



Meeting of the Board of Trustees

August 17, 2018

11:00 am – 12:00 pm

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

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

Motion: To adopt the agenda as submitted.

- II. Approve June 2018 Minutes (Ken Wingate)

Attachments: June 2018 Minutes – Page 3

Motion: To adopt the June 2018 minutes as submitted.

- III. Executive Committee (Ken Wingate)

Attachments: Committee Report – Page 8, Minutes from Executive Committee July 23, 2018 – Page 9, Managerial Position Description for Agency Director – Page 13

Action Required: Vote on a proposed salary for the Director of SC First Steps. Salary will be submitted to the Agency Head Salary Review Commission for approval.

- IV. Finance and Administration Committee (Walter Fleming)

Attachments: Committee Report – Page 25, Minutes from Finance and Administration Committee July 25, 2018 – Page 27, FY2018 Financial Status Report as of June 30, 2018 – Page 30, FY2018 Donations Report as of June 30, 2018 – Page 31, FY2019 Financial Status Report as of July 31, 2018 – Page 32, Proposed State Budget Request for FY2020 – Page 33

- V. Early Head Start Governance Council (Roger Pryor)

Attachments: Committee Report – Page 34, Minutes from EHS Governance Council July 24, 2018 – Page 35

- VI. Program and Grants Committee (Jennifer McConnell)

Attachments: Committee Report – Page 37, Program and Grants Committee Minutes August 8, 2018 – Page 38, List of Evidence-Based Programs with Recommended Additions – Page 40

Motion: To approve the addition of the following evidence-based programs to the First Steps Board of Trustees List of Approved Evidence-Based Programs:

- Conscious Discipline
- Strengthening Families (3-5, 6-11)

Motion: To establish \$10,000 as the minimum award amount for competitive grants

awarded to local partnerships through the grant process designed to reallocate partnership funds carried forward in excess of 15% for two or more consecutive fiscal years.

VII. Executive Director's Report (Georgia Mjartan)

Attachments: Executive Director's Report – Page 41, Proposed FY2019 Organizational Chart – Page 42, Summary of New Positions – Page 43

VIII. New Business (Ken Wingate)

IX. Adjourn

Motion: To adjourn the meeting of SC First Steps.



**South Carolina First Steps to School Readiness
Board of Trustees Meeting
June 15, 2018**

**Inn at USC - Columbia
11 a.m.**

DRAFT MINUTES

Members Present (17):

Ken Wingate, Chair
Julie Hussey, Vice-Chair
Susan Alford
Representative Rita Allison
Josh Baker
Mary Lynne Diggs
Representative Jerry Govan
Senator Greg Hembree
Tim Holt
Senator Gerald Malloy
David Mathis
Jennifer McConnell
Rick Noble
Roger Pryor
Amy Williams
Sue Williams
David Wilson

Members Absent (4):

Judith Aughtry
Walter Fleming
Pat Maley
Alexia Newman

Staff Present:

Georgia Mjartan	Clarissa Zimmerman
Dan Wuori	Tanvi Solanki
Martha Strickland	Russell Brown
Debbie Robertson	Teiarose Sanders
Mark Barnes	Nikkia Rogers
Samantha Ingram	Karen Jenkins
Zack Catoe	Latoya Palmer-Graves
Ginger Ryall	Sherrell Cue
Bridgett Shealey	Ayesha Smith
Tihesa Brown	Serena Salmans
Althea Benson	Tenille Salliewhite
Adrienne Waymer	Cassandra Legette
Angie Ebert	
Lavinia Tejada	



Others Present:

Quane Pressly
Daniel Smalls
Betty Smalls
Johnetta Perkins
Francina Wright
Kim Baker
Kristen Smalls
Breana Chriscoe
Teneka Thompson
Alexandria Pickney
Deloris S. Broughton
Deb Padgett
Lunda Green
Lanise Green
