice chair terms cannot exceed 4 years (4 consecutive, one-year terms).
   - Ensure elected Board Members adhere to a current term on the board not to exceed 8 consecutive years (2 consecutive four-year terms) and all board members regularly attend meetings in accordance with SC Statute and local partnership By-Laws. Appointed Board Members serve four-year terms with no term limits. A break in board service for elected Board Members must be at least six (6) months.
   - Provide new members a comprehensive board orientation that addresses, at minimum:
     a. First Steps mission/vision, structure, policies/procedures/standards for operation.
     b. Local partnership administrative, financial and planning documents, including a summary of current program strategies.
     c. 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 59-152-60(A).

Fiscal Accountability

1. The local partnership board and staff shall exercise appropriate fiscal stewardship, including the use of private and non-state funds, by adhering to the policies and procedures outlined in the SC First Steps Legislation (Section 59-152-150(A)), local partnership by-laws, local partnership grant agreement, and SC First Steps Finance and Administration Operations Manual.
2. All private and non-state funds sought by local partnerships must be used exclusively for meeting the goals and purpose of First Steps as specified by SC Statute (59-152-20, 59-152-30).
3. 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.
4. The local partnership board and staff shall comply with fiscal policies set by the SC First Steps Board of Trustees for state funding of evidence-based and evidence-informed programs, per First Steps legislative requirements.
5. 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.
   - For the first year, Partnerships whose certified carry forward budget exceeds 15% of the prior fiscal year's formula allocated budget will receive a corrective action plan AND must submit written justification to their SC First Steps Program Officer with a plan to be approved by the SC First Steps Board of Trustees (Program and Grants Committee) to reduce their amount of carry forward budget to under 15% for the next fiscal year.
   - For the second consecutive fiscal year, Partnerships whose carry forward budget exceeds 15% will remain under corrective action plan AND will be subject to potential withholding of their excess carry forward funds at the discretion of the SC First Steps Board of Trustees.
6. The local partnership staff should process vendor invoices for payments upon receipt, obtain board member signature according to the SC First Steps Finance and Administration 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.
7. The local partnership board and staff shall exercise appropriate stewardship and due care in the selection, implementation, and monitoring of all contractors and the administration of all contracts. It is the partnership's responsibility to ensure contractors comply will all programmatic and financial requirements contained in the partnership and program guidelines, partnership grant agreement with SC First Steps, and the SC First Steps Finance and Administration Operations Manual.
8. Financial reports should be presented at all local partnership board meetings.
9. The local partnership board and staff should review internal financial controls annually.
10. The local partnership board and staff shall adhere to the fiscal calendar deadlines outlined in the SC First Steps Finance and Administration Operations Manual. In summary, funds must be obligated by June 30, invoices and reallocations submitted by July 31, and documentation of in-kind match submitted by July 31. Local partnerships must adhere to the SC First Steps written financial year-end closing process. Books will be closed on August 15 and any changes after then will be applied to the next fiscal year.

11. Local partnerships shall submit a 12-week time allocation study for executive directors and staff with shared costs across programs, administration, and core services by April 15 on an annual basis.
12. 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.
13. A financial audit shall be conducted annually to include implementing a corrective action plan to address issues, concerns, or recommendations in the identified area of partnerships activities as called for in the audit. 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.
14. 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 Finance and Administration Operations Manual, Chapter 5, Model Titles and Codes, Equipment and Furnishing – Purchased, code 5401.
15. Local Partnerships will adhere to the Procurement Guidelines as established by the SC First Steps Board of Trustees.

Core Functions

o A First Steps Partnership Board shall, among its other powers and duties:
- coordinate a collaborative effort at the county or multicounty level which will bring the community together to identify the area needs related to the goals of First Steps to School Readiness; develop a strategic long-term plan for meeting those needs; develop specific initiatives to implement the elements of the plan; and integrate service delivery where possible; and
coordinate and oversee the implementation of the comprehensive strategic plan including, but not limited to, direct service provision, contracting for service provision, and organization and management of volunteer programs.

o Effective July 1, 2016, each partnership's comprehensive plan shall include the following core functions:
- service as a local portal connecting families of preschool children to community-based services they may need or desire to ensure the school readiness of their children.
- serve as a community convener around the needs of preschool children and their families, to include mobilizing 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.
- support of state-level school readiness priorities as determined by the State Board

In addition, partnerships will:
- conduct a needs assessment every 3 years; and
- collect information and submit an annual report by October first to the First Steps to School Readiness Board of Trustees, and otherwise participate in the annual review and the three-year evaluation of operations and programs. Before December 1, 2017, and annually before December first thereafter, the Office of South Carolina First Steps shall publish each local partnership's comprehensive strategic plan and annual report on the office's website. Reports must include, but not be limited to:
  i. determination of the current level and data pertaining to the delivery and effectiveness of services for young children and their families, including the numbers of preschool children and their families served.
  ii. strategic goals for increased availability, accessibility, quality, and efficiency of activities and services for young children and their families which will enable children to reach school ready to succeed, monitoring of progress toward strategic goals.
  iii. report on implementation activities.
  iv. recommendations for changes to the strategic plan which may include new areas of implementation.
  v. evaluation and report of program effectiveness and client satisfaction before, during, and after the implementation of the strategic plan, where available; and
  vi. estimation of cost savings attributable to increased efficiency and effectiveness of delivery of services to young children and their families, where available.

o Local Partnerships will 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.
  i. Core Functions numbers served will be counted as connections with program participants (rather than encounters with community members).
  ii. Meaningful core functions activities, events and connections are defined as those connections that impact the early childhood community where possible program participants can be referred for early childhood services and promote the health, safety, and school readiness priorities for children 0-5 years old, including but not limited to distribution of books, early learning materials and health/nutrition materials.
  iii. Cases Data entry may be required if Core Function activities are to include ongoing services to children and families.
  iv. In order to count individuals for reporting in the Core Functions numbers served, Local Partnerships must collect contact information (phone, text, mail, and/or email) from potential program participants.
  v. Core Functions activities will focus only on external community engagement. The external community is defined as those are not directly involved with the interworking and governing of the local partnership.

o The local partnership board shall update its community Needs and Resources Assessment every three years, in accordance with First Steps legislation (Section 59-152-70(A (5)) as a basis for community-wide planning efforts to support at-risk children and the partnership's Comprehensive Strategic Plan. This document shall be

submitted to SCFS by December 31 of the year in which the previous needs and resources assessment expires.
- o 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. Local partnerships are to appropriate not more than 12% of state funds for these purposes.
- o Partnerships providing – or seeking to provide - services within another First Steps partnership's designated coverage area are required to communicate and collaborate with the affected partnership(s) and to document these collaborative efforts formally.

Core Function Categories

Local Portal Activities
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 59-152-70(4)(a)). These services shall be represented in the partnership's Comprehensive Strategic Plan and include, at minimum:
- o **Accessibility** Dedicated physical space within the partnership's county and with appropriate signage that is accessible to the public and clients they serve. Additionally, this official Local Partnership address must have a set weekly schedule and publicized hours. The Local Partnership shall adhere to publicized office hours.
- o **Responsiveness to requests for assistance** Phone access must be available during regular business hours each week that includes voice mail and the capability to receive and return messages (phone, text, email, etc.) in a timely manner.
- o **Referrals** Activities must include, but are not limited to:
    - i. Maintaining an up-to-date inventory of available programs and services for referring families. An up-to-date list of community resources should be available to clients, community partners, and the state office of First Steps at all times; including, providing local/regional resource directories (print and/or online) of local partnerships programs/services and community resources.
    - ii. Sharing information about the First Five SC portal with families and receiving applications and referrals from First Five SC portal.
    - iii. Partnership staff and volunteers who provide these services shall possess the requisite knowledge of and relationships with providers to connect families.
    - iv. Making referrals by phone, online resources, and/or social media for children 0-5 and families not enrolled in First Steps services.
    - v. Connecting to services and programs not provided by First Steps *(E.g. Benefit Bank; Medicaid; Parent and Family Resource Center; Federal & State Emergency Aid; Disaster Assistance); etc.)*
- o **Developmental Screenings** Provide developmental screenings to prioritize family's needs and referrals for children 0-5 and families not enrolled in First Steps services.

Community Convener and Mobilizing the Community
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 59-152-70(4)(b)). This function shall be represented in the partnership's Comprehensive Strategic Plan and include, at minimum:
- o The partnership board should identify one or more unmet needs impacting preschool children and their families from: their most recent Needs and Resources Assessment; and/or school readiness priorities outlined in the SC First Steps Board's Strategic Plan.
- o 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.
- o Local Team Meetings: it is recommended that the local partnership convene, at least annually, a meeting between partnership staff and a member of the SCFS local partnership Program Officer team, including (if applicable) representatives from state First Steps programs located within the partnership's service area, 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 59-152-70 (A)(4)(c)). Partnerships are encouraged to expand these meetings to include representatives from partner organizations and other community stakeholders. Activities may include but are not limited to:

     i.   Convening of state and community partnerships, local 4K, and First Steps 4K
     ii.   Advocating for the well-being of children 0--5 through meeting with legislative members and other local and state entities within the county
     iii.   Public forums (i.e. surveys, focus groups, trainings) targeting parents, other community agencies, and/or school districts and teachers

o Goals and objectives for the partnership's role as a community convener, as determined by the partnership board and Executive Director. Progress reports documenting the success of convener activities should be made available to the partnership board and the public at least quarterly.

o Participation in local/county/regional coalitions, committees etc. of child-serving agencies and organizations

The local partnership board and staff 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)). Community action may include but is not limited to: developing and distributing public education materials that promote the partnership's mission, available programs, and community resources; and sponsoring and/or co-sponsoring community events that promote school readiness.

o Community Education and Outreach Plan
    •   The local partnership board shall develop an annual Community Education and Outreach Plan 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 shall engage in online and social media and to have a social media policy as a part of their plan.
    •   Plan components include:
       i.   Increasing awareness and engagement of target audiences in supporting early childhood programs and the Profile of the Ready Kindergartner
       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.   Designating a point of contact to access lead information for potentially eligible families from First Five SC
       viii.   Increasing financial and other support for early childhood programs and services
       ix.   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.

Supporting State Level Priorities
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 Strategic Plan and must include:

o 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

o 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))

o Support and collaboration with state First Steps programs, including First Steps 4K programs.

o 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))

- o Other state level priorities as determined by the State Board
- o Utilizing First Five county level log-ins to respond to all applications within five (5) business days and identify potential clients and generate recruitment plans to increase enrollment for First Steps programs
- o Encouraging families to utilize First Five SC to access publicly funded resources that promote the well-being of children.

Resource Development

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 59-152-130(A)). While the Board of SC First Steps may or may not choose to grant a 15% match waiver for a first-year request, the Board will not grant a 15% match waiver for 2 consecutive years. If the Board of Trustees does not grant a match waiver, the State Office of First Steps will recapture from the local partnership's current year state funds the amount equal to the matching funds due, but not raised to meet the 15% match requirement at the conclusion of the prior fiscal year.
   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 acknowledgment 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 Finance and Administration 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 59-152-130(B)).

General Program Guidelines

1. Implement program strategies in accordance with SC First Steps Partnership and Program Guidelines, exercise due diligence when selecting program strategies and, when establishing new program strategies, commit to allowing sufficient time for successful implementation (min. 2 years recommended).
2. Program strategies, including those funded by private and non-state funds, must support one or more First Steps goals (Section 59-152-90(C)(c); Section 59-152-150(C)) and address unmet needs identified in the partnership's needs and resource assessment and Comprehensive Strategic Plan. Partnership funds granted by the SC First Steps Board must comply with provisions for use of grant funds contained in the First Steps legislation (Section 59-152-100(A)).
3. Program strategies must utilize the SC First Steps to School Readiness benchmarks and objectives (Profile of the Ready Kindergartner) (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 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 operational guidelines. Partnerships should review contract provisions and the scope of work each year to ensure all program model components and operational guidelines are addressed. Vendor contracts for program strategies shall include as an attachment, the applicable current year's First Steps program guidelines for that strategy.
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 are required to 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 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.

SC FIRST STEPS APPROVED RISK FACTORS:

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

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

PARENTING PROGRAMS

Program Name	Family Café		Code	185
Program Area	Parenting			

Program Description

Cafés are structured discussion groups that use the principles of adult learning and family support. They are highly sustainable with training reinforcement, institutional support, and a commitment to an approach that engages and affirms parents as leaders. Participants leave Family Cafés feeling inspired, energized, and excited to put into practice what they've learned.

The foundation of the Family Café is created through the utilization of Protective Factors. These factors are seen as positive countering events and have been known to reduce incidences of child abuse and neglect. Family Café in a Box Protective Factors are:

- Resilience: Parent Resilience
- Relationships: Positive Social Connections
- Support: Concrete Support in Times of Need
- Knowledge: Knowledge of Parenting and Child Development
- Communication: Social and Emotional Competent

The Family Café is a Peer-to-Peer model, and all sessions should be facilitated by a partnership staff or team member who has completed curriculum training sponsored by Be Strong Families.

All activities will come from the Be Strong Family Café in a Box curriculum.

Local partnerships funding Family Café shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines. The following guideline includes both the expected Measurement Criteria for Family Café and SC First Steps minimum requirements.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☐Children ☒Adults ☐Providers	☐Yes ☒No	☐Yes ☒No	☐Healthy and Safe ☒Actively Supported by Their Families and Communities ☐Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

Risk Factors

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

Service Criteria: How is this program implemented?

Group Connections	
*Group Connection Criteria 1: Duration	Group Connections should last at least 2 hours.
*Group Connection Criteria 2: Frequency 1	Minimum of 7 sessions per cohort.
Group Connection Criteria 2: Frequency 2	Minimum or 2 cohorts a year.
Group Connection Criteria 3: Group Size	Minimum of 10 families per cohort.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	At least 75% of participating families (minimum of 10 families per cohort) must complete 7 sessions.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Group Facilitator	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Service Provider	Minimum Education Level	High School diploma or GED
*Required Certifications and/or Training	The Family Café is a Peer-to-Peer model, and all sessions should be facilitated by a partnership staff or team member who has completed curriculum training sponsored by Be Strong Families. When training is completed through Be Strong Families, the participant must submit a certificate of completion to the Family Café Program Lead. Being a parent of a young child supports the implementation of program reflection practices; however, it is not a requirement. Each staff member should have knowledge of both the language and culture of the community served.		

NOTE: At least one (1) partnership facilitator must be trained in the Family Café model by Be Strong Families and must submit certification of training completion.

Program Role	Program Lead	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Program Manager	Minimum Education Level	High School diploma or GED
*Required Certifications and/or Training	Program Lead must complete curriculum training sponsored by Be Strong Families and submit certification of training completion. Each staff member should have knowledge of both the language and culture of the community served.		

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
Assessment 1: Be Strong National Office Evaluation	
Be Strong Evaluation Criteria 1	A pre-assessment using the Be Strong National Office Evaluation shall be completed during the first session.
Be Strong Evaluation Criteria 2	A post-assessment using the Be Strong National Office Evaluation shall be completed during the final session (7th session or greater).
Be Strong Evaluation Criteria 3	Evaluations must be submitted to SCFS State Office within 10 days of assessment.

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

Referral Criteria 1: Referrals	Partnership staff and/or team members shall maintain (within the designated First Steps Data Collection System) referral records to include information on the outcome/disposition of each First Steps-initiated referral.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service.
Other Criteria 2	Café facilitators must: • maintain attendance records, sign-in sheets, a list of community advocates attending each session, and materials provided. • serve meals and provide childcare at each session. • provide incentives.
Other Criteria 3	Cohorts will also be serviced by community advocates at every session. Community advocates should attend each session for the purpose of sharing information and community resources with program participants. Community advocates may include but are not limited to: officials from publicly funded agencies and entities, nonprofits, school district personnel, etc. Community advocates must distribute materials regarding community resources and support services.
Other Criteria 4	Monthly staff meetings will be held by program supervisors to support implementation and debrief on the project. The meeting agenda will include reports on program outcomes, implementation successes, and challenges, and the level of resources needed.
Other Criteria 5	Meals are served and childcare is provided at each session.

Program Name	Parents as Teachers		Code	201
Program Area	Parenting			

Program Description

Parents as Teachers promotes the early development and health of children by supporting and engaging their parents and caregivers. As a result of its presence in communities, children receive developmental screenings, parents have access to resources, and families gain the opportunity to participate in home visits and group socialization. All children in the home under age 6 shall be served by the program.

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

The following guideline includes both the expected Measurement Criteria for PAT National Center and SC First Steps minimum requirements.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

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

Risk Factors

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

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1: Duration	Visits should last a minimum of 45 minutes.

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

*Visit Criteria 2: Frequency 1	All families shall be offered no less than two visits per month. (ER 12)
Note: An average of 1.8 visits is the minimum threshold and 2.5 or more is considered outstanding intensity.	
*Visit Criteria 2: Frequency 2	All families should receive a minimum of 24 visits per program year.
Visit Criteria 3: Location 1	While home-based visitation is expected as the primary method of service delivery, visits may be approved for delivery at an alternate location (a childcare center, family resource center, etc.) as either the documented needs of the family or safety of the visitor dictate.
Note: The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of families is maintained.	
Visit Criteria 3: Location 2	At a family's discretion and supervisor approval virtual and telecommunication visits will also be considered acceptable and count as a home visit. The reason must be documented in the Home Visit Record.
Group Connections	
*Group Connection Criteria 1: Duration	Group connections should last 1 – 2 hours.
*Group Connection Criteria 2: Frequency	Families shall be offered at least one group connection activity per month per program year. (ER14)
Group Connection Criteria 3: Group Size	Varies.
Note: To count a group connection, at least one family must attend. The families in attendance may or may not already be enrolled in PAT services. For example, a family may be in attendance as part of the affiliate's recruitment efforts. *All Group Connections must be documented using the Group Connection Planning Guides and Records. (ER 14)	

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	75% of families must be retained for nine or more consecutive months of program participation.
Note: Families "on hold" for 2 or more months are considered withdrawn, and their enrollment period starts over if they choose to re-enroll.	

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Parent Educator	**Maximum Number of Cases**	18
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	- All parent educators in SC, including AmeriCorps members, must have a minimum of a high school diploma or equivalency and two years' previous supervised work experience with young children and/or parents. - New parent educators must document successful completion of/initial certification in PAT's Foundational and Model Implementation Training. PAT portal must identify staff member as Model Certified (ER 6) - Parent educators with caseloads that include children aged 3-5 must also maintain the Foundational 2 (3-5) certification. - Each parent educator shall successfully complete his/her annual recertification and an additional twenty hours of professional development. (ER8) - Each parent educator shall complete training in ASQ-3, ASQ:SE-2, LSP, ACIRI and HFPI.		

	• All training (for both program and individual staff members) must be documented on-site.

Note:
- First-year parent educators working 32 or more hours per week should serve a minimum of ten (10) families and no more than fifteen (15).
- Second year, and beyond experienced parent educators working 32 or more hours per week should serve a minimum of fifteen (15) families and no more than eighteen (18).
- First year parent educators working less than 32 hours per week should serve a minimum of eight (8) families and no more than twelve (12).
- Second year, and beyond experienced parent educators working less than 32 hours per week should serve a minimum of ten (10) families and no more than fifteen (15).

Program Role	Supervisor	**Maximum Number of Cases**	10
KITS Related Job Title or Role	Program Manager	**Minimum Education Level**	Bachelors or four-year degree
*Required Certifications and/or Training	• All lead parent educators and supervisors in SC, including AmeriCorps members, must have five years of related supervised work experience with young children and/or parents and a four-year degree in early childhood education or closely related field. • Each PAT Affiliate shall be overseen by one or more individuals certified as PAT Supervisors. New Supervisors shall attend the Foundational Curriculum and Model Implementation Training (ER 6), along with the New Supervisor's Pathway. • New lead parent educators and/or supervisors must document successful completion of/initial certification in PAT's Foundational and Model Implementation Training. • Parent educators with caseloads that include children aged 3-5 must also maintain the Foundational 2 (3-5) certification. • Each parent educator and/or supervisor shall successfully complete his/her annual recertification and an additional twenty hours of professional development. (ER8) • Each lead parent educator and/or supervisor shall complete training in ASQ-3, ASQ:SE-2, LSP, ACIRI and HFPI. • All training (for both program and individual staff members) must be documented on-site.		

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

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

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are

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

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

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)

ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

*Screening 3: Health Screenings

Health Screenings Criteria	All PAT affiliates shall document health screening outcomes.

*Assessment 1: Life Skills Progression (LSP)	
LSP Criteria	All participating families will have an initial LSP completed by the 3rd visit and then completed every 6 months thereafter until the family exits the program. The LSP is completed on the focus parent/ caregiver and is used for parent educators' information only.

*Assessment 2: Healthy Family Parenting Inventory (HFPI)	
HFPI Criteria	All parenting programs shall complete, at minimum, baseline and post assessments of the primary adult identified within each enrolled case using the Healthy Families Parenting Inventory (HFPI). The baseline HFPI is encouraged to be completed at the first visit but must be within 45 days of enrollment and every six months thereafter until program exit. (ER 21)

*Assessment3: Adult Child Interactive Reading Inventory (ACIRI)	
ACIRI Criteria 1	Each family containing children aged 30 months or older shall have the focus adult and the focus child's interactive literacy behaviors assessed by a trained evaluator.
ACIRI Criteria 2	The goal is 100% of eligible, child participants be screened using the ACIRI. 80% is the minimum requirement for compliance: • For newly enrolled families a Pre-ACIRI shall be completed within 45 days of enrollment if the child is 30 months or older. • For currently enrolled children a Pre-ACIRI shall be completed immediately after the child's 30-month birthday (within 15 days after).
ACIRI Criteria 3	• A Post ACIRI will be completed 6 months after the Pre-ACIRI for each child. • If the Post ACIRI 6-month due date falls into the next program year it must be completed in that program year. • If the Pre-ACIRI is completed by March of the current program year the Post ACIRI must be completed before the end of the current program year. When this occurs the next ACIRI due will be the Annual ACIRI. • The Annual ACIRI must also be completed on the anniversary of the Pre-ACIRI.
ACIRI Criteria 4	For the 2nd and subsequent program years of enrollment the annual ACIRI will be completed during the Pre-ACIRI anniversary month every year thereafter until the family exits the program.
ACIRI Criteria 5	Regardless of how long a family has been served, or how long it has been since the family last received an ACIRI assessment, it is important to complete a Post ACIRI for the focus parent and the focus child before exiting the family from the program, if possible.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Parent educators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Note: Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up to ensure that appropriate connections have been established.	
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within five (5) days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
*Other Criteria 2	All PAT affiliates shall complete as a second outcome, the American Academy of Pediatrics' Bright Futures schedule of recommended dates for well-child visits as documented in the PAT Child Health Record. 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 21).
Other Criteria 3	First Steps Local Partnerships implementing Parents as Teachers are required to maintain formal affiliate status with the Parents as Teachers National Center.
Other Criteria 4	Site Supervisors are required to participate in monthly meetings hosted by the Parents as Teachers South Carolina Office and/or the National Center.
Other Criteria 5	All affiliates must use the most updated forms from the Model Implementation workspace, PAT records tab which can be downloaded from the PAT ebiz portal.
Other Criteria 6	Parent educators must use the foundational visit plans, planning guide, and personal visit records from the curriculum to design and deliver personal visits to families and complete personal visit record.
Other Criteria 7	Each affiliate must have an advisory committee that meets at least twice within the program year (can be part of a larger committee, community network or coalition if the group includes a regular focus on the Parents as Teachers affiliate). (ER 3)
Other Criteria 8	The affiliate confirms that it is designed to be able to provide at least two years of services to families with age-eligible children. (ER 1)
Other Criteria 9	Each participating First Steps Partnership PAT program shall convene a monthly staff meeting of all pertinent program personnel and staff (to include those staff members providing both supervision and direct service to families) to review recruitment, standards compliance, programmatic data and other issues related to strategy success. A minimum of 2 hours of staff meetings per month for part-time and full-time parent educators. (ER4)
Other Criteria 10	Reflective Supervision: Full-time parent educators shall participate in individualized reflective supervision meetings at a minimum of 2 Hours per month. A minimum of 18 hours during the program year is expected. • Part-time parent educators shall participate at a minimum of one hour of reflective supervision per month. (ER4) • Supervisors who provide home visits to families as a parent educator must also engage in reflective supervision.

Program Name	Motheread/Fatheread	Code	202
Program Area	Parenting		

Program Description

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☐Children ☒Adults ☐Providers	☒Yes ☐No	☐Yes ☒No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level   ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

Risk Factors

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

Service Criteria: How is this program implemented?

Group Connections

Group Connection Criteria 1: Duration	Group connections should be 1-2 hours.
Note: Group meetings must adhere to the Motheread/Fatheread Teacher's Guide.	
*Group Connection Criteria 2: Frequency	Groups last 8 to 10 weeks.
Group Connection Criteria 3: Group Size	All groups must range between 5 to 15 participants.

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

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

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Group Facilitator	**Maximum Number of Cases**	15
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field. - Motheread/Fatheread group facilitators must complete the three-day Motheread Institute before implementing the program with a training emphasis on birth to 5 population. - All program staff will be trained in the Ages and Stages Questionnaire Third Edition (ASQ-3) and Ages and Stages Questionnaire: Social and Emotional (ASQ:SE-2) Developmental Screenings.		

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.
Note: A child is exempt from being screened if the child: - has been removed from the home of the participating parent. - was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened. - is receiving BabyNet, or other specialized intervention services based on a previously diagnoses. Screenings must resume when all intervention services have ended.	
*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.

ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

Assessment 1: Test of Adult Basic Education (TABE)	
TABE Criteria	All group facilitators must complete, at minimum, baseline and post assessments of the primary adult client identified within each enrolled case using the TABE (Test of Adult Basic Education). The testing schedule should align with adult education assessment policy as set by SCDE.

Note: This is only required if the program is delivered within a Family Literacy Program.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Group facilitators shall maintain (within the designated First Steps Data Collection System) referral records to include information on the outcome/disposition of each First Steps-initiated referral.

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

***Referral Criteria 2: Connections**	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
***Other Criteria 1**	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Other assessments of the Motheread/Fatheread Program shall be administered in accordance with instruction in the Motheread/Fatheread Teacher's Guide. They include the "Daily Out of Class Record Log" and "End of Class Evaluation Form".

Other Criteria 3	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected to improve model fidelity.

Program Name		Code	206
	Parent Child+		
Program Area	Parenting		

Program Description

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

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria 1	16 to 48 months.
Age Criteria 2	At least 70% of enrolled families must contain a child between 16-36 months.

Note: A family can receive PC+ services as a unit only once (one time PC+ rule). Families can only be re-enrolled with the permission of SC First Steps. All requests, including a detailed justification, must be submitted to the SC First Steps Director of Parenting for approval.

Risk Factors

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

Service Criteria: How is this program implemented?

Visits (Home or Site):

***Visit Criteria 1: Duration**	Visits should last a minimum of 30 minutes.
***Visit Criteria 2: Frequency 1**	All families shall be offered no less than two visits per week.
***Visit Criteria 2: Frequency 2**	A minimum of 23 weeks or 46 home visits annually across a period of two years (46 weeks/92 visits total).

Visit Criteria 3: Location 1	While home-based visitation is expected as the primary method of service delivery, visits may be approved for delivery at an alternate location (a childcare center, family resource center, etc.) as either the documented needs of the family or safety of the visitor dictate.
Note: The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of families is maintained.	
Visit Criteria 3: Location 2	At a family's discretion and supervisor approval virtual and telecommunication visits will also be considered acceptable and count as a home visit. The reason must be documented in the Home Visit Record.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	75% of families must be retained for a minimum of 23 weeks or 46 home visits annually across a period of two years (46 weeks/92 visits total).

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Early Learning Specialists (ELS)	**Maximum Number of Cases**	16
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	- All PC+ ELS must possess at least a high school diploma or equivalency with two years of related supervised experience, or a two-year degree in early childhood education or a closely related field and document successful completion of 16 hours of training prior to their first home visit. If recruiting an AmeriCorps member, a high school diploma or equivalency is required. - PC+ ELS, from the community share a language and cultural background with the family. - Each PC+ ELS shall be trained and supervised by a site coordinator approved by the PC+ National Center. - All PC+ ELS shall complete training in ASQ-3, ASQ:SE-2, LSP, ACIRI and any other screenings and assessments being administered. - All training (for both program and individual staff members) must be documented on-site		
Program Role	Site Coordinator	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Site Supervisor	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	- Partnerships must employ at least one Site Coordinator trained by the PC+ National Center or a certified local trainer (with sites serving 60 or more families employing a second Site Coordinator). - The model recommends that community-based site coordinators have educational, work, and/or life experience relevant to the work and their community.		

	• 2 years of supervisory experience and/or or supervised working experience in the field is recommended. All staff providing supervision and/or program oversite must have completed the Parent Child+ training.

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

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

ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 16, 20, 24, 30, 36, 42, and 48 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

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

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)

ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 18, 24, 30, 36, and 48 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district) for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.

ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

*Assessment 1: Life Skills Progression (LSP)	
LSP Criteria	All participating families will have an initial LSP completed by the 3rd visit and then completed every 6 months thereafter until the family exits the program. The LSP is completed on the focus parent/ caregiver and is used for ELSs information only.

*Assessment 2: Parent Involvement in Early Learning (PIEL)	
PIEL Criteria	All participating families, enrolled August 2023 on shall receive the Parental Involvement in Early Learning (PIEL) within 45 days of enrollment, and every 6 months thereafter until program exit.

Note: Families enrolled prior to August 2023 will continue to be assessed using PICCOLO, CBT, and PACT until they exit the program.

*Assessment 3: Adult Child Interactive Reading Inventory (ACIRI)	
ACIRI Criteria 1	Each family containing children aged 30 months or older shall have the focus adult and the focus child's interactive literacy behaviors assessed by a trained evaluator.
ACIRI Criteria 2	The goal is 100% of eligible, child participants be screened using the ACIRI. 80% is the minimum requirement for compliance: • For newly enrolled families a Pre-ACIRI shall be completed within 45 days of enrollment if the child is 30 months or older. • For currently enrolled children a Pre-ACIRI shall be completed immediately after the child's 30-month birthday (within 15 days after).
ACIRI Criteria 3	• A Post ACIRI will be completed 6 months after the Pre-ACIRI for each child. • If the Post ACIRI 6-month due date falls into the next program year it must be completed in that program year. • If the Pre-ACIRI is completed by March of the current program year the Post ACIRI must be completed before the end of the current program year. When this occurs the next ACIRI due will be the Annual ACIRI. • The Annual ACIRI must also be completed on the anniversary of the Pre-ACIRI.
ACIRI Criteria 4	For the 2nd and subsequent program years of enrollment the annual ACIRI will be completed during the Pre-ACIRI anniversary month every year thereafter until the family exits the program.
ACIRI Criteria 5	Regardless of how long a family has been served, or how long it has been since the family last received an ACIRI assessment, it is important to complete a Post ACIRI for the focus parent and the focus child before exiting the family from the program, if possible.

Note: PICCOLO (families enrolled prior to 8/1/2023) 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.	
*Assessment 4: Child Behavior Traits (CBT)	
CBT Criteria	Administer the Evaluation of Child Behavior Traits (CBT) as required by program model.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	ELS shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Note: Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up to ensure that appropriate connections have been established.	
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within five (5) days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
*Other Criteria 2	ELSs shall develop well-documented Family Goal Plans with families within 3 months of enrollment, and subsequently update these plans at least semi-annually to gauge progress and goal attainment using the tools listed below based on family program entry date: • All participating families, enrolled from August 2023 on shall receive the Parental Involvement in Early Learning (PIEL) to guide family goal setting and evaluate changes in parent behavior, as required. • Families enrolled prior to August 2023 may continue to be assessed using PICCOLO, CBT, and Parent and Child Together (PACT) Observations to guide family goal setting and evaluate changes in parent behavior, as required.
Other Criteria 3	Each participating PC+ program shall convene a supervisory meeting of all pertinent program personnel, ELSs, and staff (to include those staff members providing both supervision and direct service to families) no less than quarterly to review recruitment, standards compliance, programmatic data, and other issues related to strategy success.
Other Criteria 4	Report all required data within the national PC+ Management Information System.

Program Name	Library Based and Other Learning Programs	Code	209
Program Area	Parenting		

Program Description

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☐Yes ☒No	☐Yes ☒No	☐Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level   ☒Monthly outputs

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

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

Service Criteria: How is this program implemented?

Visits (Home or Site):

Visit Criteria 2: Frequency	1 per month.

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

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

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Activity Provider	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Service Provider	Minimum Education Level	No diploma or degree
*Required Certifications and/or Training	Expertise in the topic area that he/she is delivering training as determined by their educational qualifications and experience.		

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

Program Name	Dolly Parton Imagination Library	Code	212
Program Area	Parenting		

Program Description

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☒Yes ☐No	☐Yes ☒No	☐Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level   ☒Monthly outputs

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

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

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

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

Targeting Criteria: Who does this program target?

Age	
Age Criteria	Prenatal to kindergarten entry.
Note: Partnerships are encouraged to target DPIL enrollment to children 3 and under.	

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

*Reach Criteria1: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.
Reach Criteria 2:	Because DPIL incorporates a low-intensity, passive service delivery model, it should be used to supplement more comprehensive forms of service. For the purposes of meeting the integration requirements established in other standards categories, however, the DPIL will not be considered an intervention to which parenting programs or scholarships may be linked for credit.

Other Criteria: Are there other program criteria that exist?

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

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

Program Description

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

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

The following guideline includes both the ESSS compliance standards and SC First Steps minimum requirements.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age

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

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

Risk Factors

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

Service Criteria: How is this program implemented?

Visits (Home or Site):

***Visit Criteria 1: Duration**	Visits should last a minimum of 60 minutes.
***Visit Criteria 2: Frequency**	All families shall be offered no less than two visits per month.

Note: Programs shall match the intensity of their service delivery to the specific needs of each family and the caseload requirements of the ESSS home visitor.

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

Note: The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of families is maintained. Regardless of location, all visits must be one-on-one.	
Visit Criteria 3: Location 2	At a family's discretion and supervisor approval virtual and telecommunication visits will also be considered acceptable and count as a home visit. The reason must be documented in the Home Visit Record.

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

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	75% of families must be retained for nine or more months of program participation.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	ESS Home Visitor	**Maximum Number of Cases**	20
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	All home visitors must have a minimum of a high school diploma or equivalency and two years' previous supervised work experience with young children and/or parents. Successful completion of model required 16-hour training must be documented prior to their first home visit. Each home visitor must successfully complete at least four hours of professional development each month. This shall be documented and approved by Save the Children. Annual training (for both the program and individual staff members) must be documented onsite by each Partnership. Each home visitor shall complete training in ASQ-3, ASQ:SE-2, and HFPI.		

Program Role	Supervisor	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Program Manager	**Minimum Education Level**	Bachelors or four-year degree
*Required Certifications and/or Training	Supervisors must have a bachelor's degree and experience in early education, child health and/or development, home visiting, staff supervision, and working with families and children.		

	Annual training (for both the program and individual staff members) must be documented onsite by each Partnership. Each supervisor shall complete training in ASQ-3, ASQ:SE-2, and HFPI.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, and 36 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district) for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

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

Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, and 36 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district) for additional diagnostic evaluation. Referrals should be entered in the First Steps Data Collection System within 5 days of developmental screening.

ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

Assessment: Healthy Family Parenting Inventory (HFPI)	
HFPI Criteria	All parenting programs shall complete, at minimum, baseline and post assessments of the primary adult identified within each enrolled case using the Healthy Families Parenting Inventory (HFPI). The baseline HFPI is encouraged to be completed at the first visit but must be within 45 days of enrollment and every six months thereafter until program exit.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Parent educators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Note: Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up to ensure that appropriate connections have been established.	
***Referral Criteria 2: Connections**	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
***Other Criteria 1**	All data must be entered within the First Steps Data Collection System within five (5) days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
***Other Criteria 2**	ESSS home visitors shall provide services to families for 12 months in a program year
Other Criteria 3	Family Goal Plans must be made within 3 months of the enrollment and updated at least semi-annually to gauge progress and goal attainment.
Other Criteria 4	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
Other Criteria 5	Each ESSS program shall convene a supervisory meeting of all pertinent program/staff (to include those staff members providing both supervision and direct service to families) no less than quarterly to review recruitment, guideline compliance, programmatic data and other issues related to strategy success.

Program Name	Raising a Reader	Code	218
Program Area	Parenting		

Program Description

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. RAR-Enhanced has been shown to be effective in increasing children's oral language and reading comprehension when implemented in conjunction with parent literacy training.

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☐Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level   ☐Monthly outputs

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

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

Risk Factors

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

Service Criteria: How is this program implemented?

Visits (Home or Site):

***Visit Criteria 1: Duration**	Visits should last a minimum of 45 minutes.
***Visit Criteria 2: Frequency**	Weekly

Note: Program Year as defined by a Local Partnership.

Visit Criteria 3: Location	Home, childcare center/classrooms or incorporated with a high intensity parenting program.

Group Connections

***Group Connection Criteria 1: Duration**	Group connections should last 1 hour.
***Group Connection Criteria 2: Frequency**	Families shall be offered at least 5 sessions during the program year.

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	RAR is ongoing with no specific time frame for center involvement; families are eligible for RAR for as long as their child(ren) are enrolled in the host program.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	RAR Implementer	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	No diploma or degree
*Required Certifications and/or Training	All implementers must attend two trainings conducted by the coordinator. Training must include a kickoff orientation and implementer skill building training outlined in affiliate agreement. Implementers must receive onsite coaching at least once per year as part of a coordinator visit. Appropriate personnel should also be trained in any screenings or assessments used by the program.		
Program Role	RAR Coordinator	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Program Manager	**Minimum Education Level**	No diploma or degree
*Required Certifications and/or Training	RAR- coordinators must attend an RAR National Coordinator Training. The RAR parent survey, site rubric and/or other tools can be used to assess implementation of the RAR program.		

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Assessment 1: Parent Survey (Pre-assessment)	
Pre-assessment Criteria	RAR Parent Surveys (baseline and follow-up or retrospective surveys) are to be administered to determine behavior change in parents and children from the list of appropriate assessment; DIBELS, PPVT, Creative Curriculum, and PALS.
Note: Pre-assessment should be completed with all parents at a baseline during the time of enrollment	
*Assessment 2: Parent Survey (Post-assessment)	
Post-assessment Criteria	RAR Parent Surveys (baseline and follow-up or retrospective surveys) are to be administered to determine behavior change in parents and children from the list of appropriate assessment; DIBELS, PPVT, Creative Curriculum, and PALS.
Note: Post-assessment should be completed with all parents at the end of the program or when the family leaves the program.	

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Parent educators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.

*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to services as necessary, and follow up as feasible to ensure that appropriate connections have been established.
Other Criteria 3	Each local partnership must secure and maintain affiliate status throughout the duration program. Services are to be delivered following program guidelines and include parent literacy components.
Other Criteria 4	he RAR Online Affiliate Network is available to Affiliates via a password-protected area of Raising A Reader's web site. This network enables Affiliates to share best practices, access Raising A Reader tools and templates, view newsletters and sustainability archives, and see the most up-to-date RAR calendar.
Other Criteria 5	Programs are also encouraged, but are not required, to use the Adult-Child Interactive Reading Inventory (ACIRI) as a means of assessing both parent and child changes in literacy behaviors.
Other Criteria 6	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.

Program Name	Home Instruction for Parents of Preschool Youngsters (HIPPY)	Code	225
Program Area	Parenting		

Program Description

HIPPY (Home Instruction for Parents of Preschool Youngsters) is a home visiting program that supports parents in their role as a child's first teacher. Every week for 30 weeks, a trained AmeriCorps parent educator will visit families of young child in their homes. Visits are guided by curriculum designed to equip parents with the skills and tool necessary to succeed in their role as their child's first teacher.

While the program is designed for 4-year-old children, it is also beneficial for low-income families, parents and caregivers with limited education, families with a history of child abuse and/or involvement with the child welfare system, and families experiencing language barriers.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?	
Age	
Age Criteria	Children that are 4 years of age.
Risk Factors	
*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?	
Visits (Home or Site):	
*Visit Criteria 1: Duration	Visits should last a minimum of 45 – 60 minutes.
*Visit Criteria 2: Frequency	30 weekly visits.
Visit Criteria 3: Location	Home visitors meet with parents in person, preferably in their home. At a family's discretion, supervisor and Program Coordinator approval occasional virtual visits will also be considered acceptable and count as a home visit.
Group Connections	
*Group Connection Criteria 1: Duration	Group connections should last 2 hours.
*Group Connection Criteria 2: Frequency	6 sessions during the program year.
Note: Sessions should begin within 6 – 8 weeks after home visits have started.	
Group Connection Criteria 3: Group Size	N/A
Group Connection Criteria 4: Requirements	• Each family completes a Group Meeting Enrichment Survey prior to the first group meeting.

	• Group meetings offer educational enrichment, information and activities that meet the needs of the parents.
	• Group meetings must have required documentation provided by HIPPY: Group Meeting Attendance Form and Group Meeting Evaluation.
	• Enrichment activities are provided for children during group meetings.

Reach Criteria: What are this program's goals for client reach	
***Reach Criteria: Projected to Serve**	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	75% of families must be retained for a minimum of 26 weeks or more of program participation.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	AmeriCorps/ HIPPY Parent Educator	**Maximum Number of Cases**	8 - 10
KITS Related Job Title or Role	AmeriCorp Member	**Minimum Education Level**	High School diploma or GED
***Required Certifications and/or Training**	• Each HIPPY parent educator must attend preservice training. • HIPPY parent educators receive weekly role play training based on the weekly lesson. • HIPPY parent educators must be HIPPY parents, former HIPPY parents, or are knowledgeable of the language and culture of the community served. • HIPPY parent educators must be able to read, write and speak well in the language of the curriculum they will use with assigned parents. • A professional development plan based on performance evaluations and career goals must be established for each HIPPY parent educator. • Each parent educator shall complete training in ASQ-3 and ASQ:SE-2. • All training (for both program and individual staff members) must be documented on-site.		

Note: Only AmeriCorps members (HIPPY parent educators) trained in the HIPPY curriculum can deliver home visits. No other services can be offered using AmeriCorps dollars.

Program Role	HIPPY Site Supervisor	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Site Supervisor	**Minimum Education Level**	High School diploma or GED
***Required Certifications and/or Training**	• All supervisors in SC, including AmeriCorps members, must have five years of related supervised work experience with young children and/or parents and a four-year degree in early childhood education or closely related field. • The Local Partnership must attend HIPPY preservice training through HIPPY National. • Each supervisor shall complete training in ASQ-3 and ASQ:SE-2. • All training (for both program and individual staff members) must be documented on-site.		

Screening and Assessment Criteria:	How are program participants screened and/or assessed?
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

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

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with

	the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

*Assessment 1: Teaching Strategies GOLD®	
Teaching Strategies GOLD® Criteria	All SCFS, 4K children will be assessed by their 4K teacher by the Fall, Winter and Spring checkpoints.

*Assessment 2: Retrospective Pre-assessment	
Pre-assessment Criteria	All HIPPY parent educators shall complete, at minimum, the HIPPY Survey of Parenting Involvement at the first visit.

*Assessment 3: Post-Assessment	
Post-Assessment Criteria	Post-assessment using the HIPPY Survey of Parenting Involvement is completed at the 26th week visit (or sooner if a family leaves the program prior to week 26).

Success Criteria: How is success in this program defined for participants?	
Success Criteria	80% of HIPPY families will demonstrate improvement by pre and post surveys Measurement Tool(s): National HIPPY Network pre/post parent inventory. - Definition School Readiness: Responding agree/strongly agree to both questions: - I read to my child more NOW than BEFORE participating in HIPPY. - I talk with my child more NOW than BEFORE participating in HIPPY.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Parent educators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Note: Local Partnerships or HIPPY Parent Educators shall utilize the Survey of Parenting Involvement assessment to refer/link families to additional interventions as necessary and beneficial – either simultaneously or as part of a planned, multi- year service continuum.	
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	HIPPY Parent Educators will monitor records at least twice a month to ensure parents are working with their children five days per week and that the average number of minutes worked per day is reasonable for the age of the child.

	If the number of minutes is consistently much less or greater than the average 15-20 minutes per day, determine the cause and if a referral, or other intervention, is needed. When monitoring records, a reviewer must target a minimum of 10% of enrolled families' weekly packets randomly selected files. When completing the review: Pull Pages from 10% randomly selected files, AND/OR A note indicates the reason for each missing page.
Other Criteria 3	Home visitor successfully instructs assigned parents (not children) in the effective utilization of the curriculum by completely role playing each activity packet each week using the 5R format: rapport, review, role play, referrals, and reminders.
Other Criteria 4	Supervisors hold a weekly staff meeting with program staff to provide reflective supervision and weekly individualized reflective supervision meetings to review client recruitment and retention, guideline compliance, and programmatic data reviews.

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

Program Description

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☐Children ☐Adults ☒Providers	☐Yes ☒No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Birth to kindergarten entry.

Risk Factors

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

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1: Duration	Visits should last a minimum of 45 minutes.
*Visit Criteria 2: Frequency 1	All providers shall be offered not less than two visits per month.
Note: An average of 1.8 visits is the minimum threshold and 2.5 or more is considered outstanding intensity.	
*Visit Criteria 2: Frequency 2	All providers should receive a minimum of 24 visits per program year.
Visit Criteria 3: Location	Child care provider home.

Group Connections

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

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

Retention Criteria	75% of family home providers must be retained for nine or more months of program participation.

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

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Parent Educator	**Maximum Number of Cases**	5
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	- All parent educators in SC must have a minimum of a high school diploma or equivalency and two years' previous supervised work experience with young children and/or parents. - All parent educators must document successful completion of/initial certification in PAT's Foundational and Model Implementation Training and the Supporting Care Providers through Visits (SCPV) Curriculum. - Each parent educator shall complete training in ASQ-3 and ERSI FCCERS. - All training (for both program and individual staff members) must be documented on-site.		

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

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	Each provider educator shall ensure the opportunity for child developmental screening using the ASQ-3 is made available to all participating childcare providers and/or consenting parents with 90 days of enrollment and annually thereafter.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider

	ii. either BabyNet (ages 0-3) or the child's zoned school district) for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

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

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

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Goal setting and curriculum delivery should be informed by provider response to the Vision for Growth and General Practice and Activity Information sections of the Care Provider Survey.
Other Criteria 3	Providers should participate in activities with their children and apply child development strategies as outlined in goal setting sessions.
Other Criteria 4	Partnerships and their provider educators shall ensure active collaboration between parenting family support services and the surrounding community. Provider educators will provide information to childcare and FFN providers to facilitate family referrals to service as necessary and follow up as feasible to ensure that appropriate connections have been established.
Other Criteria 5	Provider educators shall include discussion of their SCPV work during their individualized reflective supervision meetings at a minimum of 2 hours per month. No less than 18 hours of individualized reflective supervision during the program year is expected. Part-time Parent Educators shall participate at a minimum of one hour of reflective supervision per month.
Other Criteria 6	The program coordinator evaluates each home visitor's performance at least three (3) times a year, based on home visits, group and staff meeting observations.

Other Criteria 7	The program coordinator establishes a weekly schedule to train staff in the curriculum to include child development concepts and terminology utilizing the Coordinator Guide.
Other Criteria 8	A minimum of 50% of the incentive funding received by the Partnership must be used to directly benefit the participating child care providers and parents. The remaining funds are available to the Partnership to help with the cost of delivering services. The program coordinator evaluates each home visitor's performance at least three (3) times a year, based on home visits, group and staff meeting observations.
Other Criteria 9	SCPV grant funds are intended to purchase program and curriculum materials or other program related items such as books, educational toys, art supplies, rugs, chairs, etc. Capital expenses are not permitted. For playground equipment such as swing sets, it cannot be anything that requires installation or fixed attachment to the ground or a structure. However, outdoor items like balls, hula hoops, games, etc. are acceptable. Materials purchased must be aligned with provider needs as indicated during visits or by the Pre or Post Care Provider Survey, environmental assessment (FCCERS) and/or other approved assessment.

Program Name	LENA Home (**L**anguage **EN**vironment **A**nalysis)	Code	224
Program Area	Parenting		

Program Description

Language Environment Analysis (LENA) Home is a parenting intervention that combines 13 interactive parenting sessions with an innovative LENA "talk pedometer" technology. The program is designed for families with young children showing low levels of vocabulary and communication. The LENA Home program provides an outline curriculum to be implemented for the home visits. LENA Home technology has been proven to be a success by researchers, clinicians, interventionist worldwide. LENA Home was designed as a supplement for other parenting home visitation programs curriculum, but it can be implemented as a stand-alone strategy.

Local Partnerships that are currently operating LENA Home may continue implementing, however LENA Home is prohibited to any new Local Partnerships.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level   ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	2 months to kindergarten entry.

Risk Factors

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

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1: Duration	Visits should last between 15 and 20 minutes.

Note: The topic sequence includes four core sessions and up to nine language enrichment sessions. Sessions cover foundational topics like dialogic reading and songs and rhymes, as well as how to use LENA technology.

*Visit Criteria 2: Frequency	12 weekly visits.

Note: It is recommended that each participating family complete at least six LENA Days and at least nine LENA Home coaching sessions, either weekly or every other week. 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 recordings 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

Visit Criteria 3: Location	LENA Home Coaching sessions can be delivered in home or in person during home visits as well as virtually or in a hybrid setting.

Note: Visits can be conducted via telephone, on an as needed basis, with parents understanding that they will return to in-home or in-person visits after the need is resolved.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	75% of families must be retained for at least 10 weeks of program participation.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	LENA Home Parent Educator	Maximum Number of Cases	6 - 12
KITS Related Job Title or Role	Service Provider	Minimum Education Level	Associates or two-year degree
*Required Certifications and/or 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.

All service providers must complete training in ASQ-3 and ASQ:SE-2. | | |

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to:
i. child's pediatric care provider
ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.

	▪ was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened. ▪ is receiving BabyNet, or other specialized intervention services based on a previously diagnoses. Screenings must resume when all intervention services have ended.

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

*Assessment 1: LENA Snapshot	
LENA Snapshot Criteria	Each client shall be assessed using the LENA Snapshot as outlined in the LENA Home manual. 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.

*Assessment 2: Home Language Environment	
Home Language Environment Criteria	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 include standardized scores for the number of adult words spoken near the children daily (AWC), the number of conversational turns (CTs) engaged in with the children daily, and time spent reading daily.

Success Criteria: How is success in this program defined for participants?	
Success Criteria 1	Measured via LENA Developmental Snapshot: • Greater increase in conversational turns as family income increases • Greater increase in conversational turns among children from English-speaking homes compared to their peers from non-English speaking homes • Significant increase in child vocalizations from the beginning to the end of the school year • Greater child vocalization correlated with greater input from peers and engaging in more conversational turn-taking with adults • Greater conversational turns at 18 months predictive of greater emotional communication at 30 months • Conversational turn counts for children ages 18 to 24 months predicted IQ, expressive and receptive language skills, and verbal comprehension at 9 to 13 years of age
Success Criteria 2	Increase in parent knowledge of high-quality parent-child interactions and language development.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Parent educators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	LENA Home is prohibited to be implemented as a new program to partnerships.

Program Name	LENA Start (**L**anguage **EN**vironment **A**nalysis)	Code	227
Program Area	Parenting		

Program Description

Language Environment Analysis (LENA) Start is a group-based 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, implementation of the LENA program showed significant improvement.

LENA Start was designed to supplement other parenting home visitation programs, but it can be implemented as a stand-along strategy.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☐Children ☒Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Birth to 3 years old.

Note: Specifically, families also facing various barriers such as limited education, poverty, language and/or isolation

Risk Factors

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

Service Criteria: How is this program implemented?

Group Connections

***Group Connection Criteria 1: Duration**	Group connections should last 1 hour.
***Group Connection Criteria 2: Frequency**	10 weekly sessions.

Note: Group sessions are to be conducted weekly and/or with no more than 2 weeks between visits. In addition, to ensure that parents receive the appropriate dosage sessions should be held no more than 14 days apart for ~5 months.

Group Connection Criteria 3: Group Size	15 – 20 families.
Group Connection Criteria 4: Requirement	Feedback and support for parents during implementation must include (a) LENA-based feedback reports (based on 5 recordings beginning with week 3), (b) educational materials on how parents can improve their child's language environment, and (c) coaching by a trained staff member.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	75% of families must be retained for 10 sessions of program participation.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	LENA Start Session Coordinator	Maximum Number of Cases	15 - 20
KITS Related Job Title or Role	Service Provider	Minimum Education Level	No diploma or degree
*Required Certifications and/or Training	- LENA Start requires online training (in the form of a webinar) regarding the LENA Start program and how to use LENA devices. Because the LENA Start training is relatively brief and the curriculum is in the form of a brief outline, it is strongly recommended that staff implementing LENA Start also have at least two years of experience in home visitation and/or group meeting delivery. - Each coordinator shall complete training in ASQ-3 and ASQ:SE-2. - All training (for both program and individual staff members) must be documented on-site.		

Program Role	LENA Start Program Coordinator	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Program Manager	Minimum Education Level	Bachelors or four-year degree
*Required Certifications and/or Training	- All supervisors in SC must have five years of related supervised work experience with young children and/or parents and a four-year degree in early childhood education or closely related field. - LENA recommends a Program Director. LENA provides all training virtually. Training is a combination of asynchronous and synchronous sessions for a total of 5 hours. Each partner will be assigned a LENA Implementation Specialist who delivers training and supports program implementation. Ongoing guidance and support are provided to both Program Directors and Session Coordinators. - Each program manager shall complete training in ASQ-3 and ASQ:SE-2. - All training (for both program and individual staff members) must be documented on-site.		

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, and 36 months of age.

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

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

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, and 36 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district) for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

*Assessment 1: LENA Snapshot	
LENA Snapshot Criteria	Each client shall be assessed using the LENA Snapshot as outlined in the LENA Home manual. 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.

*Assessment 2: Home Language Environment	
Home Language Environment Criteria	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 include standardized scores for the number of adult words spoken near the children daily (AWC), the number of conversational turns (CTs) engaged in with the children daily, and time spent reading daily.

Success Criteria: How is success in this program defined for participants?	
Success Criteria 1	Greater gains in LENA Developmental Snapshot percentile ranks, adult word count, and conversational turns. Average graduation rate of 71% based on attending a minimum of 7 sessions (core sessions 1-4 and 3 remaining sessions) and submitting 6 valid LENA Day recordings.
Success Criteria 2	Greater increases in SPEAK scores.
Success Criteria 3	Increase in parent knowledge (of high-quality parent-child interactions and language development).

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Group coordinators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Materials purchased through LENA include the Start Coordinator Guides, Parent Resource Bag (which includes the parent workbook), child vests, LENA devices, device dock, Hub Software, and LENA Online subscription. Materials provided by the partner organization outside of their contract with LENA include Windows Laptops (for coordinator use during LENA sessions), 10 age-appropriate books given to each family served (1 per week, with the intention of fostering reading with the child), labels, and storage of LENA devices, child vests, and family materials (such as books).

Program Name	Attachment and Biobehavioral Catch-Up - Infant	Code	231
Program Area	Parenting		

Program Description

The Attachment and Biobehavioral Catch-up (ABC) is a home-visiting parenting program developed by Dr. Mary Dozier to help caregivers nurture and respond sensitively to their infants and toddlers to foster their development and form strong and healthy relationships.

Partnerships funding Attachment and Biobehavioral Catch-up – Infant shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines. Fidelity of implementation in SC includes meeting SCIMHA's requirements as our state hub for the model along with a few SC First Steps specific additions.

The following guideline includes both the ABC-Infant compliance standards and SC First Steps minimum requirements.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☐Actively Supported by Their Families and Communities ☐Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level if implemented in-house. ☒Monthly outputs if implementation is through a vendor.

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

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

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

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

Targeting Criteria: Who does this program target?

Age	
Age Criteria	Parent or caregiver of a child 6 – 24 months of age.

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

Service Criteria: How is this program implemented?

Visits (Home or Site):	
*Visit Criteria 1: Duration	Visits should last at least 60 minutes.
*Visit Criteria 2: Frequency	10 weekly sessions.
Visit Criteria 3: Location 1	While home-based visitation is expected as the primary method of service delivery, visits may be approved for delivery at an alternate location (a childcare center, family resource center, etc.) as either the documented needs of the family or safety of the visitor dictate.
Note: The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of families is maintained.	
Visit Criteria 3: Location 2	At a family's discretion and supervisor approval virtual and telecommunication visits will also be considered acceptable and count as a home visit. The reason must be documented in the Home Visit Record.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	75% of families must be retained for 10 sessions of program participation.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	ABC Parent Coach	**Maximum Number of Cases**	15
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	- Two years of related supervised work experience with young children and/or parents or, two-year degree in early childhood development or closely related field. - Document successful completion of the initial training during ABC – infant certification process from model developers before starting to see family clients. - Complete the official recertification process every 2 years to ensure model fidelity. - Be overseen by at least one certified ABC Supervisor approved by the model developers during their training to become a certified coach. After certification is completed, ABC parent coach shall receive reflective supervision from their regular supervisor and are invited to participate in SCIMHA's ABC community of practice for additional support. - Each parent educator shall complete training in ASQ-3, ASQ:SE-2, and any other screenings and assessments required by the model. - All training (for both program and individual staff members) must be documented on-site.		
Program Role	Supervisor	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Site Supervisor	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	2 years of supervisory experience and/or or supervised working experience in the field is recommended. Site supervisors are		

	encouraged to at least attend the initial training during their staff ABC – infant certification process from model developers to familiarize themselves with the program.
	• Each lead parent educator and/or supervisor shall complete training in ASQ-3, ASQ:SE-2, and any other screenings and assessments required by the model.
	• All training (for both program and individual staff members) must be documented on-site.

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

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

ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

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

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)

ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to:

	i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

Screening 3: Adverse Childhood Experience	
Adverse Childhood Experience Criteria	ABC voluntary tool recommended for caregivers to complete before first session.

Screening 4: Center for Epidemiologic Studies Depression Scale (CES-D)	
CES-D Criteria	ABC voluntary tool recommended for caregivers to complete before first session and after session 10.

*Assessment 1: Infant Crying and semi-structural play assessment	
Infant Crying Criteria	100% of enrolled families will complete this assessment before session 1 and after session 10.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Parent educators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.

Program Name	Incredible Years – Parents and Babies	Code	235
Program Area	Parenting		

Program Description

Incredible Years®(IY) Parents and Babies is an evidence-based parenting program for families with children ages birth - 1 year of age. The program seeks to prevent and treat a child's behavior problems by enhancing their social, emotional, and academic competence.

This 9-12 week session program focuses on teaching parents how to provide nurturing parenting to babies including offering physical, tactile, verbal, and visual stimulation, coping with crying babies, safety proofing one's house, and understanding the developmental needs of babies. Parents will learn about managing issues such as crying babies, feeding, and diapering problems, and leaders will take advantage of the babies' presence in the group to set up practices (for example, baby massage). The curriculum uses Dr. Webster-Stratton's book Incredible Babies as the text for parents. The IY Baby Parenting Program (with accessories) must be used.

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level   ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to 12 months.

Risk Factors

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

Service Criteria: How is this program implemented?

Group Connections

***Group Connection Criteria 1: Duration**	Group connections should last 2 hours.
***Group Connection Criteria 2: Frequency**	9-12 weekly sessions.
Group Connection Criteria 3: Group Size	8-10 families

Note:
- Each group must be operated by two trained group facilitators.
- Group facilitators must adhere to the Incredible Years materials/curriculum when implementing group sessions.

	Curriculum structure and materials outline expectations for planning, delivery, follow-up, and monitoring program activities.

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

Retention Criteria	75% of families must complete a minimum of 9 sessions.
Note: Group leaders must provide make up sessions when a family is unable to attend a session.	

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

Program Role	Group Facilitator	**Maximum Number of Cases**	10
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	Some college credit
*Required Certifications and/or Training	Baby Parent Group Leader Training (ages 0-1) is a 2, full-day training in person or five day 3 hours daily online. This training will prepare group leaders to implement our Baby Parenting Program. Each group facilitator shall complete training in ASQ-3, ASQ:SE-2, and ACIRI. All training (for both program and individual staff members) must be documented on-site.		

Program Role	Lead Group Facilitator	**Maximum Number of Cases**	10
KITS Related Job Title or Role	Site Supervisor	**Minimum Education Level**	Masters
*Required Certifications and/or Training	Baby Parent Group Leader Training (ages 0-1) is a 2, full-day training in person or five day 3 hours daily online. This training will prepare group leaders to implement our Baby Parenting Program. Each group facilitator shall complete training in ASQ-3, ASQ:SE-2, and ACIRI. All training (for both program and individual staff members) must be documented on-site.		

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

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

ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, and 12 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.

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

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

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6 and 12 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district) for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

*Assessment: Healthy Family Parenting Inventory (HFPI)	
HFPI Criteria	All parenting programs shall complete, at minimum, baseline and post assessments of the primary adult identified within each enrolled case using the Healthy Families Parenting Inventory (HFPI). The baseline HFPI

	is encouraged to be completed at the first visit but must be within 45 days of enrollment and every six months thereafter until program exit.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Group facilitators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Note: Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up to ensure that appropriate connections have been established.	
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Group facilitators should have ongoing consultation and coaching as they lead their group, especially before they become certified in the Basic Program. Our recommended consultation schedule is for Group Facilitators to have site calls with an IY trainer or mentor while they are leading groups until the point that they become accredited as group facilitators.
Other Criteria 2	Supervisors will hold a weekly staff meeting to provide reflective supervision and weekly individualized reflective supervision meetings to review client recruitment and retention, guideline compliance, and programmatic data reviews.
Other Criteria 3	Group facilitators collect weekly parent evaluations.
Note: Group leaders must complete session checklists and evaluations after each group session.	
Other Criteria 4	Group facilitators collect a post-group final evaluation.
Other Criteria 5	Local Partnership must administer client satisfaction surveys at least annually.

Program Name	Incredible Years – Toddler Basic	Code	236
Program Area	Parenting		

Program Description

Incredible Years®(IY) Toddler Basic is an evidence-based parenting program for families with children ages 1 – 3 years of age. The program seeks to prevent and treat a child's behavior problems by enhancing their social, emotional, and academic competence. Curriculum outcomes may include but are not limited to improved child social skills, emotional literacy, self-regulation, problem solving, school readiness, improved parenting skills and parent-child-teacher relationships. The IY Toddler Parenting Program (Basic) curriculum must be used.

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level   ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age	
Age Criteria	1 – 3 years old.

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

Service Criteria: How is this program implemented?

Group Connections	
*Group Connection Criteria 1: Duration	Group connections should last 2 – 3 hours.
*Group Connection Criteria 2: Frequency	13-14 weekly sessions.
Group Connection Criteria 3: Group Size	12-14 families

Note:
- Each group must be operated by two trained group facilitators.
- Group facilitators must adhere to the Incredible Years materials/curriculum when implementing group sessions.
- Curriculum structure and materials outline expectations for planning, delivery, follow-up, and monitoring program activities.

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	75% of families must complete a minimum of 13 sessions.
Note: Group leaders must provide make up sessions when a family is unable to attend a session.	

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

Program Role	Group Facilitator	Maximum Number of Cases	14
KITS Related Job Title or Role	Service Provider	Minimum Education Level	High School diploma or GED
*Required Certifications and/or Training	**Basic Parent Group Leader Training** (ages 2-8) is a 3, full-day training in person or five day 3 hours daily online. This training equips group facilitators to lead Toddler and Preschool Basic protocols. This training will prepare group leaders to lead three different basic parenting programs: (1) Toddler Parenting Program (ages 1-3 years) which is 13 weekly sessions; (2) Preschool Parenting Program (ages 3-6 years) which is 18-20 sessions. The training teaches the following content: child-directed play, academic, persistence, social and emotional coaching, praise and encouragement, predictable routines, effective limit setting, nonphysical discipline alternatives, teaching children to problem solve, and supporting children's education. The training will also teach how to use this program as a prevention program in elementary schools and preschools. This program may be used by professionals (such as therapists and parent educators from psychology, social work, education, nursing, pediatrics, and psychiatry) who are working with families of young children diagnosed with Oppositional Defiant Disorder or ADHD or aggressive behavior problems or anxiety and internalizing problems (ages 3-8 years), or with higher risk socioeconomically disadvantaged families, as well as court-ordered families, foster parents, and teenage parents. Each group facilitator shall complete training in ASQ-3, ASQ:SE-2, and ACIRI. All training (for both program and individual staff members) must be documented on-site.		
Program Role	Lead Group Facilitator	Maximum Number of Cases	14
KITS Related Job Title or Role	Site Supervisor	Minimum Education Level	Masters
*Required Certifications and/or Training	**Basic Parent Group Leader Training** (ages 2-8) is a 3, full-day training in person or five day 3 hours daily online. This training equips group facilitators to lead Toddler and Preschool Basic protocols. This training will prepare group leaders to lead three different basic parenting programs: (1) Toddler Parenting Program (ages 1-3 years)		

which is 13 weekly sessions; (2) Preschool Parenting Program (ages 3-6 years) which is 18-20 sessions.

The training teaches the following content: child-directed play, academic, persistence, social and emotional coaching, praise and encouragement, predictable routines, effective limit setting, nonphysical discipline alternatives, teaching children to problem solve, and supporting children's education. The training will also teach how to use this program as a prevention program in elementary schools and preschools.

This program may be used by professionals (such as therapists and parent educators from psychology, social work, education, nursing, pediatrics, and psychiatry) who are working with families of young children diagnosed with Oppositional Defiant Disorder or ADHD or aggressive behavior problems or anxiety and internalizing problems (ages 3-8 years), or with higher risk socioeconomically disadvantaged families, as well as court-ordered families, foster parents, and teenage parents.

Each group facilitator shall complete training in ASQ-3, ASQ:SE-2, and ACIRI.

All training (for both program and individual staff members) must be documented on-site.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 12, 16, 20, 24, 30, and 36 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.
Note: A child is exempt from being screened if the child: ▪ has been removed from the home of the participating parent.	

	▪ was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened. ▪ is receiving BabyNet, or other specialized intervention services based on a previously diagnoses. Screenings must resume when all intervention services have ended.

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 12, 18, 24, 30, and 36 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

*Assessment: Healthy Family Parenting Inventory (HFPI)	
HFPI Criteria	All parenting programs shall complete, at minimum, baseline and post assessments of the primary adult identified within each enrolled case using the Healthy Families Parenting Inventory (HFPI). The baseline HFPI is encouraged to be completed at the first visit but must be within 45 days of enrollment and every six months thereafter until program exit.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Group facilitators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	

*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Group facilitators should have ongoing consultation and coaching as they lead their group, especially before they become certified in the Basic Program. Our recommended consultation schedule is for Group Facilitators to have site calls with an IY trainer or mentor while they are leading groups until the point that they become accredited as group facilitators.
Other Criteria 2	Supervisors will hold a weekly staff meeting to provide reflective supervision and weekly individualized reflective supervision meetings to review client recruitment and retention, guideline compliance, and programmatic data reviews.
Other Criteria 3	Group facilitators collect weekly parent evaluations.
Note: Group leaders must complete session checklists and evaluations after each group session.	
Other Criteria 4	Group facilitators collect a post-group final evaluation.
Other Criteria 5	Local Partnership must administer client satisfaction surveys at least annually.

Program Name	Incredible Years – Preschool Basic	Code	237
Program Area	Parenting		

Program Description

Incredible Years®(IY) Preschool Basic is an evidence-based parenting program for families with children ages 3 - 6 years of age. (Children over 5 years of age cannot be served by SC First Steps.) The program seeks to prevent and treat a child's behavior problems by enhancing their social, emotional, and academic competence. Curriculum outcomes may include but are not limited to: improved child social skills, emotional literacy, self-regulation, problem solving, school readiness, improved parenting skills and parent-child-teacher relationships. The IY Preschool Parenting Program (Basic) curriculum must be used.

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age	
Age Criteria	3 years to kindergarten entry.

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

Service Criteria: How is this program implemented?

Group Connections	
*Group Connection Criteria 1: Duration	Group connections should last 2 - 3 hours.
*Group Connection Criteria 2: Frequency	18 - 20 weekly sessions.
Group Connection Criteria 3: Group Size	12 - 14 families

Note:
- Each group must be operated by two trained group facilitators.
- Group facilitators must adhere to the Incredible Years materials/curriculum when implementing group sessions.
- 3. Curriculum structure and materials outline expectations for planning, delivery, follow-up, and monitoring program activities.

Reach Criteria:	What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.	

Retention Criteria:	What are this program's goals for client retention?	
Retention Criteria	75% of families must complete a minimum of 18 sessions.	
Note: Group leaders must provide make up sessions when a family is unable to attend a session.		

Workforce Criteria:	Who are the service providers implementing this program?		
Program Role	Group Facilitator	**Maximum Number of Cases**	14
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	Some college credit
***Required Certifications and/or Training**	**Basic Parent Group Leader Training** (ages 2-8) is a 3, full-day training in person or five day 3 hours daily online. This training equips group facilitators to lead Toddler and Preschool Basic protocols. This training will prepare group leaders to lead three different basic parenting programs: (1) Toddler Parenting Program (ages 1-3 years) which is 13 weekly sessions; (2) Preschool Parenting Program (ages 3-6 years) which is 18-20 sessions. The training teaches the following content: child-directed play, academic, persistence, social and emotional coaching, praise and encouragement, predictable routines, effective limit setting, nonphysical discipline alternatives, teaching children to problem solve, and supporting children's education. The training will also teach how to use this program as a prevention program in elementary schools and preschools. This program may be used by professionals (such as therapists and parent educators from psychology, social work, education, nursing, pediatrics, and psychiatry) who are working with families of young children diagnosed with Oppositional Defiant Disorder or ADHD or aggressive behavior problems or anxiety and internalizing problems (ages 3-8 years), or with higher risk socioeconomically disadvantaged families, as well as court-ordered families, foster parents, and teenage parents. Each group facilitator shall complete training in ASQ-3, ASQ:SE-2, and ACIRI. All training (for both program and individual staff members) must be documented on-site.		
Program Role	Lead Group Facilitator	**Maximum Number of Cases**	14
KITS Related Job Title or Role	Program Manager	**Minimum Education Level**	Masters
***Required Certifications and/or Training**	**Basic Parent Group Leader Training** (ages 2-8) is a 3, full-day training in person or five day 3 hours daily online. This training equips group facilitators to lead Toddler and Preschool Basic protocols.		

This training will prepare group leaders to lead three different basic parenting programs: (1) Toddler Parenting Program (ages 1-3 years) which is 13 weekly sessions; (2) Preschool Parenting Program (ages 3-6 years) which is 18-20 sessions.

The training teaches the following content: child-directed play, academic, persistence, social and emotional coaching, praise and encouragement, predictable routines, effective limit setting, nonphysical discipline alternatives, teaching children to problem solve, and supporting children's education. The training will also teach how to use this program as a prevention program in elementary schools and preschools.

This program may be used by professionals (such as therapists and parent educators from psychology, social work, education, nursing, pediatrics, and psychiatry) who are working with families of young children diagnosed with Oppositional Defiant Disorder or ADHD or aggressive behavior problems or anxiety and internalizing problems (ages 3-8 years), or with higher risk socioeconomically disadvantaged families, as well as court-ordered families, foster parents, and teenage parents.

Each group facilitator shall complete training in ASQ-3, ASQ:SE-2, and ACIRI.

All training (for both program and individual staff members) must be documented on-site.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.
Note: A child is exempt from being screened if the child:	

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

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 7	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

*Assessment: Healthy Family Parenting Inventory (HFPI)	
HFPI Criteria	All parenting programs shall complete, at minimum, baseline and post assessments of the primary adult identified within each enrolled case using the Healthy Families Parenting Inventory (HFPI). The baseline HFPI is encouraged to be completed at the first visit but must be within 45 days of enrollment and every six months thereafter until program exit.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Group facilitators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?

*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Group facilitators should have ongoing consultation and coaching as they lead their group, especially before they become certified in the Basic Program. Our recommended consultation schedule is for Group Facilitators to have site calls with an IY trainer or mentor while they are leading groups until the point that they become accredited as group facilitators.
Other Criteria 2	Supervisors will hold a weekly staff meeting to provide reflective supervision and weekly individualized reflective supervision meetings to review client recruitment and retention, guideline compliance, and programmatic data reviews.
Other Criteria 3	Group facilitators collect weekly parent evaluations.
Note: Group leaders must complete session checklists and evaluations after each group session.	
Other Criteria 4	Group facilitators collect a post-group final evaluation.
Other Criteria 5	Local Partnership must administer client satisfaction surveys at least annually.

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

Program Description

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

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

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

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☐Children ☒Adults ☐Providers	☒Yes ☐No	☐Yes ☒No	☐Healthy and Safe ☒Actively Supported by Their Families and Communities ☐Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level   ☒Monthly outputs

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

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

If Yes, Monthly Outputs Data Required

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

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

Targeting Criteria: Who does this program target?	
Age	
Age Criteria	Parent or caregiver of a child prenatal to kindergarten entry.
Note: Newly enrolled families should contain an expectant mother and/or a child under 36 months of age. If unique and/or emergency circumstances warrant, Partnerships may enroll families with children aged three-years or older.	
Risk Factors	
*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?	
Primary Care Consultation	
*Visit Criteria 1: Duration	Visits should last a minimum of 15 - 30 minutes.
*Visit Criteria 2: Frequency	Single consultation to target specific issue. Follow-up if needed.
Visit Criteria 3: Location	In person or virtual.
Note: Intake forms (provided with the Triple P manual, as applicable) must be completed with the parent or caregiver (and, as appropriate, with the child, teacher, etc.) prior to the implementation of Triple P.	
Triple P Selected Seminar Series	
*Group Connection Criteria 1: Duration	Visits should last a minimum of 90 minutes.
*Group Connection Criteria 2: Frequency	1 – 3 seminars
Note: Intake forms (provided with the Triple P manual, as applicable) must be completed with the parent or caregiver (and, as appropriate, with the child, teacher, etc.) prior to the implementation of Triple P.	

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Triple P Practitioner	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	Triple P practitioners must have a background in child development or family functioning. They must complete both training and accreditation in the Triple P – Level 2 before delivering services. All training and materials to deliver the program must be obtained through Triple P America.		
Program Role	Supervisor	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Site Supervisor	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	2 years of supervisory experience and/or or supervised working experience in the field is recommended. All staff providing supervision and/or program oversite must have completed both training and accreditation in the Triple P – Level 2**.**		

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

Referral Criteria 1: Referrals	Parent educators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.

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

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

Program Description

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

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

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

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

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

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☐Children ☒Adults ☐Providers	☒Yes ☐No	☐Yes ☒No	☐Healthy and Safe ☒Actively Supported by Their Families and Communities ☐Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level ☒Monthly outputs

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

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

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

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

Targeting Criteria: Who does this program target?

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

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

Service Criteria: How is this program implemented?

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

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

Triple P Discussion Groups	
*Group Connection Criteria 1: Duration	Group connections should last 2 hours.
*Group Connection Criteria 2: Frequency	1 - 4
Group Connection Criteria 3: Group Size	Maximum of 12 participants.

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

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

Program Role	Triple P Practitioner	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	Triple P practitioners must have a background in child development or family functioning. They must complete both training and accreditation in the Triple P – Level 3 before delivering services. All training and materials to deliver the program must be obtained through Triple P America.		
Program Role	Supervisor	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Site Supervisor	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	2 years of supervisory experience and/or or supervised working experience in the field is recommended. All staff providing supervision and/or program oversite must have completed both training and accreditation in the Triple P – Level 3**.**		

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Parent educators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.

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

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

Program Description

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

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

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

Delivered as:

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☐Children ☒Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☐Healthy and Safe ☒Actively Supported by Their Families and Communities ☐Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level   ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

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

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

Service Criteria: How is this program implemented?

Standard Triple P	
*Visit Criteria 1: Duration	Visits should last a minimum of 60 minutes.
*Visit Criteria 2: Frequency	Weekly for 10 sessions.
Visit Criteria 3: Location	In person or virtual.
Note: Intake forms (provided with the Triple P manual, as applicable) must be completed with the parent or caregiver (and, as appropriate, with the child, teacher, etc.) prior to the implementation of Triple P. Sessions can be delivered over more than one visit to allow adequate time to meet all components of the Session Checklists.	
Group Triple P	
*Group Connection Criteria 1: Duration	Group connections should last 2 hours.
*Group Connection Criteria 2: Frequency	Weekly: Five group session in weeks #1, #2, #3, #4, and #8 and three individual consultations in weeks #5, #6, and #7.
Group Connection Criteria 3: Group Size	Maximum of 12.
Note: Intake forms (provided with the Triple P manual, as applicable) must be completed with the parent or caregiver (and, as appropriate, with the child, teacher, etc.) prior to the implementation of Triple P. Sessions can be delivered over more than one visit to allow adequate time to meet all components of the Session Checklists.	

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Triple P Practitioner	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	Triple P practitioners must have a background in child development or family functioning. They must complete both training and accreditation in the Triple P – Level 4 before delivering services. All training and materials to deliver the program must be obtained through Triple P America. Staff must also complete training in ASQ-3, ASQ:SE-2 and any other Triple P required assessments.		
Program Role	Supervisor	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Program Manager	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	Triple P practitioners must have a background in child development or family functioning. They must complete both training and accreditation in the Triple P – Level 4 before delivering services. All training and materials to deliver the program must be obtained through Triple P America.		

	Staff must also complete training in ASQ-3, ASQ:SE-2 and any other Triple P required assessments.

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

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

ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

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

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)

ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening

	questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

*Assessment 1: Strengths and Difficulties Questionnaire and Impact Supplement (SDQ-IS)	
SDQ-IS Criteria	All participants shall complete, at minimum, baseline and post assessment of the Strengths and Difficulties Questionnaire and Impact Supplement (2 to 4 Years; SDQ-IS). The initial SDQ-IS should be completed within 45 days of enrollment if the child is at least 2 years of age. If the child is less than 2 years old at enrollment, the initial SDQ-IS should be done immediately after (not before) the child's 2-year birthday.

*Assessment 2: Parenting Scale	
Parenting Scale Criteria	All participants shall complete, at minimum, a baseline and post assessments of the Parenting Scale (available through Triple P Provider Network website). The baseline assessment is to be completed within 45 days of enrollment in the program. Scoring software (ASRA) is also available through the Triple P Provider Network website.

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

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Parent educators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Obtain Triple P accreditation in the appropriate level; the training and accreditation takes 6 to 8 weeks to be completed.

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

Program Description

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

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

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

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

Targeting Criteria: Who does this program target?

Age	
Age Criteria	Prenatal to kindergarten entry.

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

Service Criteria: How is this program implemented?

Visits (Home or Site):	
*Visit Criteria 1: Duration	Visits should last 90 minutes.
*Visit Criteria 2: Frequency	28 sessions.
Visit Criteria 3: Location	In the home.

Group Connections	
*Group Connection Criteria 1: Duration	Group connections should last 2 1/2 hours.
*Group Connection Criteria 2: Frequency	14 sessions.
Group Connection Criteria 3: Group Size	N/A

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

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Home Visitor	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Service Provider	Minimum Education Level	High School diploma or GED
*Required Certifications and/or Training	- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - If an AmeriCorps member is recruited, a high school diploma is required along with successful completion of the certification in the Nurturing Parenting Program training by national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the ASQ-3 and ASQ:SE-2 developmental Screenings. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP).		
Program Role	Group Facilitator	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Service Provider	Minimum Education Level	High School diploma or GED
*Required Certifications and/or Training	- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - If an AmeriCorps member is recruited, a high school diploma is required along with successful completion of the certification in		

	the Nurturing Parenting Program training by national certified trainer with a training emphasis on birth to 5 population. • All program staff will be trained in the ASQ-3 and ASQ:SE-2 developmental Screenings. • All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP). • All group facilitators will be trained in the adult and children's curriculum.		

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

Program Role	Program Coordinator	**Maximum Number of Cases**	16
KITS Related Job Title or Role	Program Manager	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	• All supervisors in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. • All program staff will be trained in the ASQ-3 and ASQ:SE-2 developmental Screenings. • All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP). • All group facilitators will be trained in the adult and children's curriculum.		

Screening and Assessment Criteria:	How are program participants screened and/or assessed?
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider

	ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

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

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

Assessment 1: Adult-Adolescent Parenting Inventory (AAPI)	
AAPI Criteria 1	Parents will complete the Adult-Adolescent Parenting Inventory (AAPI) to assess the child rearing attitudes of the parents, with a pretest at intake, and a posttest annually or prior to exiting the program. AAPI assessment will be utilized with all families.
AAPI Criteria 2	The service provider must enter Post AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your

	agencies private NPP Assessing Parenting.com account. Parents and facilitator meet to review the results of the assessments.

Assessment 2: Nurturing Skills Competency Scale (NSCS)	
NSCS Criteria	Parents will complete the Nurturing Skills Competency Scale (NSCS) to assess their knowledge of parenting skills, and to collect demographic information. This assessment will be completed as a pretest at intake before starting program services, and a posttest annually or prior to exiting the program. The Long Version of the NSCS assessment will be utilized with all families.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals 1	Program staff shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Referral Criteria 1: Referrals 2	Facilitators will use the results of the NSCS to refer/connect families to additional interventions as necessary and beneficial—either simultaneously or as part of a planned, multi- year service continuum.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	The Family Nurturing Journal (FNJ) is a document the PARENTS USE to monitor their progress in learning the program competencies. Parents know the lesson competencies they are responsible for learning as well as the home practice assignment they are to complete between classes. To monitor their progress, parents keep a weekly journal of the changes going on in them, their children, and their family.
Other Criteria 3	All program staff shall develop and complete for each family, a well-documented Family Goal Plan by session 4 of the group-based, the individualized services weekly session, and/or the home visitation sessions and subsequently update these plans with each family two sessions before they exit the program.
Other Criteria 4	Supervisors will hold a weekly staff meeting with program staff to provide reflective supervision and individualized reflective supervision meetings to review client recruitment and retention, standards compliance, and programmatic data reviews. All supervisors will develop staff meeting agendas and meeting minutes to be kept in the partnership's programmatic files.
Other Criteria 5	Supervisors shall attend/observe home visits with each program staff member at least twice each program year and observe parenting groups bi-monthly. Results will be used to improve model fidelity, staff meeting agenda items, and reflective supervision.
Other Criteria 6	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected to improve model fidelity.

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

Program Description

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

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?	
Age	
Age Criteria	Prenatal to kindergarten entry.
Risk Factors	
***Risk Factor Criteria 1**	100% of families must have at least one First Steps risk factor at the time of enrollment.
***Risk Factor Criteria 2**	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?	
Visits (Home or Site):	
***Visit Criteria 1: Duration**	Visits should last 60 - 90 minutes.
***Visit Criteria 2: Frequency**	7 sessions.
Visit Criteria 3: Location	In the home.

Note: The Individual Home/Parent Sessions occur (Children must be present for individual parent sessions):
- prior to group session 1 to conduct the pre-test assessments
- prior to group session 2 to review the pre-test assessment results
- between group sessions 14 and 15 to complete post-test assessments and,

- between group sessions 15 and 16 to review post-test results
- The remaining three individual home/parent sessions are scheduled throughout the program based on parents needs in learning the competencies presented in the program.

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

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

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Group Facilitator - Adult	**Maximum Number of Cases**	14
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
***Required Certifications and/or Training**	- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - If an AmeriCorps member is recruited, a high school diploma is required along with successful completion of the certification in the Nurturing Parenting Program training by national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the ASQ-3 and ASQ:SE-2 developmental Screenings. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), the Family Nurturing Journal (FNJ), and the Family Nurturing Plan (FNP). - All group facilitators will be trained in the adult and children's curriculum.		
Program Role	Group Facilitator - Child	**Maximum Number of Cases**	14

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

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

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

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to:

	i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

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

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)

ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

Assessment 1: Adult-Adolescent Parenting Inventory (AAPI)

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

	account. Parents and facilitators meet to review the results of the assessments.
AAPI Criteria 2	Parents will complete the post-test between group sessions 14 and 15 or prior to exiting the program. AAPI assessment will be utilized with all families. The service provider must enter Post AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your agency's private NPP Assessing Parenting.com account. Parents and facilitator meet to review the results of the assessments.

Assessment 2: Nurturing Skills Competency Scale (NSCS)	
NSCS Criteria	Parents will complete the Nurturing Skills Competency Scale (NSCS) to assess their knowledge of parenting skills, and to collect demographic information. This assessment will be completed as a pretest at intake before starting program services, and a posttest annually or prior to exiting the program. The Long Version of the NSCS assessment will be utilized with all families.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals 1	Program staff shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Referral Criteria 1: Referrals 2	Facilitators will use the results of the NSCS to refer/connect families to additional interventions as necessary and beneficial–either simultaneously or as part of a planned, multi- year service continuum.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	The Family Nurturing Journal (FNJ) is a document the PARENTS USE to monitor their progress in learning the program competencies. Parents know the lesson competencies they are responsible for learning as well as the home practice assignment they are to complete between classes. To monitor their progress, parents keep a weekly journal of the changes going on in them, their children, and their family.
Other Criteria 3	All program staff shall develop and complete for each family, a well-documented Family Goal Plan by session 4 of the group-based, the individualized services weekly session, and/or the home visitation sessions and subsequently update these plans with each family two sessions before they exit the program.
Other Criteria 4	Supervisors will hold a weekly staff meeting with program staff to provide reflective supervision and individualized reflective supervision meetings to review client recruitment and retention, standards compliance, and programmatic data reviews. All supervisors will develop staff meeting agendas and meeting minutes to be kept in the partnership's programmatic files.
Other Criteria 5	Supervisors shall attend/observe home visits with each program staff member at least twice each program year and observe parenting groups bi-monthly. Results will be used to improve model fidelity, staff meeting agenda items, and reflective supervision.
Other Criteria 6	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected to improve model fidelity.

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

Program Description

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

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

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

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

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

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

Targeting Criteria: Who does this program target?	
Age	
Age Criteria	Prenatal to kindergarten entry.
Risk Factors	
*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?	
Visits (Home or Site):	
*Visit Criteria 1: Duration	Visits should 90 minutes.
*Visit Criteria 2: Frequency	55 weekly visits.
Visit Criteria 3: Location	In the home.

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

Group Connections	
*Group Connection Criteria 1: Duration	Group connections should last 2 1/2 hours.
*Group Connection Criteria 2: Frequency	27 weekly sessions.
Group Connection Criteria 3: Group Size	Maximum of 15.

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

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
*Retention Criteria	75% of families must be retained for model delivery program duration.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Home Visitor	Maximum Number of Cases	15
KITS Related Job Title or Role	Service Provider	Minimum Education Level	High School diploma or GED
*Required Certifications and/or Training	- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - If an AmeriCorps member is recruited, a high school diploma is required along with successful completion of the certification in the Nurturing Parenting Program training by national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the ASQ-3 and ASQ:SE-2 developmental Screenings. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), the Family Nurturing Journal (FNJ), and the Family Nurturing Plan (FNP).		

Program Role	Group Facilitator - Adult	Maximum Number of Cases	15
KITS Related Job Title or Role	Service Provider	Minimum Education Level	High School diploma or GED
*Required Certifications and/or Training	- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the ASQ-3 and ASQ:SE-2 developmental Screenings. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP). - All group facilitators will be trained in the adult and children's curriculum.		

Program Role	Group Facilitator - Child	Maximum Number of Cases	15
KITS Related Job Title or Role	Service Provider	Minimum Education Level	High School diploma or GED
*Required Certifications and/or Training	- All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. - All program staff will be trained in the ASQ-3 and ASQ:SE-2 developmental Screenings. - All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP). - All group facilitators will be trained in the adult and children's curriculum.		

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

Program Role	Program Coordinator	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Site Supervisor	Minimum Education Level	High School diploma or GED
*Required Certifications and/or Training	All supervisors in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting		

	Program training by certified national certified trainer with a training emphasis on birth to 5 population.
	• All program staff will be trained in the ASQ-3 and ASQ:SE-2 developmental Screenings.
	• All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP).

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

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

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.

ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

Assessment 1: Adult-Adolescent Parenting Inventory (AAPI)	
AAPI Criteria 1	Parents will complete the Adult-Adolescent Parenting Inventory (AAPI) to assess the child rearing attitudes of the parents, with a pretest at intake during the first home visit. AAPI assessment will be utilized with all families. The service provider must enter Pre AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your agency's private NPP Assessing Parenting.com account. Parents and facilitators meet to review the results of the assessments.
AAPI Criteria 2	Parents will complete the post-test between group sessions 14 and 15 or prior to exiting the program. AAPI assessment will be utilized with all families. The service provider must enter Post AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your agency's private NPP Assessing Parenting.com account. Parents and facilitator meet to review the results of the assessments.

Assessment 2: Nurturing Skills Competency Scale (NSCS)	
NSCS Criteria	Parents will complete the Nurturing Skills Competency Scale (NSCS) to assess their knowledge of parenting skills, and to collect demographic information. This assessment will be completed as a pretest at intake before starting program services, and a posttest annually or prior to exiting the program. The Long Version of the NSCS assessment will be utilized with all families.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals 1	Program staff shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Referral Criteria 1: Referrals 2	Facilitators will use the results of the NSCS to refer/connect families to additional interventions as necessary and beneficial–either simultaneously or as part of a planned, multi- year service continuum.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?

*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	The Family Nurturing Journal (FNJ) is a document the PARENTS USE to monitor their progress in learning the program competencies. Parents know the lesson competencies they are responsible for learning as well as the home practice assignment they are to complete between classes. To monitor their progress, parents keep a weekly journal of the changes going on in them, their children, and their family.
Other Criteria 3	All program staff shall develop and complete for each family, a well-documented Family Goal Plan by session 4 of the group-based, the individualized services weekly session, and/or the home visitation sessions and subsequently update these plans with each family two sessions before they exit the program.
Other Criteria 4	Supervisors will hold a weekly staff meeting with program staff to provide reflective supervision and individualized reflective supervision meetings to review client recruitment and retention, standards compliance, and programmatic data reviews. All supervisors will develop staff meeting agendas and meeting minutes to be kept in the partnership's programmatic files.
Other Criteria 5	Supervisors shall attend/observe home visits with each program staff member at least twice each program year and observe parenting groups bi-monthly. Results will be used to improve model fidelity, staff meeting agenda items, and reflective supervision.
Other Criteria 6	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected to improve model fidelity.

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

Program Description

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

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

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential
Data Collection Requirements			

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

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

Targeting Criteria: Who does this program target?	
Age	
Age Criteria	Prenatal to kindergarten entry.
Risk Factors	
*Risk Factor Criteria 1	100% of families must have at least one First Steps risk factor at the time of enrollment.
*Risk Factor Criteria 2	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?	
Group Connections	
*Group Connection Criteria 1: Duration	Group connections should last 2 1/2 hours.
*Group Connection Criteria 2: Frequency	13 weekly sessions.
Group Connection Criteria 3: Group Size	Maximum of 16.

Note: Curriculum includes:
- Children's Sessions - Children's sessions are built around developmental activities that foster positive parent-child interactions and other approaches to learning as specified by NPP curriculum.
- Parenting sessions – Parenting sessions provide detailed training in child growth, healthy development, and positive interactions with children.

• Family sessions – Family sessions incorporate experiential exercises that allow parents and children to practice what they learned in either their parenting or children's sessions.	

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
*Retention Criteria	75% of families must be retained for 13 weeks.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Group Facilitator - Adult	**Maximum Number of Cases**	16
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	• All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Fathers Program training by certified national certified trainer with a training emphasis on birth to 5 population. • All program staff will be trained in the ASQ-3 and ASQ:SE-2 developmental Screenings. • All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP). • All group facilitators will be trained in the adult and children's curriculum.		
Program Role	Group Facilitator - Child	**Maximum Number of Cases**	15
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	• All program staff in SC must possess at least a high school diploma with two years of related work experience or two-year degree in early childhood education or a closely related field and document successful completion of Nurturing Parenting Program training by certified national certified trainer with a training emphasis on birth to 5 population. • If an AmeriCorps member is recruited, a high school diploma is required along with successful completion of the certification in the Nurturing Father's Facilitator's training by national certified trainer with a training emphasis on birth to 5 population. • All program staff will be trained in the ASQ-3 and ASQ:SE-2 developmental Screenings.		

	• All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Skills Competency Scale (NSCS), and the Family Nurturing Plan (FNP). • All group facilitators will be trained in the adult and children's curriculum.		

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

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

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.
Note: A child is exempt from being screened if the child: ▪ has been removed from the home of the participating parent.	

	▪ was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.
	▪ is receiving BabyNet, or other specialized intervention services based on a previously diagnoses. Screenings must resume when all intervention services have ended.

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

Assessment 1: Adult-Adolescent Parenting Inventory (AAPI)	
AAPI Criteria 1	Parents will complete the Adult-Adolescent Parenting Inventory (AAPI) to assess the child rearing attitudes of the parents, with a pretest at intake during the first home visit. AAPI assessment will be utilized with all families. The service provider must enter Pre AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your agency's private NPP Assessing Parenting.com account. Parents and facilitators meet to review the results of the assessments.
AAPI Criteria 2	Parents will complete the post-test between group sessions 14 and 15 or prior to exiting the program. AAPI assessment will be utilized with all families. The service provider must enter Post AAPI scores for each adult in each family from the Adult-Adolescent Parenting Inventory (AAPI) into your agency's private NPP Assessing Parenting.com account. Parents and facilitator meet to review the results of the assessments.

Assessment 2: Nurturing Skills Competency Scale (NSCS)	
NSCS Criteria	Parents will complete the Nurturing Skills Competency Scale (NSCS) to assess their knowledge of parenting skills, and to collect demographic information. This assessment will be completed as a pretest at intake before starting program services, and a posttest annually or prior to exiting the program. The Long Version of the NSCS assessment will be utilized with all families.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals 1	Program staff shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
Referral Criteria 1: Referrals 2	Facilitators will use the results of the NSCS to refer/connect families to additional interventions as necessary and beneficial–either simultaneously or as part of a planned, multi- year service continuum.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	- Two (2) comprehensive Facilitator's Manuals with step-by-step instructions for achieving specific learning objectives during each 2½ hour weekly group meeting. - Twenty (20) companion Father's Journals, an interactive workbook completed by each group member to enhance their knowledge and growth. - A set of charts/posters to be used as teaching aids. An audio tape with prerecorded guided visualization activities. - Evaluation forms and certificates of achievement.
Other Criteria 3	The Family Nurturing Journal (FNJ) is a document the PARENTS USE to monitor their progress in learning the program competencies. Parents know the lesson competencies they are responsible for learning as well as the home practice assignment they are to complete between classes. To monitor their progress, parents keep a weekly journal of the changes going on in them, their children, and their family.
Other Criteria 4	All program staff shall develop and complete for each family, a well-documented Family Goal Plan by session 4 of the group-based, the individualized services weekly session, and/or the home visitation sessions and subsequently update these plans with each family two sessions before they exit the program.
Other Criteria 5	Supervisors will hold a weekly staff meeting with program staff to provide reflective supervision and individualized reflective supervision meetings to review client recruitment and retention, standards compliance, and programmatic data reviews. All supervisors will develop staff meeting agendas and meeting minutes to be kept in the partnership's programmatic files.
Other Criteria 6	Supervisors shall attend/observe home visits with each program staff member at least twice each program year and observe parenting groups bi-monthly. Results will be used to improve model fidelity, staff meeting agenda items, and reflective supervision.
Other Criteria 7	First Steps programs shall administer client satisfaction surveys at least annually, and use data collected to improve model fidelity.

Program Name	Strengthening Families Infant and Toddler	Code	246
Program Area	Parenting		

Program Description

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

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

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to 3 years.

Risk Factors

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

Service Criteria: How is this program implemented?

Group Connections

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

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

Reach Criteria: What are this program's goals for client reach	
***Reach Criteria: Projected to Serve**	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	75% of families must be retained for a minimum of 14 weeks.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Program Coordinator	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Site Supervisor	**Minimum Education Level**	High School diploma or GED
***Required Certifications and/or Training**	Each Strengthening Families program coordinator shall attend a two-to-three-day training covering the following topics: • background of Strengthening Families as evidence-based strategy recruitment and retention of families • overview of the curriculum • facilitation groups (practical requirements and strategies for delivering group) • ethical situations • specific instruction and practical experience implementing Strengthening Families. In addition, each program coordinator shall be trained to lead both parenting and children's sessions. 2 years of supervisory experience and/or or supervised working experience in the field is recommended. All staff providing supervision and/or program oversite must have completed the SFP training. Staff must also complete training in ASQ-3 and ASQ:SE-2.		
Program Role	Group Leader - Adult	**Maximum Number of Cases**	14
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
***Required Certifications and/or Training**	Each Strengthening Families program coordinator shall attend a two-to-three-day training covering the following topics: • background of Strengthening Families as evidence-based strategy recruitment and retention of families • overview of the curriculum • facilitation groups (practical requirements and strategies for delivering group) • ethical situations • specific instruction and practical experience implementing Strengthening Families. In addition, each program coordinator shall be trained to lead both parenting and children's sessions. Staff must also complete training in ASQ-3 and ASQ:SE-2.		

Program Role	Group Leader - Children	**Maximum Number of Cases**	14
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
***Required Certifications and/or Training**	Each Strengthening Families program coordinator shall attend a two-to-three-day training covering the following topics: • background of Strengthening Families as evidence-based strategy recruitment and retention of families • overview of the curriculum • facilitation groups (practical requirements and strategies for delivering group) • ethical situations • specific instruction and practical experience implementing Strengthening Families. In addition, each program coordinator shall be trained to lead both parenting and children's sessions. Staff must also complete training in ASQ-3 and ASQ:SE-2.		

Note: Program must have at least four effective group leaders, two to run the children's groups and two for the parent's groups, and a program or site coordinator.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
***Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)**	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened by session 5 using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, and 36 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

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

***Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)**

ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened by session 9 using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, and 36 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

Assessment 1: Retrospective Pre-Test	
Pre-Test Criteria	Assessment should be completed the week prior to the beginning of the 14-week family sessions

Assessment 2: Post-Test	
Post-Test Criteria	Assessment should be completed the week after the 14-week family sessions have ended.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Parent educators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to services as necessary, and follow up as feasible to ensure that appropriate connections have been established.

Other Criteria 3	Strengthening families program group facilitators must complete Participant Progress forms following each session.
Other Criteria 4	Supervisors hold a weekly staff meeting with program staff to provide reflective supervision and weekly individualized reflective supervision meetings to review client recruitment and retention, guideline compliance, and programmatic data reviews.

Program Name	Strengthening Families Preschool	Code	247
Program Area	Parenting		

Program Description

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

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

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level   ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	3 years to kindergarten entry.

Risk Factors

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

Service Criteria: How is this program implemented?

Group Connections

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

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

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

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

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

Program Role	Program Coordinator	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Site Supervisor	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	Each Strengthening Families program coordinator shall attend a two-to-three-day training covering the following topics: • background of Strengthening Families as evidence-based strategy recruitment and retention of families • overview of the curriculum • facilitation groups (practical requirements and strategies for delivering group) • ethical situations • specific instruction and practical experience implementing Strengthening Families. In addition, each program coordinator shall be trained to lead both parenting and children's sessions. 2 years of supervisory experience and/or or supervised working experience in the field is recommended. All staff providing supervision and/or program oversite must have completed the SFP training. Staff must also complete training in ASQ-3 and ASQ:SE-2.		

Program Role	Group Leader - Adult	**Maximum Number of Cases**	14
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	Each Strengthening Families program coordinator shall attend a two-to-three-day training covering the following topics: • background of Strengthening Families as evidence-based strategy recruitment and retention of families • overview of the curriculum • facilitation groups (practical requirements and strategies for delivering group) • ethical situations • specific instruction and practical experience implementing Strengthening Families. In addition, each program coordinator shall be trained to lead both parenting and children's sessions. Staff must also complete training in ASQ-3 and ASQ:SE-2.		

Program Role	Group Leader - Children	**Maximum Number of Cases**	14
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	High School diploma or GED
*Required Certifications and/or Training	Each Strengthening Families program coordinator shall attend a two-to-three-day training covering the following topics: - background of Strengthening Families as evidence-based strategy recruitment and retention of families - overview of the curriculum - facilitation groups (practical requirements and strategies for delivering group) - ethical situations - specific instruction and practical experience implementing Strengthening Families. In addition, each program coordinator shall be trained to lead both parenting and children's sessions. Staff must also complete training in ASQ-3 and ASQ:SE-2.		

Note: Program must have at least four effective group leaders, two to run the children's groups and two for the parent's groups, and a program or site coordinator.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened by session 5 using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.

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

*Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)

ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened by session 9 using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals shall be documented in the First Steps Data Collection System.
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

Assessment 1: Retrospective Pre-Test	
Pre-Test Criteria	Assessment should be completed the week prior to the beginning of the 14-week family sessions

Assessment 2: Post-Test	
Post-Test Criteria	Assessment should be completed the week after the 14-week family sessions have ended.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Parent educators shall seek to ensure that each participating family connects with a pediatric medical home and other community services as appropriate.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Partnerships and their group facilitators shall ensure active collaboration with other parenting and family support services in their communities, refer families to services as necessary, and follow up as feasible to ensure that appropriate connections have been established.

Other Criteria 3	Strengthening families program group facilitators must complete Participant Progress forms following each session.
Other Criteria 4	Supervisors hold a weekly staff meeting with program staff to provide reflective supervision and weekly individualized reflective supervision meetings to review client recruitment and retention, guideline compliance, and programmatic data reviews.

Program Name	Supplements to Evidence-Based Programs	Code	250
Program Area	Parenting		

Program Description

Sometimes strategies that have met SCFS evidence-based criteria can be supported by supplemental resources and activities. Although they are not a part of implementation fidelity, these resources and activities can support the evidence-based strategies in important ways. Examples are incentives for program participation and providing developmentally appropriate activities for children while families engage in evidence-based strategies. Typically, Supplemental-to-Evidence-Based (STEB) strategies are implemented when the evidence-based strategy is funded by another entity.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☐Yes ☒No	☐Yes ☒No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level   ☒Monthly outputs

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

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

Note: Must be enrolled in an evidence-based program.

Other Criteria: Are there other program criteria that exist?

*Other Criteria 1	All partnerships must submit a STEB implementation plan to include a description of the program and its components. This plan will be submitted to the Program and Grants subcommittee for approval prior to implementation.
Other Criteria 2	Each Partnership STEB strategy shall be explicitly integrated with a high intensity, evidence-based strategy.
Other Criteria 3	Each Partnership shall justify how the STEB strategy activities and/or resources supports and/or enhances the evidence-based strategy in key ways.

EARLY CARE AND EDUCATION PROGRAMS

Program Name	Early Head Start		Code	321
Program Area	Early Care and Education			

Program Description

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

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level   ☒Annual outputs

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

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

<table>
<tr><td colspan="2" align="center">If Yes, Annual Outputs Data Required</td></tr>
<tr><td>
☐Books Distributed
☐Books Read
☐Literacy Kits Given
☒Children 0-5 Served (unduplicated)
☒Families Served (unduplicated)
☒Adult Family Members Served (unduplicated)
☒Providers Served (e.g., Schools, Centers)
☐Classrooms Served (unduplicated)
</td><td>
☒Referrals Made
☐Total Number of Health Screenings
☒Total Number of One-on-One Client Visits
☒Total Number of One-on-One Client Visit Hours
☒Group Meetings, Trainings, Events: Number of Sessions
☒Group Meetings, Trainings, Events: Number of Hours
☒Group Meetings, Trainings, Events: Total Attendance
☒Other (please specify): Number of Home Based and Number of Center Based
</td></tr>
</table>

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

Targeting Criteria: Who does this program target?	
Age	
Age Criteria	Prenatal to 3 years old

Service Criteria: How is this program implemented?	
Visits (Home or Site):	
Visit Criteria	The facilities used by an Early Head Start program must meet Early Head Start requirements and SC Department of Social Services (SC DSS) licensing requirements. When licensing requirements vary from Early Head Start requirements, the most stringent provision takes precedence.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System Annually. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Local Partnership operated EHS programs must comply with comply with all federally mandated policies, reporting requirements, and performance standards established by the Office of Head Start.
Other Criteria 3	Local Partnership operated EHS programs must comply with all programmatic, reporting, and licensing criteria established by SC DSS.

Program Name	Enhanced Early Education with Enrichment Activities	Code	322
Program Area	Early Care and Education		

Program Description

Enhanced Early Education strategies seek to enhance services offered by early childhood classrooms (age 3 through entrance into kindergarten) through supplemental materials, books, and in-person supports. These enhancement resources provide important support to students and their families, and are not otherwise provided by the school district, childcare provider, or other entity.

Enhanced Early Education with Enrichment Activities are targeted, planned, "hands on" experiences where students can extend their classroom learning to improve or enhance skills and knowledge.

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☒Yes ☐No	☐Yes ☒No	☐Healthy and Safe ☐Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level   ☒Monthly outputs

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

<table>
<tr><td colspan="2" align="center">If Yes, Monthly Outputs Data Required</td></tr>
<tr><td>☒Books Distributed</td><td>☒Referrals Made</td></tr>
<tr><td>☐Books Read</td><td>☐Total Number of Health Screenings</td></tr>
<tr><td>☐Literacy Kits Given</td><td>☐Total Number of One-on-One Client Visits</td></tr>
<tr><td>☒Children 0-5 Served (unduplicated)</td><td>☐Total Number of One-on-One Client Visit Hours</td></tr>
<tr><td>☒Families Served (unduplicated)</td><td>☐Group Meetings, Trainings, Events: Number of Sessions</td></tr>
<tr><td>☐Adult Family Members Served (unduplicated)</td><td>☐Group Meetings, Trainings, Events: Number of Hours</td></tr>
<tr><td>☒Providers Served (e.g., Schools, Centers)</td><td>☐Group Meetings, Trainings, Events: Total Attendance</td></tr>
<tr><td>☐Classrooms Served (unduplicated)</td><td>☒Other (please specify): Enrichment Activities: Number of Sessions and Number of Hours</td></tr>
</table>

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	3K to kindergarten entry.

Note: Children enrolled in early education classrooms.

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1: Frequency	Frequency will be determined by need. The Local Partnership will develop enrichment activity content and determine frequency using input derived from participating school administrators, teachers, and families.

Visit Criteria 2: Location	Enrichment Activities must occur in-person at the early education site or as an off-site field trip sponsored by the Local Partnerships.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Enrichment Activity Facilitator	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Service Provider	Minimum Education Level	No diploma or degree
*Required Certifications and/or Training	Expertise in the topic area that he/she is delivering. Training as determined by their educational qualifications and experience.		

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1:	All data must be entered within the First Steps Data Collection System monthly. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2: Book and Materials Distribution	Enhanced Early Education strategies include materials and resource distribution to the focus classrooms. Materials and books distribution are defined as the following: Materials Distribution: Partnerships purchase supplemental materials for early childhood classrooms to enhance and support learning activities. Materials may also be distributed to children to take home to extend classroom learning in the home environment. Book Distribution: Partnerships may distribute take-home books to children in focus classroom to promote shared reading time and foster healthy brain development, parent-child bonding, and early literacy skills.
Note: This component of the strategy requires bi-monthly check ins with the classroom teachers and/or school administrators to ensure that materials distributed are aligned to classroom learning. Materials and books must receive prior approval by the classroom teacher before purchase and distribution. If the local partnership has a Child Care Technical Assistance strategy, it is recommended that the local partnership child care technical assistance provider is involved in the selection of materials and books to the classroom in coordination with the classroom teacher.	
Other Criteria 3	If Enhanced Early Education takes place in a school district setting, SC First Steps funds shall not be used to supplant – or in place of – any other resources or materials that would otherwise be provided by the school district. A letter from the school district must be provided annually stating that school district funds would not otherwise be spent on providing the materials and services delivered by the First Steps Local Partnerships through the Enhanced Early Education strategy.
Other Criteria 4	When enrichment activities are a component of the Enhanced Early Education strategy, the Partnership shall: - Utilize a needs assessment process to develop and implement enrichment curriculum. Input should be derived from school administrators, teachers, and families. - Consult classroom teachers to determine and specify the focus of enrichment activities. Enrichment activities must mirror the needs of students in the classrooms and align with classroom learning. - Incorporate measurable objectives to help monitor onsite activities.

Other Criteria 5	Client satisfaction surveys (e.g., families served, early childhood teachers whose classrooms receive services, or principals/directors of child care providers) will be administered at least annually.

Program Name	Enhanced Early Education with Onsite Tutoring	Code	323
Program Area	Early Care and Education		

Program Description

Enhanced Early Education strategies seek to enhance services offered by early childhood classrooms (3K through entrance into 5K classrooms) through supplemental materials, books, and in-person supports. These enhancement resources provide important support to students and their families, and are not otherwise provided by the school district, childcare provider, or other entity.

In the Enhanced Early Education with Onsite Tutoring strategy, tutoring is defined as one-on-one or small group instruction that supports early childhood classroom instruction delivered by a qualified early education professional.

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☐Healthy and Safe ☐Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level ☒Monthly outputs

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

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	3K to kindergarten entry.

Note: Children enrolled in early education classrooms.

Service Criteria: How is this program implemented?	
Visits (Home or Site):	
***Visit Criteria 1: Duration**	Minimum of 1 hour.
***Visit Criteria 2: Frequency 1**	Tutors will provide one-on-one or small group sessions at least once a week to participating children.
Visit Criteria 3: Frequency 2	Tutors will meet with classroom teacher at least bi-monthly to discuss children's progress and plan for future tutoring sessions based on student needs. Tutor and/or Executive Director may also meet with the school administrator.
Visit Criteria 4: Location	Visits must occur in-person at the early education site. Visits may be supplemented, but not replaced, by additional phone consultation, email correspondence, and/or shorter drop in visits.

Reach Criteria: What are this program's goals for client reach	
***Reach Criteria: Projected to Serve**	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
Assessments	
Assessment Criteria	An appropriate pre-and post-assessment, and/or ongoing assessment, measuring student learning or growth should be administered at the beginning and at the conclusion of the school year

Success Criteria: How is success in this program defined for participants?	
Success Criteria	Child receiving onsite tutoring services should show growth on classroom assessment tools and/or improvement in mastery of learning concepts to prepare him/her for kindergarten.

Other Criteria: Are there other program criteria that exist?	
***Other Criteria 1**	All data must be entered within the First Steps Data Collection System monthly. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Enrolled students must be prioritized by the classroom teacher as in need of services and support as identified by student assessment information (ex., Teaching Strategies GOLD, Measure of Academic Progress Test (MAP), the Phonological Awareness Literacy Screening

	(PALs), World- Class Instructional Design and Assessment (WIDA) scores) and/or other federal- or state-approved assessment(s)).
Other Criteria 3: Book and Materials Distribution	Enhanced Early Education strategies include materials and resource distribution to the focus classrooms. Materials and books distribution are defined as the following: **Materials Distribution:** Partnerships purchase supplemental materials for early childhood classrooms to enhance and support learning activities. Materials may also be distributed to children to take home to extend classroom learning in the home environment. **Book Distribution:** Partnerships may distribute take-home books to children in focus classroom to promote shared reading time and foster healthy brain development, parent-child bonding, and early literacy skills.
Note: This component of the strategy requires bi-monthly check ins with the classroom teachers and/or school administrators to ensure that materials distributed are aligned to classroom learning. Materials and books must receive prior approval by the classroom teacher before purchase and distribution. If the local partnership has a Child Care Technical Assistance strategy, it is recommended that the local partnership child care technical assistance provider is involved in the selection of materials and books to the classroom in coordination with the classroom teacher.	
Other Criteria 4	If Enhanced Early Education takes place in a school district setting, SC First Steps funds shall not be used to supplant – or in place of – any other resources or materials that would otherwise be provided by the school district. A letter from the school district must be provided annually stating that school district funds would not otherwise be spent on providing the materials and services delivered by the First Steps Local Partnerships through the Enhanced Early Education strategy.
Other Criteria 5	Tutoring support must adhere to the research-based curriculum model used by the classroom. The classroom teacher shall determine and specify the focus of the tutoring session based on the specific need-areas of the child.
Other Criteria 6	Client satisfaction surveys (e.g., families served, early childhood teachers whose classrooms receive services, or principals/directors of child care providers) will be administered at least annually.

Program Name	Enhanced Early Education with Parent Workshops	Code	324
Program Area	Early Care and Education		

Program Description

Enhanced Early Education strategies seek to enhance services offered by early childhood classrooms (3K through entrance into 5K classrooms) through supplemental materials, books, and in-person supports. These enhancement resources provide important support to students and their families, and are not otherwise provided by the school district, childcare provider, or other entity.

In the Enhanced Early Education with Parent Workshops strategy, parents and caregivers of children in early education programs are trained on and provided strategies to support their child's learning and development at home. These program guidelines detail the specific service delivery, assessment, and data submission requirements of operating Enhanced Early Education with Parent Workshops.

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☐Healthy and Safe ☐Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level ☒Monthly outputs

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

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

If Yes, Monthly Outputs Data Required

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	3K to kindergarten entry.

Note: Children enrolled in early education classrooms.

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1: Duration	Minimum of 1 hour.

Visit Criteria 2: Frequency	Frequency will be determined by need. The Local Partnership will develop parent workshops content and determine frequency using input derived from participating school administrators, teachers, and families.

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

Program Role	Parent Workshop Facilitator	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Service Provider	Minimum Education Level	No diploma or degree
*Required Certifications and/or Training	Expertise in the topic area that he/she is delivering. Training determined by their educational qualifications and experience.		

Other Criteria: Are there other program criteria that exist?

*Other Criteria 1	All data must be entered within the First Steps Data Collection System monthly. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2: Book and Materials Distribution	Enhanced Early Education strategies include materials and resource distribution to the focus classrooms. Materials and books distribution are defined as the following: **Materials Distribution:** Partnerships purchase supplemental materials for early childhood classrooms to enhance and support learning activities. Materials may also be distributed to children to take home to extend classroom learning in the home environment. **Book Distribution:** Partnerships may distribute take-home books to children in focus classroom to promote shared reading time and foster healthy brain development, parent-child bonding, and early literacy skills.
Note: This component of the strategy requires bi-monthly check ins with the classroom teachers and/or school administrators to ensure that materials distributed are aligned to classroom learning. Materials and books must receive prior approval by the classroom teacher before purchase and distribution. If the local partnership has a Child Care Technical Assistance strategy, it is recommended that the local partnership child care technical assistance provider is involved in the selection of materials and books to the classroom in coordination with the classroom teacher.	
Other Criteria 3	If Enhanced Early Education takes place in a school district setting, SC First Steps funds shall not be used to supplant – or in place of – any other resources or materials that would otherwise be provided by the school district. A letter from the school district must be provided annually stating that school district funds would not otherwise be spent on providing the materials and services delivered by the First Steps Local Partnerships through the Enhanced Early Education strategy.
Other Criteria 4	In all cases the Partnership shall: a. Develop workshops using input derived from participating school administrators, teachers, and families. b. Incorporate measurable objectives and at least one form of follow-up
Other Criteria 5	Client satisfaction surveys (e.g., families served, early childhood teachers whose classrooms receive services, or principals/directors of child care providers) will be administered at least annually.

Program Name	Early Education Program Support	Code	330
Program Area	Early Care and Education		

Program Description

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

Child Care programs supported by Local Partnerships programs must be licensed by SC Department of Social Services (SC DSS), and it is strongly recommended that the child care programs be rated by the state's existing child care quality infrastructure, ABQ Quality.

The child care program and the Local Partnership must have a contract in place which must be submitted to SC First Steps prior to the implementation of services.

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☐Children ☐Adults ☒Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level ☒Monthly outputs

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

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

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

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

Targeting Criteria: Who does this program target?	
Age	
Age Criteria	Birth to kindergarten entry.

Service Criteria: How is this program implemented?
Visits (Home or Site):

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

Reach Criteria: What are this program's goals for client reach	
***Reach Criteria: Projected to Serve**	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
Retention Criteria	75% of families must be retained for nine or more months of program participation.

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

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
***Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)**	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals should be entered in the First Steps Data Collection System
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.
Note: A child is exempt from being screened if the child: ▪ has been removed from the home of the participating parent. ▪ was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened. ▪ is receiving BabyNet, or other specialized intervention services based on a previously diagnoses. Screenings must resume when all intervention services have ended.	
***Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)**	

ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals should be entered in the First Steps Data Collection System
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

Success Criteria: How is success in this program defined for participants?	
Success Criteria	Program's advancement within South Carolina's existing quality infrastructure (the ABC Quality Rating and Improvement System) and/or its improvement on an approved program quality measure.

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Participating families should connect with a pediatric medical home and other community services as appropriate.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System monthly. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	The partnership between the child care program and the Local Partnership must have a contract in place which must be submitted to SC First Steps prior to the implementation of services. The contract must contain, at minimum: • The parties in agreement, and their roles • Detailed and specific outline of the arrangement, including scope of services, target audience, delivery expectations, and time limit (if any) on the agreement

	• Payment details, or details of services and obligations of each party • Evaluation of performance and delivery • Consequences for failing to live up to expectations • Conditions for ending or canceling the contract (if any) • Conditions for changing the contract • Signatures, date
Other Criteria 3	Child care programs that are supported by Local Partnerships must comply with all programmatic, reporting, and licensing criteria established by SC DSS and/or ABC Quality.

Program Name	Early Education Program Operation		Code	331
Program Area	Early Care and Education			

Program Description

Early Education programs operated by SC First Steps Local Partnerships provide high quality child care to preschool children. These programs must be licensed by SC Department of Social Services (SC DSS), and it is strongly recommended that programs be rated by the state's existing child care quality infrastructure, ABQ Quality. Early Education programs operated by SC First Steps Local Partnerships shall place particular emphasis on fidelity to researched-based instructional models and developmentally appropriate practices that support school readiness of participating children.

Local Partnerships that operate Early Education programs must submit their child care program policy and procedure manual to SC First Steps at the time of their Formula Funding Grant Application submission.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level ☒Monthly outputs

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

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

<table>
<tr><td colspan="2" align="center">If Yes, Monthly Outputs Data Required</td></tr>
<tr>
<td>
☒Books Distributed
☐Books Read
☐Literacy Kits Given
☒Children 0-5 Served (unduplicated)
☒Families Served (unduplicated)
☒Adult Family Members Served (unduplicated)
☐Providers Served (e.g., Schools, Centers)
☐Classrooms Served (unduplicated)
</td>
<td>
☐Referrals Made
☐Total Number of Health Screenings
☐Total Number of One-on-One Client Visits
☐Total Number of One-on-One Client Visit Hours
☐Group Meetings, Trainings, Events: Number of Sessions
☐Group Meetings, Trainings, Events: Number of Hours
☐Group Meetings, Trainings, Events: Total Attendance
☒Other (please specify): Number of Classroom Volunteers
</td>
</tr>
</table>

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Birth to kindergarten entry.

Service Criteria: How is this program implemented?

Program Operation Requirements

General Program Operation Criteria 1	Child care programs operated by Local First Steps Partnerships shall provide high-quality; developmentally appropriate educational services to preschool children. Educational services are defined to include all domains of development: cognitive, physical, emotional, social, cultural, and non-cognitive.

General Program Operation Criteria 2	All child care programs operated by First Steps Local Partnerships are required to be licensed through SC DSS and shall be operated in compliance with all SC DSS child care licensing regulations.
General Program Operation Criteria 3	It is strongly recommended that all child care programs are enrolled in South Carolina's existing child care quality infrastructure, the ABC Quality Rating and Improvement System.
General Program Operation Criteria 4	Local Partnerships operating a child care program must inform the SC First Steps Early Care and Education Team Leader within one (1) business day of any founded regulatory violations, contacts with law enforcement, the issuance of a provisional license, and/or reports of Out of Home Abuse and Neglect (OHAN) occurring during the contract period. Programs must resolve all regulatory violation(s) with SCDSS/Child Care Regulatory to the satisfaction of South Carolina First Steps.
Enrollment and Disenrollment	
Enrollment	Enrollment for child care programs must be open and non-discriminatory. Should the number of eligible students seeking enrollment exceed the number of spaces available, acceptances must be prioritized in accordance with SC First Steps risk factors.
Suspension or Disenrollment of a Child	Developmentally appropriate behavior management techniques should be always utilized. Suspension should be used sparingly and as a last resort. Disenrollment will be considered under extraordinary circumstances and only with thorough documentation of both the circumstances surrounding the request and the child care program's sustained and active efforts to resolve these issues in partnership with the child's parent(s) or guardian(s). If suspension or disenrollment occurs, the Local Partnership must inform the Early Education Team Leader within one (1) business day.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
***Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)**	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.

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

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

Screening 2: Ages and Stages Questionnaire: Social and Emotional-2 (ASQ:SE-2)	
ASQ:SE-2 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ:SE-2. 80% is the minimum requirement for compliance.
ASQ:SE-2 Criteria 2	Children will be screened using the ASQ:SE-2 on or approximately the following ages: 6, 12, 18, 24, 30, 36, 48, and 60 months of age.
ASQ:SE-2 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age.
ASQ:SE-2 Criteria 4	If the ASQ:SE-2 indicates a possible delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals should be entered in the First Steps Data Collection System
ASQ:SE-2 Criteria 5	If a child scores in the monitoring range on the ASQ:SE-2 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child, and rescreen the child at the next designated age.
ASQ:SE-2 Criteria 6	ASQ:SE-2 will be completed on every child at the designated ages regardless of developmental screening results and/or a documented delay in which the child is receiving services.

Note: A child is exempt from being screened if the child:
- has been removed from the home of the participating parent.
- was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened.

Assessment 1: Environmental Rating Scale (ERS)	
ERS Criteria 1	For each participating child care provider, 50% of the classrooms, to be randomly selected, shall receive an assessment with the appropriate Environment Rating Scale (ERS) annually.

ERS Criteria 2	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 online ERS Refresher training or additional ERS training through the ERSI within the past three years.

*Assessment 2: Student Learning/Growth	
Student Learning Criteria	An appropriate pre-and post-assessment, and/or ongoing observational assessment (ex., Teaching Strategies GOLD), measuring student learning or growth is required for all enrolled students. Assessment choice must be submitted with the Formula Grant Application and approved by the Early Care and Education Team Leader.

Success Criteria: How is success in this program defined for participants?	
Success Criteria 1	Child care program's advancement within South Carolina's existing quality infrastructure (the ABC Quality Rating and Improvement System) and/or its improvement on an approved program quality measure.
Success Criteria 2	Child care provider improvement on the required Environment Rating Scales (from baseline to post assessment).

Referral Criteria: What are this program's requirements for client referrals and connections?	
Referral Criteria 1: Referrals	Participating families should connect with a pediatric medical home and other community services as appropriate.
*Referral Criteria 2: Connections	The goal is 100% of participants served should have at least one successful connection per program year. 80% is the minimum requirement for compliance.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All client level data must be entered within the First Steps Data Collection System within 5 days of service. Outputs data must be entered monthly. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Child care program must comply with all programmatic, reporting, and licensing criteria established by SC DSS and/or ABC Quality.
Other Criteria 3	Local Partnerships must provide their child care program policy and procedure manual to the SC First Steps Early Care and Education Team Leader with the Formula Funding Grant Application.
Other Criteria 4	Client satisfaction surveys for enrolled families served must be administered at least annually. The data collected should be used for program improvement.

Program Name	Child Care Technical Assistance and Coaching	Code	601
Program Area	Early Care and Education		

Program Description

The SC First Steps Child Care Technical Assistance and Coaching program is intended to produce measurable improvements in the quality of care and education provided to young children by providing on-site coaching and technical assistance tailored to the needs of local child care providers. The program is classroom-focused quality improvement strategy.

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☐Children ☐Adults ☒Providers	☒Yes ☐No	☐Yes ☒No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level   ☐Monthly outputs   ☒Child Care Provider

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

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

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

Targeting Criteria: Who does this program target?

*Child Care Provider Criteria	Each participating child care provide shall be identified via competitive application with priority to providers: • Located within the school attendance zone of (and/or enrolling primarily children attending) an individual elementary school rated "Below Average" or "Unsatisfactory" during the preceding three-year period or; • In which 10% or more of enrolled students are SC Child Care Scholarships recipients or; • Participating in a publicly-funding early care and education program (such as First Steps 4K). • All participating child care programs, centers, faith-based, family home, and group home, must be licensed or registered with the SC Department of Social Services (SC DSS). • Registered family home providers receiving SC First Steps QE funds shall document their voluntary completion of 15 hours of professional development annually, mirroring the DSS requirements for licensed, center-based providers. • 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 gross income at or below 85% of the state median income level.

	• Centers participating in First Steps-funded technical assistance and coaching projects must permit the on-site delivery of "natural environment" services/therapies to children eligible under the Individuals with Disabilities Education Act (IDEA). • It is strongly recommended that participant directors and classroom staff complete, or plan to complete, ECD 101 (or comparable coursework) as a condition of participation. Documentation of staff education levels and certifications are to be entered in the FSDC.

Service Criteria: How is this program implemented?

Visits

*Visit Criteria 1: Duration	Visits should be no less than one hour.
*Visit Criteria 2: Frequency	Technical assistants are required to provide on-site consultation/coaching at least twice monthly as part of their technical assistance services, via employee or contracted staff.
Note: Two or more visits to the same site on a single day shall be considered a single visit of increased duration.	
Visit Criteria 3: Location	Visits must occur in-person at the child care provider site. They may entail meeting with the administrator, an individual classroom visit, and/or multiple classroom visits. Visits may be supplemented, but not replaced, by additional phone consultation, email correspondence, and/or shorter drop in visits.

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

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

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

Program Role	Technical Assistance Provider	**Maximum Number of Cases**	Varies based on provider size
KITS Related Job Title or Role	Certified Technical Assistance Provider	**Minimum Education Level**	Associates or two-year degree
Required Certifications and/or Training	• Associates degree in Early Childhood Education or a related field • At least two years' experience in the field of Early Childhood Education • A partnership may seek a waiver in writing from their SC First Steps Program Officer if an individual does not meet the above work or school qualifications. In those cases, the SC First Steps Early Care and Education team will assist the partnership in additional onboarding and training of the new staff member. • Participation in ongoing professional development with a total of 30 clock hours of training every 3 years. Half of this training shall be in early education and half in technical assistance, i.e.,		

	reflective practice, Quality Improvement Plans, and Environment Rating Scales.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
Assessment: Environmental Rating Scale Assessment (ERS)	
ERS Criteria 1	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.
ERS Criteria 2	In the event that technical assistance is provided on a center-wide basis (entailing three or more focus classrooms), at least 1/3 of all classrooms shall be assessed according to the timeline above.
ERS Criteria 3	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 online ERS Refresher training or additional ERS training through the ERSI within the past three years.
ERS Criteria 4	The baseline and post assessments must be completed by an assessor who meets the criteria listed above and is not the assigned TA provider for the classroom.

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

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	Partnerships shall ensure the submission of complete center data for each focus provider within 30 days of program initiation, and maintain current center, enrollment, and staff information within the FSDC. When onboarding a new provider to the 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.
Other Criteria 2	Pre and post child care program (director and teachers) standardized satisfaction surveys of early educators who received technical assistance must be administered. The data collected should be used for program improvement.
Other Criteria 3	**Quality Improvement Plans** – Technical Assistants will develop detailed Quality Improvement Plans (QIP) in partnership with each child care provider. 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) • 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
	Child Care Technical Assistance and Coaching 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 and/or receive technical assistance support from other state programs should develop the classroom's QIP and provide services in coordination with the other partner organizations' technical assistants assigned to the provider.

Note: Technical Assistants must use the standardized Quality Improvement Plan template provided by SC First Steps.

Other Criteria 4	Equipment/materials funding to centers, if provided, may not exceed $5,000 annually without the approval of SC First Steps. In all cases equipment/materials purchases must be aligned with classroom needs as indicated by the environment assessment and/or the center's current 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).
Other Criteria 5	**Integration with Child Care Training** - Partnerships shall offer at least eight (8) hours of high-quality, certified training (stemming directly from the provider's Quality Improvement Plan(s)) to each early childhood professional on staff. Training will be based on needs identified within the Quality Improvement Plan(s). The child care provider director must participate regularly in on-site TA and coaching visits and in at least 50% of staff training provided. Child care teaching staff shall be required to attend relevant training as a condition of their providers' participation. Trainings offered to client providers shall be attended by the partnership's technical assistance provider(s).
Other Criteria 6	All participating staff shall be provided with information about the state's T.E.A.C.H. (Teacher Education and Compensation Helps) scholarship program and provided (and/or connected with) case management designed to assist each in his/her advancement along South Carolina's Early Childhood Career Lattice.

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

Program Description

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

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☐Children ☐Adults ☒Providers	☒Yes ☐No	☐Yes ☒No	☒Healthy and Safe ☐Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level ☒Monthly outputs

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

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

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

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

Service Criteria: How is this program implemented?	
Visits	
*Visit Criteria 1: Duration	Duration of annual training hours are aligned to the requirements of SC DSS from January 1 to December 31 of each calendar for the following facility types:

	• Child Care Centers - 20 hours for center directors and 15 hours for center staff; • Registered Faith Based Center Care – 20 hours for faith-based center directors and 15 hours for faith-based staff; • Group Child Care Home – 15 hours for operators and 10 hours for caregivers; and • Family Child Care Home (licensed and registered) – 10 hours for operators and 10 hours for emergency/contact employees.
Visit Criteria 2: Frequency	Frequency will be determined by need. The Local Partnership will develop training plans at the beginning of the fiscal year and determine frequency using input derived from participating school administrators, teachers, and families.
Visit Criteria 3: Location	The training location is based on the local child care programs needs and the Local Partnership ability to accommodate the needs of programs.
Design of Training	
Standalone Training	Standalone training is a one-time training focused on one of the content areas to include Child Growth and Development, Curriculum, Child Guidance, Health and Safety, Nutrition, Special Needs, Professional Development, Program Administration, or other areas approved by the SC DSS, and must include blood-borne pathogens training as required by OSHA.
Note: CPR and first aid training will not count in the 15-hour SC DSS requirement.	
Series of Trainings/Cohort	Series of trainings/cohort is multiple trainings on a content area and/or curriculum accruing over a period of time.
Conference	Conference hosted by an early childhood organization that provides breakout sessions over the course of a day or multiple days covering various content areas. Each breakout session must be at least one hour to receive SC DSS credit hours. A conference may be provided in various formats and settings based on SC Endeavors Conference Tips document (https://scendeavors.org/media/lrad33o2/conference-tips.pdf).

Reach Criteria: What are this program's goals for client reach?	
***Reach Criteria: Projected to Serve**	Local Partnerships must reach 75% of their projected to serve child care providers and certified training hours by the end of the program year.

Retention Criteria: What are this program's goals for client retention?	
***Retention Criteria**	For training series/cohort for participants to attend 100% of sessions.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	SC Endeavors Certified Trainor	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Other	**Minimum Education Level**	Bachelors or four-year degree
Required Certifications and/or Training	Certified Trainers are required by SC Endeavors to complete requirements for certification and maintain certification thereafter (https://scendeavors.org/professional-development/trainer/)		

Success Criteria: How is success in this program defined for participants?	
Success Criteria	Child care provider advancement in South Carolina's quality rating and improvement system, ABC Quality.
Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System monthly. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	The Local Partnership must provide eight (8) hours of high-quality, certified training (stemming directly from the program's Quality Improvement Plan) to each Child Care Training (605) staff.
Other Criteria 3	If utilized, participant fee proposed in association with state-funded training opportunities shall be nominal and must be either: 1) detailed in the partnership's Child Care Training Plan, or 2) approved in advance by SC First Steps.
Other Criteria 4	Local Partnerships are expected to keep an electronic record of training attendees, their participation in training sessions and follow-up, and the child care programs and children served, and submit all required information to SC Endeavors for participants to receive DSS credit hours.
Other Criteria 5	Local Partnerships shall base training upon a local needs assessment process to include input derived from a local directors' network or - if none exists - a called, county-wide directors meeting to assess need.
Other Criteria 6	The SC Endeavors certified trainer must include one to two measurable training objectives for each hour of training, administer a pre and post assessment, and at least one form of follow-up by the Local Partnership.
Other Criteria 7	Local Partnerships will use the FSDC's child care module to track follow-up visits and other consultants' activities with child care programs.

Program Name	Nutrition and Physical Activity Self-Assessment for Child Care (Go NAPSACC)	Code	610
Program Area	Early Care and Education		

Program Description

First Steps' Child Care Technical Assistance strategies are intended to produce measurable improvements in the quality of care provided to 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. GO NAPSACC is an add-on assessment and training program that can be completed as part of ongoing Quality Enhancement or Quality Counts programs.

Go NAPSACC centers on seven focus areas, all aimed at improving the health of young children. The seven focus areas are: child nutrition, breastfeeding and infant feeding, farm to ECE, oral health, infant and child physical activity, outdoor play and learning, and screen time. Go NAPSACC is a 5-step process through which child care program assess current practices, create an action plan for change, put the plans into action, take part in training, and reassess to celebrate progress with the guidance and support of technical assistance programs and certified trainings.

All partnerships must submit an implementation plan to include a description of how they are implementing the Go NAPSACC program in coordination with their Child Care Coaching and Technical Assistance or Quality Counts programs. This plan will be submitted with the Formula Funding Grant application.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☐Children ☐Adults ☒Providers	☒Yes - Expenditures shall be considered evidence-based when connected with a Child Care Technical Assistance strategy. ☐No	☐Yes ☒No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level ☒Monthly outputs

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

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

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

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

Targeting Criteria: Who does this program target?

Child Care Provider Criteria	Child care programs participating in Child Care Coaching and Technical Assistance or Quality Counts programs with First Steps Local Partnerships.

Service Criteria: How is this program implemented?

Program Operation Requirements

General Program Operation Criteria	The Go NAPSACC model is completely online allowing Technical Assistance Providers (TAPs) to onboard child care programs and track their progress throughout implementation. Child care programs will have access to the online portal to complete assessments, set goals, document progress towards goals, and complete trainings. All trainings are also included as certified offerings through SC Endeavors. All focus areas and goals within the focus areas are designed to align with ABC Quality standards. The model suggests that child care programs complete assessments at the start of the school year, set goals, and work towards those goals over the course of the year. Post- assessment and setting of new goals should occur at the end of the school year.

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

***Reach Criteria: Projected to Serve**	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

Program Role	Child Care Technical Assistance Provider	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Certified Technical Assistance Provider	**Minimum Education Level**	Associates or two-year degree
Required Certifications and/or Training	- Associates degree in Early Childhood Education or a related field - At least two years' experience in the field of Early Childhood Education - A partnership may seek a waiver in writing from their SC First Steps Program Officer if an individual does not meet the above work or school qualifications. In those cases, the SC First Steps Early Care and Education team will assist the partnership in additional onboarding and training of the new staff member. - Participation in ongoing professional development with a total of 30 clock hours of training every 3 years. Half of this training shall be in early education and half in technical assistance, i.e., reflective practice, Quality Improvement Plans, and Environment Rating Scales.		

Other Criteria:	Are there other program criteria that exist?
*Other Criteria 1	All data must be entered within the First Steps Data Collection System monthly. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	The Go NAPSACC implementation requirements for TAPs are as follows: 1. TAPs complete the Go NAPSACC implementation training provided by Go NAPSACC. 2. TAPS will onboard child care programs and connect them with the online portal. 3. TAPs will assist programs in completion of their self-assessment tool and identifying goals for improvement. 4. TAPs will provide support and guide programs to trainings that are specific to the goals they have set and through the materials and resources provided by Go NAPSACC 5. TAPs will monitor provider progress through the online portal and in-person visits (as prescribed by guidelines).

Program Name	LENA Grow		Code	611
Program Area	Early Care and Education			

Program Description

First Steps' Child Care Technical Assistance strategies are intended to produce measurable improvements in the quality of care provided young children, as demonstrated 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. LENA Grow is a supplemental support strategy that can be completed as part of ongoing Child Care Technical Assistance or Quality Counts programs.

LENA Grow is a data-driven, practice-based professional development program powered by LENA's "talk pedometer" technology to help early childhood educators improve classroom language environments equitably.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☒Providers	☒Yes - Expenditures shall be considered evidence-based when connected with a Child Care Technical Assistance strategy. ☐No	☐Yes ☒No	☐Healthy and Safe ☐Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level   ☒Monthly outputs

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

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

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

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

Targeting Criteria: Who does this program target?	
Child Care Provider Criteria	Child care programs participating in Child Care Coaching and Technical Assistance or Quality Counts programs with First Steps Local Partnerships.

Service Criteria: How is this program implemented?	
Visits	
Visit Criteria 1: Duration	Coaching session should be 30-60 minutes.
Visit Criteria 2: Frequency 1	The program is delivered in a five-week sequence consisting of the following: • **5-week Reflective Feedback Cycle:** Each week consists of a LENA Day, coaching session, and practice days. Feedback is supported by use of LENA Online, LENA Reports, and Coach and Teacher guides. • **LENA Days:** During a LENA Day, children wear the LENA device, so that teachers' interactive talk can be captured and measured. Data from this day is turned into a LENA report that is shared during the coaching session, enabling teachers to reflect on their practice and classroom equity. • **Weekly Coaching and Feedback:** Coaches use a strengths-based approach to ask questions and learn more about the teachers' experience. Then, teachers review the objective data from their own LENA Day. Reports show how much talk and interaction each child received, enabling teachers to reflect on their progress and set a clear goal for their next LENA Day. Coaches also introduce and model strategies that help increase talk during daily classroom routines. • **Practice Days:** These are the days between the coaching session and the next LENA Day. On these days, teachers practice what they've learned and work toward achieving their goal so that they will show measurable improvement on their next LENA Day.
Visit Criteria 2: Frequency 2	**LENA Day:** Once a week for the entirety of the day. **Coaching Session:** Once a week for the teacher(s) utilizing data from feedback reports and research-based strategies, reflection, and goal setting. Teachers practice strategies to work toward achieving their goal so they will show measurable improvement on their next LENA Day.
Visit Criteria 3: Location	**LENA Days:** In-person at the child care program. **Coaching sessions:** In-person, virtual, or hybrid conducted in a one-on-one or group format.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Child Care Technical Assistance Provider	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Certified Technical Assistance Provider	**Minimum Education Level**	Associates or two-year degree
Required Certifications and/or Training	• Associates degree in Early Childhood Education or a related field • At least two years' experience in the field of Early Childhood Education		

	• A partnership may seek a waiver in writing from their SC First Steps Program Officer if an individual does not meet the above work or school qualifications. In those cases, the SC First Steps Early Care and Education team will assist the partnership in additional onboarding and training of the new staff member. • LENA provides all training and ongoing support virtually. Each partner will be assigned a LENA Implementation Specialist, who delivers training and supports program implementation. • Ongoing guidance and support are provided to both Program Managers and Coaches via the LENA Library and LENA Online. More information can be found on the LENA Grow training site.

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System monthly. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	Materials: The LENA Grow Classroom sequence is procured through an annual partnership agreement and includes everything needed to complete the program. Materials are shipped directly to the participating classroom. They include a Teacher Guide, The 14 Talking Tips and Conversation Starter Posters, and LENA devices and clothing. Devices and clothing are easily returned to LENA at the end of the sequence using a provided shipping label. Coach Guides, LENA Online Subscription, and Ongoing Implementation Support are provided with the partnership agreement. Additional Coach Guides, Teacher Guides, and Posters are available for purchase. Access to internet/cell service and a computer is necessary to use LENA Online.

Program Name	Quality Counts (developed by Spartanburg First Steps)	Code	612
Program Area	Early Care and Education		

Program Description

Quality Counts is 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 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.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☐Children ☐Adults ☒Providers	☒Yes ☐No	☐Yes ☒No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level ☐Monthly outputs ☒Child Care Provider

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

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

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

Targeting Criteria: Who does this program target?

*Child Care Provider Criteria	Each participating child care provide shall be identified via competitive application with priority to providers: • Located within the school attendance zone of (and/or enrolling primarily children attending) an individual elementary school rated "Below Average" or "Unsatisfactory" during the preceding three-year period or; • In which 10% or more of enrolled students are SC Child Care Scholarships recipients or; • Participating in a publicly-funding early care and education program (such as First Steps 4K). • All participating child care programs, centers, faith-based, family home, and group home, must be licensed or registered with the SC Department of Social Services (SC DSS). • Registered family home providers receiving SC First Steps QE funds shall document their voluntary completion of 15 hours of professional development annually, mirroring the DSS requirements for licensed, center-based providers. • 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 gross income at or below 85% of the state median income level.
	• Centers participating in First Steps-funded technical assistance and coaching projects must permit the on-site delivery of "natural environment" services/therapies to children eligible under the Individuals with Disabilities Education Act (IDEA).
	• It is strongly recommended that participant directors and classroom staff complete, or plan to complete, ECD 101 (or comparable coursework) as a condition of participation. Documentation of staff education levels and certifications are to be entered in the FSDC.

Service Criteria: How is this program implemented?	
Visits	
*Visit Criteria 1: Duration	Visits may span several hours in duration (no less than one hour) and entail multiple individual classroom visits.
*Visit Criteria 2: Frequency	The following visit frequency is **required** for each star level: • 1-2 Star: 2-3 visits per month • 3 Star: Bi-weekly (2 visits per month) • 4 Star: Monthly • 5 Star: 1 visit per quarter (or more if requested by the program director) and phone call every 6 weeks
Visit Criteria 3: Location	Visits must occur in-person at the child care provider site. They may entail meeting with the administrator, an individual classroom visit, and/or multiple classroom visits. Visits may be supplemented, but not replaced, by additional phone consultation, email correspondence, and/or shorter drop in visits.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Child Care Technical Assistance Provider	**Maximum Number of Cases**	Varies based on provider size
KITS Related Job Title or Role	Certified Technical Assistance Provider	**Minimum Education Level**	Bachelors or four-year degree
Required Certifications and/or Training	• 5 years of experience in an Early Childhood setting • 4 year degree in Early Childhood or a related field (if qualification is not met, candidate my hold an Associates' Degree in Early Childhood or related field and be working toward completion of 4 year degree). • Participation in ongoing professional development with a total of 30 clock hours of training every 3 years. Half of this training shall be in early education and half in technical assistance, i.e., reflective practice, Quality Improvement Plans, and Environment Rating Scales.		

Screening and Assessment Criteria:	How are program participants screened and/or assessed?		
*Assessment: Environmental Rating Scale Assessment (ERS)			
ERS Criteria 1	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.		
ERS Criteria 2	Future ERS assessments 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.		
ERS Criteria 3	Environment assessments must be conducted by assessors who have: 1) Completed live introductory training and 4 days of guided practice observations at ERSI headquarters in Chapel Hill, NC on the appropriate ERS scale and has scored an average of 85% or higher over three consecutive days in the appropriate ERS scale. 2) Participate in recertification reliability for 3-4 days at ERSI headquarters in Chapel Hill, NC, every 18-24 months, with an average score of 85% or higher.		
ERS Criteria 4	The baseline, post assessments, and the star rating determination must be completed by an assessor who meets the criteria listed above, has been trained on the Quality Counts model, and is **not** the assigned TA provider for the classroom.		

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

Other Criteria:	Are there other program criteria that exist?		
*Other Criteria 1	Partnerships shall ensure the submission of complete center data for each focus provider within 30 days of program initiation, and maintain current center, enrollment, and staff information within the FSDC.		
Other Criteria 2	Pre and post satisfaction surveys of director and early educators who received technical assistance must be administered. The data collected by SC First Steps should be used for program improvement		
Other Criteria 3	**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 and coordinate services with other agencies serving the center/program, including in developing the Quality Improvement Plan.
Note: Technical Assistants must use the standardized Quality Improvement Plan template provided by SC First Steps.		
Other Criteria 4	**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.	
Other Criteria 5	**Integration with Child Care Training** - Partnerships shall offer at least eight (8) hours of high-quality, certified training (stemming directly from the provider's Quality Improvement Plan(s)) to each director, teacher and teaching assistant. Specified trainings for individual center/programs may be offered as determined by the Technical Assistant. One training session, to take place after initial comprehensive assessment and star rating determination, must address the Environment Rating Scales. Training will be based on needs identified within the Quality Improvement Plan(s). The child care provider director must participate regularly in on-site TA and coaching visits and in at least 50% of staff training provided. Child care teaching staff shall be required to attend relevant training as a condition of their child care programs' participation. Trainings offered to client providers shall be attended by the partnership's technical assistance provider(s). Quality Counts TA staff shall make every effort to register content-specific consultation as center/program training as appropriate.	
Other Criteria 6	All participating staff shall be provided with information about the state's T.E.A.C.H. (Teacher Education and Compensation Helps) scholarship program and provided (and/or connected with) case management designed to assist each in his/her advancement along South Carolina's Early Childhood Career Lattice.	
Other Criteria 7	**Quality 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.
Other Criteria 8	If a center/program demonstrates no growth in their cumulative star rating points in two years of program participation, the center/program will be terminated from the Quality Counts program.

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

Program Description

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☒Yes - Expenditures shall be considered evidence-based when connected to one or more evidence-based programs. ☐No	☐Yes ☒No	☐Healthy and Safe ☐Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level   ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Birth to kindergarten entry.

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

Risk Factors

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

Service Criteria: How is this program implemented?

Criteria

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

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Screening and Assessment Criteria: How are program participants screened and/or assessed?	
*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3)	
ASQ-3 Criteria 1	The goal is 100% of children participants be screened within 60 days of enrollment using the ASQ-3. 80% is the minimum requirement for compliance.
ASQ-3 Criteria 2	Children will be screened using the ASQ-3 on or approximately the following ages: 4, 8, 12, 16, 20, 24, 30, 36, 42, 48, 54, and 60 months of age.
ASQ-3 Criteria 3	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System. Rescreen at the next designated age
ASQ-3 Criteria 4	If a developmental screening indicates a possible developmental delay, the parent educator shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district for additional diagnostic evaluation. Referrals should be entered in the First Steps Data Collection System
ASQ-3 Criteria 5	If a child scores in the monitoring range on the ASQ-3 in one or more categories and/or if there is a parental concern on the screening questionnaire, the parent educator will recommend activities to assist with the areas of possible concern, continue monitoring the child's development, and rescreen the child at the next designated age.
Note: A child is exempt from being screened if the child: ▪ has been removed from the home of the participating parent. ▪ was screened by an outside agency and supporting documentation is provided. If documentation is not provided, child must be screened. ▪ is receiving BabyNet, or other specialized intervention services based on a previously diagnoses. Screenings must resume when all intervention services have ended.	

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

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2	SC First Steps funds shall not be used to supplant – or in place of – other forms of public funding available to clients' families for the provision of child care tuition. Current or transitional TANF clients must be referred to the SC Department of Social Services for enrollment in the SC Voucher. Age- and income-eligible clients shall be made aware of their service delivery options via Head Start, preschool programs available through the local school district, and the First Steps 4K program.

SCHOOL TRANSITIONS PROGRAMS

Program Name	Other School Transition Programming	Code	401
Program Area	School Transitions		

Program Description

Other School Transition Programming is 4K or 5K school transition programming designed to support children and families as the target child transitions to school. They can look different for each partnership, based on family, school, and community needs.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☐Yes ☒No	☒Yes ☐No	☐Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level   ☐Monthly outputs (based on program model outlined)

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

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

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

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

Targeting Criteria: Who does this program target?

Age	
Age Criteria	Children entering a publicly funded 4K or 5K program in the upcoming school year.

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

Service Criteria: How is this program implemented?

Visits (Home or Site):	
*Visit Criteria 1	Visits are determined by program design but should include **at least monthly engagement** (or the equivalent of monthly with the number of visits during the program year) with children and/or families.
*Visit Criteria 2	All partnerships must submit an implementation plan to include a description of the program and its components. This plan will be

	submitted to the Program and Grants subcommittee for approval prior to implementation.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve 1	Local Partnerships must reach 75% of their projected to serve.
*Reach Criteria: Projected to Serve 2	Deadline for entering Projected to Serve is March 31 of the same year as program implementation.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Service Provider	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Service Provider	Minimum Education Level	Select one
*Required Certifications and/or Training	Expertise in the topic that he/she is delivering. Training as determined by their educational qualifications and experience.		

Program Name	Countdown to Kindergarten		Code	406
Program Area	School Transitions			

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☐Yes ☒No	☒Yes ☐No	☐Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

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

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

Targeting Criteria: Who does this program target?	
Age	
Age Criteria	Children entering a kindergarten (5K) program in the upcoming school year.
Risk Factors	
***Risk Factor Criteria 1**	100% of families must have at least one First Steps risk factor at the time of enrollment.
***Risk Factor Criteria 2**	60% of families must have at least two First Steps risk factors at the time of enrollment.

Service Criteria: How is this program implemented?	
Visits (Home or Site):	
***Visit Criteria 1: Duration**	Visits should last a minimum of 45 minutes.
***Visit Criteria 2: Frequency 1**	6 total visits.
Note: Visits are one-on-one (one Countdown Teacher, one child, and one or more parents/caregivers)	
***Visit Criteria 2: Frequency 2**	The Countdown family personal visits can be scheduled flexibly, based upon the family and Countdown Teacher's schedules. The family personal visits must be made the summer before the child enters kindergarten. No more than one personal visit can be made per day and no more than 3 personal visits per week.
Visit Criteria 3: Location 1	While home-based visitation is expected as the primary method of service delivery, visits may be approved for delivery at an alternate location (a childcare center, family resource center, elementary school, etc.) as either the documented needs of the family or safety of the visitor dictate.
Note: The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of families is maintained, and, in all instances, parents/caregivers must attend all personal visits and for their duration.	

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

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve 1	Local Partnerships must reach 50% of their projected to serve.
*Reach Criteria: Projected to Serve 2	Deadline for entering Projected to Serve is March 31 of the same year as program implementation.
*Reach Criteria: Projected to Serve 3	80% of children served must receive services by the child's soon to be kindergarten teacher or teacher assistant.
Note: Exceptions can be made on a case-by-case basis, in the event of unusual circumstances that result in lower than 80% student-Countdown Teacher match.	

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

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

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

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System by September 15th of the program calendar year.
Other Criteria 2	Data entry must indicate if a child received Countdown with Supports for Multilingual Learners or Countdown with Supports for Students with Disabilities.
Other Criteria 3: Supports for Multilingual Learner Families	- A specialist fluent in the family's home language (Multilingual Specialist) collaborates with the Kindergarten Teacher to assure that the transition to kindergarten is smooth. - The role of the Multilingual Specialist is to build trust with the family, support the family's relationships with the Kindergarten Teacher and school, and assist in helping the family secure needed resources.

	• Within the first 6 weeks of the start of school, the Multilingual Specialist makes two follow-up visits to assure that family needs are met and the transition to kindergarten has been smooth.
	• When available, toolkit books will be provided to the family in their home language, in addition to English.
Other Criteria 4: Supports for Students with Disabilities	• The role of the Disabilities Specialist is to build trust with the family, support the family's relationships with the Kindergarten Teacher and school, and assist in helping the family secure needed resources.
	• A specialist with training in and experience with young children with disabilities (Disabilities Specialist) will collaborate with the Kindergarten Teacher to assure that the transition to kindergarten is smooth.
	• Within the first 6 weeks of the start of school, the Disabilities Specialist makes two follow-up phone calls to the family to assure their needs are met and the transition to kindergarten has been smooth.
	• One valuable resource for support students with disabilities is Family Connection of South Carolina. Disabilities Specialists and Countdown Teachers working with children with disabilities are encouraged to explore their offerings.
	• If adaptative materials of the toolkit are needed to accommodate the disability, every effort should be made to provide them.

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

Program Description

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☐Yes ☒No	☒Yes ☐No	☐Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level   ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age

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

Risk Factors

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

Service Criteria: How is this program implemented?

Visits (Home or Site):

*Visit Criteria 1: Duration	Visits should last a minimum of 45 minutes.
*Visit Criteria 2: Frequency 1	6 total visits.

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

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

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

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

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve 1	Local Partnerships must reach 50% of their projected to serve.
*Reach Criteria: Projected to Serve 2	Deadline for entering Projected to Serve is March 31 of the same year as program implementation.
*Reach Criteria: Projected to Serve 3	80% of children served must receive services by the child's soon to be 4K teacher or teacher assistant.
Note: Exceptions can be made on a case-by-case basis, in the event of unusual circumstances that result in lower than 80% student-Countdown Teacher match.	

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

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Countdown to Kindergarten – 4K Teacher	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Service Provider	Minimum Education Level	High School diploma or GED
*Required Certifications and/or Training	100% of Countdown teachers must successfully complete the Countdown to Kindergarten-4K Online Teacher Training. Training is available in late spring and can be completed online and on a flexible schedule. Personal visits must not begin until successful completion of the program final exam. - Countdown teachers must be certified teachers or teaching assistants in the state of SC.		

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

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System by September 15th of the program calendar year.
Other Criteria 2	Data entry must indicate if a child received Countdown with Supports for Multilingual Learners or Countdown with Supports for Students with Disabilities.
Other Criteria 3: Supports for Multilingual Learner Families	- A specialist fluent in the family's home language (Multilingual Specialist) collaborates with the 4K Teacher to assure that the transition to 4K is smooth. - The role of the Multilingual Specialist is to build trust with the family, support the family's relationships with the 4K Teacher and school, and assist in helping the family secure needed resources.

	• Within the first 6 weeks of the start of school, the Multilingual Specialist makes two follow-up visits to assure that family needs are met and the transition to 4K has been smooth. • When available, toolkit books will be provided to the family in their home language, in addition to English.
Other Criteria 4: Supports for Students with Disabilities	• The role of the disabilities specialist is to build trust with the family, support the family's relationships with the 4K teacher and school, and assist in helping the family secure needed resources. • A specialist with training in and experience with young children with disabilities will collaborate with the 4K teacher to assure that the transition to 4K is smooth. • Within the first 6 weeks of the start of school, the disabilities specialist makes two follow-up phone calls to the family to assure their needs are met and the transition to 4K has been smooth. • One valuable resource for support students with disabilities is Family Connection of South Carolina. Disabilities Specialists and Countdown Teachers working with children with disabilities are encouraged to explore their offerings. • If adaptive materials of the toolkit are needed to accommodate the disability, every effort should be made to provide them.

HEALTH PROGRAMS

Program Name	Nurse Family Partnership	Code	214
Program Area	Health		

Program Description

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level ☒Quarterly outputs

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

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

<table>
<tr><td colspan="2" align="center">If Yes, Monthly Outputs Data Required</td></tr>
<tr>
<td>
☐Books Distributed
☐Books Read
☐Literacy Kits Given
☒Children 0-5 Served (unduplicated)
☒Families Served (unduplicated)
☒Adult Family Members Served (unduplicated)
☐Providers Served (e.g., Schools, Centers)
☐Classrooms Served (unduplicated)
</td>
<td>
☒Referrals Made
☐Total Number of Health Screenings
☒Total Number of One-on-One Client Visits
☒Total Number of One-on-One Client Visit Hours
☐Group Meetings, Trainings, Events: Number of Sessions
☐Group Meetings, Trainings, Events: Number of Hours
☐Group Meetings, Trainings, Events: Total Attendance
☐Other (please specify):
</td>
</tr>
</table>

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

Targeting Criteria: Who does this program target?	
Age	
Age Criteria	Clients will be enrolled in the program prior to the end of the birthing individual's 28th week of pregnancy.
Risk Factors	
Risk Factor Criteria 1	Medicaid eligible and/or a family income that does not exceed 185% of the federal poverty definition.
Risk Factor Criteria 2	First-time mother.

Service Criteria: How is this program implemented?	
Visits (Home or Site):	
Visit Criteria 1: Duration	60-90 minute sessions.

Visit Criteria 2: Frequency	Bi-weekly during pregnancy, monthly post-delivery, and as needed based on family needs.
Visit Criteria 3: Location	In-person or virtual.

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

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

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

Program Role	Nurse Home Visitor	Maximum Number of Cases	25
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	Bachelors or four-year degree
Required Certifications and/or Training	Training is provided by Nurse Family Partnership's national office and includes: • Unit One: 20 hours (22 for supervisors) • Unit Two: 27 hours over 3 ¾ days of face-to-face learning and practice in Denver • Unit Three: 10 hours virtual learning and team-based, supervisor-led professional development • Advanced Education: 20-30 additional virtual hours for after completion of Unit 3 on mental health, goal setting, and intimate partner violence Additional education through the University of Colorado: • Keys to Caregiving (6 hours) • DANCE Fundamentals (Dyadic Assessment of Natural Caregiver-Child Experiences), 24 classroom hours at the University of Colorado through the Prevention Research Center. Taken after Keys to Caregiving and about 9 months post-hire.		

Program Role	Nurse Supervisor	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Site Supervisor	**Minimum Education Level**	Bachelors or four-year degree
Required Certifications and/or Training	**All trainings for nurse home visitor plus:** Additional Supervisor Training: • Unit 4: 24 face-to-face hours of education in Denver. Occurs 4-6 months after Unit 2 is complete. • Continuous consultation with a NFP Nurse Consultant		

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

Referral Criteria	Referrals are made based on family needs as determined by screenings and nurse evaluation.

Other Criteria: Are there other program criteria that exist?

*Other Criteria 1	All data must be entered within the First Steps Data Collection Quarterly.

Other Criteria 2	NFP will be delivered according to program model guidelines including adherence to the 19 Nurse-Family Partnership Model Elements.
Other Criteria 3	Local partnerships will work with agency(ies) delivering NFP services to obtain written consent, for evaluation purposes only, from all clients receiving NFP services.

Program Name		Code	219
	Reach Out and Read		
Program Area	Health		

Program Description

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☒Yes ☐No	☐Yes ☒No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level   ☒Semiannual outputs

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

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

<table>
<tr><td colspan="2" align="center">If Yes, Monthly Outputs Data Required</td></tr>
<tr>
<td>☒Books Distributed
☐Books Read
☐Literacy Kits Given
☒Children 0-5 Served (unduplicated)
☐Families Served (unduplicated)
☐Adult Family Members Served (unduplicated)
☐Providers Served (e.g., Schools, Centers)
☐Classrooms Served (unduplicated)</td>
<td>☐Referrals Made
☐Total Number of Health Screenings
☐Total Number of One-on-One Client Visits
☐Total Number of One-on-One Client Visit Hours
☐Group Meetings, Trainings, Events: Number of Sessions
☐Group Meetings, Trainings, Events: Number of Hours
☐Group Meetings, Trainings, Events: Total Attendance
☐Other (please specify):</td>
</tr>
</table>

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

Targeting Criteria: Who does this program target?	
Age	
Age Criteria	Prenatal to kindergarten entry.
Note: Patient in participating clinics.	
Risk Factors	
Risk Factor Criteria	Low-income and low literacy families.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Other Criteria: Are there other program criteria that exist?	
Other Criteria 1	All data must be entered within the First Steps Data Collection System. Data is usually received in March and September.

Other Criteria 2: Client Responsibility	• Clinic must be engaged, assessed for readiness in partnership with ROR Carolinas office, and then apply for and be approved by the Reach Out and Read National Center.
	• In the application phase, clinics will identify a Medical Champion—the pediatric care MD, DO, NP, or PA who will champion the cause and:
	    a. Ensure that Reach Out and Read best practices are implemented throughout the pediatric or family practice department.
	    b. Foster discussion of and create support for efficient systems (book delivery to the exam room).
	    c. Assure compliance with requisite online training by provider staff.
	    d. Share relevant information with medical providers on early literacy and language development and Provider Bulletins that Reach Out and Read makes available from time to time.
	    e. Act as the medical "face" of the program; connect with the executive leadership of the health center, clinic, or practice.
	• Clinic must follow all expectations of Reach Out and Read, including provider training, collecting routine data, and determining how books will be supplied.
	• Clinic/community partners must communicate with ROR of the Carolinas to:
	    a. Comply with all ROR intervention requirements and agreements, as outlined in MOA.
	    b. Communication with RORC team about program integration, including and funding available for programs.
	• In the application phase, clinics will also identify the Program Coordinator--a staff member familiar with the clinic, staff, and patient population, and who will:
	    a. Support the Medical Consultant and is responsible for administrative aspects.
	    b. Order the books.
	    c. Track the number of books distributed.
	    d. Help to complete the semi-annual Progress Reports.
	    e. Ensue a literacy-rich environment.
	    f. Coordinate volunteer readers (if any).
	    g. Communication with the RORC team/Program Specialist.
	    h. Support the RORC annual parent survey process.

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

Program Description

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☐Yes ☒No	☐Yes ☒No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level   ☒Monthly outputs

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

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Prenatal to kindergarten entry.

Service Criteria: How is this program implemented?

Visits (Home or Site):

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

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Activity Provider	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	Select one
*Required Certifications and/or Training	Experience in the topic that he/she is delivering. Training as determined by their educational qualifications and experiences.		

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.

Program Name	Early Intervention and Referral		Code	909
Program Area	Health			

Program Description

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

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☒Yes ☐No	☐Yes ☒No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☒Client-level ☐Monthly outputs

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

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

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

Targeting Criteria: Who does this program target?

Age	
Age Criteria	Prenatal to kindergarten entry.

Risk Factors	
***Risk Factor Criteria**	100% of families must have suspected delays in development.

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

***Reach Criteria: Projected to Serve**	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

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

Program Role	Program Staff	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	Associates or two-year degree
***Required Certifications and/or 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 Associates 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. • When possible, attend regional BabyNet Coordination Team/Local Early Intervention system (LEIS) meetings.

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

*Screening 1: Ages and Stages Questionnaire Third Edition (ASQ-3) or other developmental screener

Screener Criteria 1	Any child ages birth to 5 years with suspected delays in development will be screened using an age-appropriate developmental screening tool (e.g. Ages & Stages III, Ages and Stages SE-2, Parent Evaluation of Developmental Status, Battelle Developmental Inventory-2 Screener.
Screener Criteria 2	If an outside agency has completed a developmental screening for a child, supporting documentation must be requested and saved to the child's file, and enter the scores into the First Steps Data System. Note the scores are from an outside source in the First Steps Data System.
Screener Criteria 3	If a developmental screening indicates a possible developmental delay, the program staff shall collaborate with parents/guardians to seek the consensual provision of these results to: i. child's pediatric care provider ii. either BabyNet (ages 0-3) or the child's zoned school district) for additional diagnostic evaluation.
Screener Criteria 4	Referrals should be entered in the First Steps Data Collection System within 5 days of developmental screening. Partnerships and their staff shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up as feasible to ensure that appropriate connections have been established.

*Screening 2: Modified Checklist for Autism in Children (M-CHAT)

M-CHAT Criteria	The Modified Checklist for Autism in Toddlers (M-CHAT), a validated autism development screening tool for toddlers between 16 and 30 months of age, is to be administered at 18 and 24 months of age.

*Screening 3: Health Screenings

Health Screenings Criteria	Additional screenings, functional hearing and vison assessments, and/or use of milestone checklists, are encouraged for comprehensive screenings. All assessments administered shall be documented and administered in accordance with assessment instructions.

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

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

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System within 5 days of service. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2: Coordination with BabyNet and/or School District Systems	For children aged 0 to 34.5 months: In the event that a developmental screening or assessment indicates a possible developmental delay, the Partnership shall refer the family to the local BabyNet System Point of Entry Office. The referral must be made as soon as possible, but no later than 7 days after the possible delay has been identified. No consent is required to make the referral, but a conversation with the family prior to making the referral usually helps facilitate the process. For children 34.5 to 60 months: In the event that a developmental screening) indicates a possible developmental delay, the Partnership shall refer the family to the local school district to determine eligibility for IDEA Part B services. Written parental consent is required. In those cases, in which the child is between the ages of 30 and 34.5 months referrals to both the local BabyNet System Point of Entry Office AND the local school are recommended. - Ideally, the local BabyNet System Point of Entry Office, with parental consent, will notify the Partnership of each child's BabyNet eligibility status. In the case in which children were determined to be ineligible for BabyNet, Partnership staff shall connect the family to facilitate referral to appropriate local early learning resources, including but not limited to:First Steps Local Partnership services - Help Me Grow - Early Head Start 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 six years of age within the partnership's service area, with family consent.

Program Name		Code	910
	HealthySteps		
Program Area	Health		

Program Description

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

The program is led by the HealthySteps Specialist, who joins the pediatric primary care team to ensure universal screening, successful interventions, referrals, and overall familial health. The HealthySteps Model consists of the following 8 Core Components: 1) Child Development, Socio-emotional, and Behavioral Screening; 2) Screening for Family Needs (i.e., maternal depression, other risk factors, social determinants of health); 3) Child development support line (i.e., phone, text, email, online portal); 4) Child Development and Behavior Consults; 5) Care Coordination and Systems Navigation; 6) Positive Parenting Guidance and Information; 7) Early Learning Resources; and 8) Ongoing Preventive Team Based Well-Child Visits.

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☐Families ☒Children ☐Adults ☐Providers	☒Yes ☐No	☒Yes (Tiers 2 and 3) ☐No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☒Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level   ☒Monthly outputs

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

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

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

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Birth to 3 years old.

Service Criteria: How is this program implemented?

Visits (Home or Site):

Visit Criteria	As outlined in the HealthySteps model standards, dependent on family needs.

Reach Criteria: What are this program's goals for client reach	
*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Healthy Steps Specialist	Maximum Number of Cases	N/A
KITS Related Job Title or Role	Other	Minimum Education Level	Bachelors or four-year degree
*Required Certifications and/or Training	The HealthySteps Specialist should be an individual with early childhood development experience (i.e., social workers, psychologists, early childhood educators, nurses), preferably with an infant and early childhood mental health/development background. Trainings specific to the HealthySteps model will be provided by the HealthySteps National Office as part of the HealthySteps Institute and ongoing technical assistance.		

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

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

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.

Other Criteria 2: Clinic Responsibilities	• Clinics must be assessed for readiness in partnership with the HealthySteps National Office, and then apply for and be approved by the HealthySteps National Office
	• Clinics must follow all expectations of HealthySteps National Office, including:
	   a. HealthySteps Institute training
	   b. developing and maintaining an implementation plan
	   c. achieving fidelity
	   d. annual site reporting
	• Clinics/community partners must communicate with the Health Steps National Office to:
	   a. complete an initial consultation and practice assessment
	   b. comply with all HealthySteps intervention requirements and agreements, as outlined in MOA
	   c. continue consultation regarding fidelity and sustainability
	   d. finalize implementation plan
	   e. provide annual reports
	• In the application phase, clinics will identify a Physician Champion (pediatric care MD or NP who will champion the cause) and
	   a. ensure that HealthySteps (HS) best practices are implemented throughout the pediatric or family practice department.

	b. ensure that most, preferably all, team members attend Healthy Steps Institute training.
	• Clinics will obtain written consent that allows a Healthy Steps Specialist to share the clients Protected Health Information with the SC Office of Revenue and Fiscal Affairs and SC First Steps for evaluation purposes only from all clients receiving Healthy Steps services.
	• Clinics will share clinic-level outcomes with SC First Steps, including, but not limited to, agreed upon HEDIS metrics, upon request.

	• **HealthySteps Specialists**
	a. Identify and hire a **HealthySteps Specialist (HSS)** --a staff member with early childhood development experience (i.e., social workers, psychologists, early childhood educators, nurses), preferably with an infant and early childhood mental health/development background with support from the Local First Steps Partnership.
	b. The HSS (and any other provider) will enter all data for children receiving Healthy Steps services, to include the patient's medical record or electronic health record number, into Welly, the Healthy Steps data management system. Training will be provided on Welly by HealthySteps national office.
	c. The HSS, in coordination with, and supervision from, the Medical Provider will:
	    (i) Support the medical practice and be responsible for administrative aspects of fulfilling the HS model.
	    (ii) Participate fully in the HealthySteps Institute and become certified in the HSS model.
	    (iii) Carry out all HSS duties to include tier 1, tier 2, and tier 3 services, as needed, for all families with children 0-3 in the clinic.
	    (iv) Maintain connections with community agencies for referrals and consulting.
	    (v) Participate in regular HS team meetings as scheduled, to include reflective supervision meetings with identified responsible parties.
	    (vi) Complete all reporting requirements for both Healthy Steps National and SCFS.

Other Criteria 3: Local Partnership Responsibilities	• Support the HSS with making up-to-date referrals to community and consulting resources that support HS families
	• Collect and review output and qualitative data from the quarterly and annual HS reports.
	• Participate in monthly SCFS HS team meetings, and other statewide meetings, to discuss progress and provide support across implementing sites.
	• Support Healthy Steps families through the HSS with wrap around services to include, but not limited to:
	    a. making referrals and connections to community resources, community convening of pediatric healthcare service providers (Community Café's)
	    b. mobilizing community support to ensure consistent and coordinated pediatric medical care

	c. increased well-child visits, immunization, and oral health recommendations. d. improved access to screening, identification, and referral for needed health, early intervention, and/or disability services. • Assist and support the HSS in eliminating barriers and other challenges associated with program implementation based on report reviews and team meetings. • Prioritize the implementation of other services, focusing on South Carolina's Birth through Five Plan strategies, Reach Out and Read, and others, to health care providers partnering in Healthy Steps.

Program Name	Family Connects	Code	911
Program Area	Health		

Program Description

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

Unit of Service	Evidence Based?	High Intensity?	Expected First Steps' Child-Level Outcomes
☒Families ☐Children ☐Adults ☐Providers	☒Yes ☐No	☐Yes ☒No	☒Healthy and Safe ☒Actively Supported by Their Families and Communities ☐Arrive at School Ready to Reach Their Highest Potential

Data Collection Requirements

In KITS: ☐Client-level ☒Monthly outputs

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

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

<table>
<tr><th colspan="2">If Yes, Monthly Outputs Data Required</th></tr>
<tr>
<td>☐Books Distributed
☐Books Read
☐Literacy Kits Given
☒Children 0-5 Served (unduplicated)
☒Families Served (unduplicated)
☐Adult Family Members Served (unduplicated)
☐Providers Served (e.g., Schools, Centers)
☐Classrooms Served (unduplicated)</td>
<td>☒Referrals Made
☐Total Number of Health Screenings
☒Total Number of One-on-One Client Visits
☐Total Number of One-on-One Client Visit Hours
☐Group Meetings, Trainings, Events: Number of Sessions
☐Group Meetings, Trainings, Events: Number of Hours
☐Group Meetings, Trainings, Events: Total Attendance
☐Other (please specify):</td>
</tr>
</table>

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

Targeting Criteria: Who does this program target?

Age

Age Criteria	Birth to 6 months old.

Service Criteria: How is this program implemented?

Visits (Home or Site):

Visit Criteria 1: Duration	The home visit should be 90-120 minutes.
Visit Criteria 2: Frequency	One introductory visit in the hospital. One home visit scheduled within 6 weeks of birth of child. Additional visits (1-2) can be scheduled based on family need.
Visit Criteria 3: Location	Participants home.

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

*Reach Criteria: Projected to Serve	Local Partnerships must reach 75% of their projected to serve by the end of the program year.

Workforce Criteria: Who are the service providers implementing this program?			
Program Role	Nurse Home Visitor	**Maximum Number of Cases**	N/A
KITS Related Job Title or Role	Service Provider	**Minimum Education Level**	Bachelors or four-year degree
*Required Certifications and/or Training	Nurse home visitors and nurse supervisors must be registered nurses with an active license in their state. FCI recommends, but does not require, that nurse home visitors and data managers hold a bachelor's degree and that nurse supervisors and program directors (if applicable) hold a master's degree. Nurse home visitors and nurse supervisors must receive pre-service training of the Family Connects model. In-service training is also included as part of the Family Connects International model.		
Note: Community alignment specialists must hold a bachelor's degree, although a master's degree is preferred, and program support coordinators must hold a high school diploma, although a bachelor's degree is preferred.			

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

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

Other Criteria: Are there other program criteria that exist?	
*Other Criteria 1	All data must be entered within the First Steps Data Collection System. Data entries will be checked quarterly (Quarterly Progress Reports) to ensure model fidelity.
Other Criteria 2: Partner Responsibilities	- Establishing a Family Connects Site:<ol type="a"> - To establish a Family Connects site, a partnership must establish a relationship with a medical/healthcare system. - The Family Connects site must be engaged, assessed for readiness in partnership with Family Connects International and then apply for and be certified by the Family Connects International Office. Start-up to certification is usually a 2-year process. - FC Sites must follow the expectations of Family Connects International, including FCI training, developing and maintaining an Implementation Plan, achieving fidelity, and data monitoring and reporting. - Sites will also identify several key positions to lead the Family Connects Program: An Executive Director (can be % time), A Community Alignment Specialist, Nursing Supervisor, Nurse Home Visitor(s), and other support staff as needed, including a partnership with a Medical Director (MD).

	e. FCI also requires that program sites include a community alignment specialist to identify community resources and align the program with those resources. f. Family Connects can be housed in a variety of settings, but usually includes a nurse supervisor and nurse home visitors, a community alignment specialist, and other roles depending on the size of the delivery area. • Site/community partners must communicate with Family Connects International to: a. Develop and maintain a community advisory board (CAB). b. Develop a plan for implementation. c. Comply with all FCI intervention requirements and agreements, as outlined in MOA. d. Continue consultation regarding fidelity and sustainability. e. Finalize implementation plan. f. Provide annual reports. • Clinics will obtain written consent for evaluation purposes only from all clients receiving Family Connects services.
Other Criteria 3: Local Partnership Responsibilities	• Collect and review output data from the monthly and annual Family Connects reports and provide data to SC First Steps. • Assist and support the Family Connects staff in eliminating barriers and other challenges associated with program implementation based on report reviews and team meetings.

APPENDICES

Appendix A: Formula Funding Reduction Levels

FORMULA FUNDING REDUCTION LEVELS

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

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

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

UN-SATISFACTORY

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

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

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

Appendix B: Consent and Authorization Forms

CONSENT TO RECEIVE SERVICES AND TO PROVIDE MINIMALLY SUFFICIENT DATA FOR SERVICE PROVISION AND EVALUATION

The program(s) in which you are choosing to voluntarily participate receive funding from South Carolina First Steps, a statewide government and non-profit agency, whose mission is for all children to start school ready to reach their highest potential. To receive money from the South Carolina General Assembly, South Carolina First Steps is required to evaluate the impact of its programs. For this reason, participating families are required to submit certain data that can be used to ensure the program(s)/services meet standards, intended outcomes, and other requirements.

Below, please provide information about you and your child, to include names, age, and contact information. South Carolina First Steps may collect additional information during the program services. This information may include types and amounts of services; dates of program participation; reason for ending services; assessment and screening data; descriptive information about your family. Please be assured that this information will be kept secure and confidential. This information will be maintained in a password-protected database. Only authorized, trained staff will have access to this information. Individual names and/or identities will never appear in any public report. This information will be used only for aggregate reports (statistical analyses about groups of people).

CHILD INFORMATION	
Child's Name _____ Last, First, Middle	Date of Birth/Due Date _____ /_____ / _____ MM / DD / YYYY

| Gender
☐Male
☐Female | Hispanic/Latino
☐Yes
☐No | Race (Select all that Apply)
☐American Indian/Alaska Native ☐Native Hawaiian/Other Pacific Islander
☐Asian ☐White
☐Black/African American | County

_____ |

Child's Primary Residence	
Physical Street Address _____	City, Zip Code _____

CAREGIVER INFORMATION	
Parent/Guardian's Name _____ Last, First, Middle	Relationship to Child ☐Parent (biological, adoptive, or step) ☐Grandparent ☐Other relative ☐Foster parent ☐Other non-relative

| Gender
☐Male
☐Female | Hispanic/Latino
☐Yes
☐No | Race (Select all that Apply)
☐American Indian/Alaska Native ☐Native Hawaiian/Other Pacific Islander
☐Asian ☐White
☐Black/African American | Date of Birth

_____ /_____ / _____
MM / DD / YYYY |

Email Address _____	Primary Contact Phone Number ☐Mobile _____ ☐Home XXX - XXX - XXXX ☐Work

Annual Household Income Range ☐<$10,000 ☐$20,000-<$25,000 ☐$35,000-<$40,000 ☐$50,000+ ☐$10,000-<$15,000 ☐$25,000-<$30,000 ☐$40,000-<$45,000 ☐$15,000-<$20,000 ☐$30,000-<$35,000 ☐$45,000-<$50,000	Child Primarily Resides With ☐Both parents ☐Other relative(s) ☐One parent ☐Other non-relative(s)

PROGRAM(S) FOR CONSENT		
Program Name	Program Name	Program Name
Program Name	Program Name	Program Name

- I agree that I am choosing for me, my family, and/or children in my care to voluntarily participate in the program(s) listed above.
- I understand that I can end the services at any time and that leaving does not impact my ability to receive services in the future.
- I understand that I may be asked to sign an additional participation agreement to receive services.
- I understand that if I do not consent, services will not be provided.
- I understand that I must provide a minimal amount of information to South Carolina First Steps and the service providers. The information collected about me, my family, and/or children in my care is used to ensure that state funds are being used effectively and efficiently, and to evaluate the program's reach and impact.
- I give permission for this data to be collected and stored by South Carolina First Steps and its service providers.
- I give permission to South Carolina First Steps to use information about me, my family, and/or children in my care in reports to assist with the evaluation of South Carolina First Steps and its programs.
- I understand that I can choose to withdraw my permission at any time, except to the extent that action has already been taken.

By signing below, I agree that I have read and understand the terms and information contained in this document.

Signature of Parent/Guardian: _____ Date:_____

AUTHORIZATION FOR DATA SHARING

As a condition of receiving money from the South Carolina General Assembly, South Carolina First Steps is required to evaluate the impact of its programs. For these reasons, South Carolina First Steps oftentimes shares a minimal amount of information with other state government agencies, as needed. The purpose of this form is for your permission to share information collected by South Carolina First Steps as with other state government agencies.

- This permission is effective immediately and ends five years from the date it is signed, or _____.
- I understand that I may withdraw my permission at any time by writing to South Carolina South Carolina First Steps (636 Rosewood Drive, Columbia, SC 29201). If I do not write to South Carolina South Carolina First Steps, this permission ends on the date listed above.
- I understand that I may receive services even if I do not authorize my information to be shared.
- I understand that if confidential* data/information is shared, I have a right to ask for a copy of the confidential* data/information.
- I understand that confidential* data/information will not be shared other than as required by applicable state and federal law or for the purposes described above.
- I understand that confidential* data/information will only be used or shared for limited and necessary purposes .

By signing below, I agree that I have read and understand the terms and information contained in this document.   By signing below, I also give my permission to South Carolina First Steps to release my confidential* data/information for the limited purposes described above and agree that I understand the rights described above. *Confidential data may include, but is not limited to, data that is considered Personally Identifiable Information: name, address, county of residence, gender, race, ethnicity, date of birth.

Signature of Parent/Guardian: _____   Date:_____

CONSENT TO BE CONTACTED

To provide you with the best possible services, we occasionally send convenient text messages or phone calls about South Carolina First Steps programs and services and about opportunities for you to provide feedback and opinions. Within any month, you can plan to receive no more than two text messages per month from South Carolina First Steps. You can opt out of being contacted at any time.

By signing below, I confirm that I have read and understand the information above and agree to receive text messages from South Carolina First Steps and its associates:

By signing below, I confirm that I have read and understand the information above and agree to receive phone calls from South Carolina First Steps and its associates:

Signature	Date	Signature	Date

MEDIA RELEASE

South Carolina First Steps , to include all South Carolina First Steps local partnerships and South Carolina First Steps-funded programs (i.e. First Steps 4K, Palmetto Pre-K, First5 SC, First Steps AmeriCorps, and the SC Early Childhood Advisory Council), may take photos or record children served by its programs. These photos and/or recordings may appear on printed or promotional materials. Additionally, photos and/or recordings may appear on the South Carolina First Steps website or be used for training. Any photograph, recording, drawing or other illustrative graphic material, audio-visual tape or audio-visual illustration, news report, story or article may be used without my prior examination or approval of the finished product.

By checking the "YES" box below, I give South Carolina First Steps and any other agencies or organizations associated with South Carolina First Steps, my permission to use such photographs. I understand South Carolina First Steps may give permission only where South Carolina First Steps considers the intended use to be in good taste and appropriate to the goals of South Carolina First Steps. By checking below, I also agree and understand that South Carolina First Steps will not be required to include any credit identifying any person(s) in the use of the photographs.

[ ] YES.I agree to the reproduction and release of photographs, videos, recordings, negatives or proofs of my child for use by South Carolina First Steps as indicated above.

[ ] NO. I do not agree to the reproduction and release of photographs, videos, recordings, negatives or proofs of my child for use by South Carolina First Steps as indicated above.

Signature of Parent/Guardian: _____   Date:_____

CONSENTIMIENTO PARA RECIBIR SERVICIOS Y PROPORCIONAR LOS DATOS MÍNIMAMENTE NECESARIOS PARA LA PRESTACIÓN Y EVALUACIÓN DEL SERVICIO

El(los) programa(s) en el(los) que elige participar voluntariamente recibe(n) fondos de South Carolina First Steps, una agencia estatal sin fines de lucro, cuya misión es que todos los niños comiencen la escuela listos para alcanzar su máximo potencial. Para recibir dinero de la Asamblea General de Carolina del Sur, South Carolina First Steps debe evaluar el impacto de sus programas. Por esta razón, las familias participantes deben enviar ciertos datos que pueden usarse para garantizar que el(los) programa(s)/servicios cumplan con los estándares, los resultados previstos y otros requisitos.

A continuación, proporcione información sobre usted y su hijo(a), incluidos los nombres, la edad y la información de contacto. South Carolina First Steps puede recopilar información adicional durante los servicios del programa. Esta información puede incluir tipos y cantidades de servicios, fechas de participación en el programa, motivo para finalizar los servicios, datos de evaluación y detección, información descriptiva sobre su familia. Tenga la seguridad de que esta información se mantendrá segura y confidencial. Esta información se mantendrá en una base de datos protegida por contraseña. Solo el personal capacitado y autorizado tendrá acceso a esta información. Los nombres y/o identidades individuales nunca aparecerán en ningún informe público. Esta información se usará solo para informes globales (análisis estadísticos sobre grupos de personas).

INFORMACIÓN DEL NIÑO	
Nombre del niño _____ Apellido, primer nombre, segundo nombre	Fecha de nacimiento/Fecha de parto _____ /_____ / _____ DD / MM / AAAA

Género ☐Masculino ☐Femenino	Hispano/latino ☐Sí ☐No	Raza (Seleccione todo lo que corresponda) ☐Nativo estadounidense/ nativo de Alaska ☐Nativo de Hawái/de otra isla del Pacífico ☐Asiático ☐Blanco ☐Negro/afroamericano	Condado _____

Residencia principal del niño	
Dirección física _____	Ciudad, código postal _____

INFORMACIÓN DEL CUIDADOR	
Nombre del padre/madre/tutor _____ Apellido, primer nombre, segundo nombre	Relación con el niño ☐Padre/madre (biológico, adoptivo, padrastro/madrastra) ☐Abuelo/a ☐Otro familiar ☐Otro, no familiar ☐Padre/madre de acogida

Género ☐Masculino ☐Femenino	Hispano/latino ☐Sí ☐No	Raza (Seleccione todo lo que corresponda) ☐Nativo estadounidense/ nativo de Alaska ☐Nativo de Hawái/de otra isla del Pacífico ☐Asiático ☐Blanco ☐Negro/afroamericano	Fecha de nacimiento _____ /_____ / _____ DD / MM / AAAA

Dirección de correo electrónico	Número telefónico del contacto principal
_____	☐Celular _____ ☐Casa XXX - XXX - XXXX ☐Trabajo

Rango de ingresos anuales del hogar	El niño reside principalmente con
☐<$10,000 ☐$20,000-<$25,000 ☐$35,000-<$40,000 ☐Más de $50,000 ☐$10,000-<$15,000 ☐$25,000-<$30,000 ☐$40,000-<$45,000 ☐$15,000-<$20,000 ☐$30,000-<$35,000 ☐$45,000-<$50,000	☐Ambos padres ☐Otro(s) familiar(es) ☐Uno de los padres ☐Otro(s), no familiar(es)

PROGRAMA(S) PARA EL(LOS) QUE SE DA EL CONSENTIMIENTO		
Nombre del programa	Nombre del programa	Nombre del programa
Nombre del programa	Nombre del programa	Nombre del programa

- Acepto que elijo que yo, mi familia y/o los niños bajo mi cuidado participen voluntariamente en el(los) programa(s) mencionado(s) anteriormente.
- Entiendo que puedo finalizar los servicios en cualquier momento y que hacerlo no afecta mi capacidad para recibir servicios en el futuro.
- Entiendo que se me puede pedir que firme un acuerdo de participación adicional para recibir servicios.
- Entiendo que si no doy mi consentimiento, los servicios no serán proporcionados.
- Entiendo que debo proporcionar una cantidad mínima de información a South Carolina First Steps y a los proveedores de servicios. La información recopilada sobre mí, mi familia y/o los niños bajo mi cuidado se usa para garantizar que los fondos estatales se usen de manera eficaz y eficiente, y para evaluar el alcance y el impacto del programa.
- Doy permiso para que South Carolina First Steps y sus proveedores de servicios recopilen y almacenen estos datos.
- Doy permiso a South Carolina First Steps para usar información sobre mí, mi familia y/o los niños bajo mi cuidado en informes para ayudar con la evaluación de South Carolina First Steps y sus programas.
- Entiendo que puedo optar por retirar mi permiso en cualquier momento, excepto en la medida en que ya se hayan tomado medidas.

Al firmar a continuación, acepto que he leído y entiendo los términos y la información contenida en este documento.

Firma del padre/madre/tutor: _____ Fecha: _____

AUTORIZACIÓN PARA EL INTERCAMBIO DE DATOS

Como condición para recibir dinero de la Asamblea General de Carolina del Sur, South Carolina First Steps debe evaluar el impacto de sus programas. Por estas razones, South Carolina First Steps a menudo comparte una cantidad mínima de información con otras agencias gubernamentales estatales, según sea necesario. El propósito de este formulario es su permiso para compartir la información recopilada por South Carolina First Steps con otras agencias gubernamentales estatales.

- Este permiso es efectivo inmediatamente y termina cinco años a partir de la fecha de su firma, o _____.
- Entiendo que puedo retirar mi permiso en cualquier momento escribiendo a South Carolina First Steps de Carolina del Sur (636 Rosewood Drive, Columbia, SC 29201). Si no escribo a South Carolina First Steps de Carolina del Sur, este permiso finaliza en la fecha mencionada anteriormente.
- Entiendo que puedo recibir servicios incluso si no autorizo que se comparta mi información.
- Entiendo que si se comparten datos/información confidenciales*, tengo derecho a solicitar una copia de los datos/información confidenciales*.
- Entiendo que los datos/información confidenciales* no se compartirán salvo que lo exijan las leyes estatales y federales aplicables o para los fines descritos anteriormente.
- Entiendo que los datos/información confidenciales* solo se usarán o compartirán para fines limitados y necesarios.

Al firmar a continuación, acepto que he leído y entiendo los términos y la información contenida en este documento. Al firmar a continuación, también doy mi permiso a South Carolina First Steps para divulgar mis datos/información confidenciales* para los fines limitados descritos anteriormente y acepto que entiendo los derechos descritos anteriormente. *Los datos confidenciales pueden incluir, entre otros, datos que se consideran información de identificación personal: nombre, dirección, condado de residencia, género, raza, etnia, fecha de nacimiento.

Firma del padre/madre/tutor: _____   Fecha: _____

CONSENTIMIENTO PARA QUE ME CONTACTEN

Para brindarle los mejores servicios posibles, ocasionalmente enviamos convenientes mensajes de texto o llamadas telefónicas sobre los programas y servicios de South Carolina First Steps y sobre oportunidades para que usted brinde comentarios y opiniones. En un mes, puede esperar recibir no más de dos mensajes de texto por mes de South Carolina First Steps. Puede optar por no ser contactado en cualquier momento.

Al firmar a continuación, confirmo que he leído y entiendo la información anterior y acepto recibir mensajes de texto de South Carolina First Steps y sus asociados:	Al firmar a continuación, confirmo que he leído y entiendo la información anterior y acepto recibir llamadas telefónicas de South Carolina First Steps y sus asociados:
Firma Fecha	Firma Fecha

DIVULGACIÓN DE CONTENIDO MULTIMEDIA

South Carolina First Steps, incluidas todas las sociedades locales de South Carolina First Steps y los programas financiados por South Carolina First Steps (es decir, First Steps 4K, Palmetto Pre-K, First5 SC, First Steps AmeriCorps y el SC Early Childhood Advisory Council), podría tomar fotos o grabar a los niños que atiende en sus programas. Estas fotos y/o grabaciones pueden aparecer en materiales impresos o promocionales. Además, las fotos y/o grabaciones pueden aparecer en el sitio web de South Carolina First Steps o usarse para capacitación. Cualquier fotografía, grabación, dibujo u otro material gráfico ilustrativo, cinta audiovisual o ilustración audiovisual, informe de noticias, historia o artículo puede usarse sin mi análisis o aprobación previa del producto terminado.

Al marcar la casilla "SÍ" a continuación, doy a South Carolina First Steps y a cualquier otra agencia u organización asociada con South Carolina First Steps, mi permiso para usar dichas fotografías. Entiendo que South Carolina First Steps puede otorgar permiso solo cuando South Carolina First Steps considere que el uso previsto demuestre decoro y sea apropiado para los objetivos de South Carolina First Steps. Al marcar a continuación, también acepto y entiendo que South Carolina First Steps no tendrá que incluir ningún crédito que identifique a ninguna persona en el uso de las fotografías.

[   ] SÍ. Acepto la reproducción y publicación de fotografías, videos, grabaciones, negativos o pruebas de mi hijo(a) para uso de South Carolina First Steps como se indicó anteriormente.

[   ] NO. No acepto la reproducción y publicación de fotografías, videos, grabaciones, negativos o pruebas de mi hijo(a) para uso de South Carolina First Steps como se indicó anteriormente.

Firma del padre/madre/tutor: _____   Fecha: _____

Parents as Teachers.

Essential Requirements *Beginning July 2020*

	Essential Requirements		
2020 Essential Requirements	**Measurement Criteria**	**What Is Different?**	**What is optimal?[1]**
1. The affiliate is designed to provide at least two years of services to families with children between prenatal and kindergarten entry.[2]	The affiliate confirms that it is designed to be able to provide at least two years of services to families with age-eligible children.[3]	Wording refined to clarify that this requirement is about design. See footnote.	It is optimal for the affiliate to be designed to offer more than two years of services.
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 the affiliate's parent educators have at least a high school diploma, GED, or equivalent degree in countries outside the United States.	No change	It is optimal for parent educators to have a bachelor's degree or beyond.
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 affiliate).	The affiliate conducts at least two advisory committee meetings during the program year.	No change	It is optimal for an affiliate's advisory committee to meet more than every six months, for example quarterly.
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. In order to support high-quality services to families, this requirement includes supervisors who carry a caseload.	On average, parent educators working more than .5 FTE and supervisors that carry a caseload equivalent to more than .5 FTE receive 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 receive 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 occur during the program year.	No change	It is optimal for new parent educators to receive additional individual reflective supervision during their first year of employment.

[1] In some cases, there are best practice recommendations beyond the Essential Requirement. The affiliate should make every effort to meet these best practice recommendations.
[2] Because families can enroll when their children are different ages, not every family may receive at least two years of services.
[3] Age eligible refers to the programs design and requirements around who is served. PAT services are able to be delivered to families with children prenatally until kindergarten entry.

Model Implementation

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Essential Requirements

2020 Essential Requirements	Measurement Criteria	What Is Different?	What is optimal?[1]
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. The number of parent educators assigned to the supervisors is decreased proportionately when the supervisor is not full-time.	100% of an affiliate's 1.0 FTE* supervisors are assigned a maximum of 12 parent educators. The number of parent educators assigned to a supervisor that is not full-time is adjusted proportionately. *1.0 FTE is defined here as 40 hours/week.	Refined measurement criteria to include adjustment in number of parent educators assigned to a supervisor that is not full time. Also defined 1.0 FTE.	It is optimal for the affiliate to maintain a supervisor to parent educator ratio of 1:6 (or less).
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.	100% of parent educators and supervisors have attended the required PAT trainings.	No change	
7. All parent educators and supervisors who carry a caseload are observed delivering a personal visit at least once during the program year, conducted by a supervisor or lead parent educator using a structured observation tool.	100% of parent educators and supervisors who carry a caseload and who provided full PAT model services for the full program year are observed delivering a personal visit at least once during the program year conducted by a supervisor or lead parent educator using a structured observation tool.	This was changed from a Quality Standard to an Essential Requirement.	It is optimal for parent educators to receive personal visit observations twice annually. It can be beneficial for one of these observations to include developmental screening.

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Essential Requirements

2020 Essential Requirements	Measurement Criteria	What Is Different?	What is optimal?[1]
8. Parent educators obtain competency-based professional development and training and renew certification with the National Center annually.	100% of model affiliate parent educators are up to date with their certification. Twenty hours of professional development are required for recertification for all parent educators. In addition to local training opportunities, professional development during staff meetings, participation in PAT national webinars, and online courses all count toward the required hours.	The number of professional development hours required annually will increase for parent educators in their second year and beyond.	
9. Parent educators complete and document a family-centered assessment within 120 days of enrollment, and then annually thereafter, using a method that addresses the Parents as Teachers required areas.	Family-centered assessment is conducted using a PAT-approved method. At least 60% of families enrolled more than 120 days have an initial family-centered assessment completed within 120 days of enrollment and at least 60% of families that received at least one visit during the program year have a family-centered assessment completed during the program year.	The timeframe for completion of initial FCA will be increased from 90 days to within 120 days of enrollment. This will allow time to synthesize the information gathered within 90 days of enrollment, including the Parent/Guardian, Child and Family Information Records, as well as developmental screening and health review.	
10. Parent educators develop and document goals with each family they serve.	At least 60% of the families that received at least one visit during the program year have at least one documented goal during the program year.	No change	It is optimal to develop at least one goal with each family within 90 days of enrollment.

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Essential Requirements

2020 Essential Requirements	Measurement Criteria	What Is Different?	What is optimal?[1]
11. 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.	Parent educators plan for each visit, documenting the planning process in a *Foundational Personal Visit Plan* or *Personal Visit Planning Guide*.	No change	
12. 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.	At least 60% of families with one or fewer stressors receive at least 75% of the required number of visits* in the program year and at least 60% of families with two or more stressors receive at least 75% of the required number of visits in the program year. *As documented by Personal Visit Records.*	No change	It is optimal for families to receive more than 75% of the required number of visits.
13. 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. The number of visits completed monthly is decreased 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.	Full-time first year parent educators complete no more than 48 visits per month. Full-time parent educators in their second year and beyond complete no more than 60 visits per month.	No change	It is optimal for full-time first year parent educators to complete no more than 40 visits per month during their first year and full-time parent educators in their second year and beyond to complete no more than 50 visits per month, with proportionate adjustment when a parent educator is part-time.

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Essential Requirements

2020 Essential Requirements	Measurement Criteria	What Is Different?	What is optimal?[1]
14. Affiliates deliver at least 12 group connections across the program year.	The affiliate delivers at least nine (75%) group connections* during the program year. In order to count a group connection, at least one family must have attended. The families in attendance may or may not already be enrolled in PAT services. For example, a family may be in attendance as part of the affiliate's recruitment efforts. *As documented by Group Connection Planning Guides and Records*	Measurement criteria updated so that attendance of at least one family is necessary to count a group connection.	
15. Child health review is completed within 90 days of family enrollment or child's birth, 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 review.	At least 60% of children receive a complete child health review within 90 days of enrollment or birth and at least 60% of children received a complete annual child health review during the program year.	The option to complete the initial child health review by seven months of age will not be part of this Essential Requirement. The seven-month timeframe was related to the functional vision assessment that is no longer part of the Essential Requirement.	It is optimal for enrolled children to also receive instrument based hearing and vision screening.
16. Child developmental screening takes place for all children within 90 days of family enrollment or child's birth, and then at least annually thereafter. Developmental domains that require screening include language, cognitive, social-emotional, and motor development.	At least 60% of children receive a complete child developmental screening within 90 days of enrollment or birth and at least 60% of children receive a complete annual child developmental screening during the program year.	No change	It is optimal for developmental screening to take place at least every six months.

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Essential Requirements

2020 Essential Requirements	Measurement Criteria	What Is Different?	What is optimal?[1]
17. Child developmental surveillance takes place during each personal visit.	Parent educators review the PAT *Milestones Record* for each enrolled child before the visit and update each enrolled child's record after the visit when there are newly emerging or achieved milestones.	Updated wording clarifies the Milestones are reviewed before the visit and updated following the visit for each child that has a newly emerging or achieved milestone.	
18. Parent educators connect families to resources that help them reach their goals and address their needs.	At least 60% of families that received at least one visit during the program year are connected to at least one community resource during the program year.	No change	It is optimal for families to be connected to multiple community resources each year.
19. At least annually, the affiliate gathers and summarizes feedback from families about the services they have received through the four model components, using the results for program improvement.	The affiliate gathers and summarizes feedback from families about the services they have received at least once during the program year and uses the results for program improvement.	The addition of "four model components" clarifies that feedback should be obtained about all four components of the PAT model. The PAT *Parent Satisfaction Survey* will be updated to address all four components of the model.	

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Essential Requirements

2020 Essential Requirements	Measurement Criteria	What Is Different?	What is optimal?[1]
20. 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.	The affiliate uses the PAT Records (2017 or newer), presented in the *Data In Motion Manual* through one of the approved options below,* to record and report data on service delivery and program implementation, submits the Affiliate Performance Report (APR) annually, and participates in the Quality Endorsement and Improvement Process when designated by PATNC. *Approved options* *1. PAT Penelope* *2. PAT Records (2017 or newer version)* *3. Data system that has a licensing agreement with PATNC and contains all items in the PAT Records (2017 or newer version)* *4. Program specific forms or database that contains all items in the PAT Records (2017 or newer version)*	PAT affiliates must begin using the PAT Records (2017 or newer version) by July 2019. This addition to the Essential Requirement Measurement Criteria clarifies the acceptable options for use of the PAT Records.	
21. Affiliates measure at least two outcomes with eligible families and report summary data and how they are using the data on the APR. One outcome is from a list of PAT approved tools that measure parenting skills, practices, capacity, or stress assessment and the second outcome is from an approved list of measures.	At least 60% of eligible families annually participate in an assessment of parenting skills, practices, capacity, or stress using an approved tool. At least one additional PAT approved outcome measure is assessed and reported for eligible families. Affiliates report in the APR how they are using the data.	Wording updated in the Essential Requirement for clarification.	

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Appendix D: Early Steps to School Success Guidelines from Save the Children

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 forsuccessful 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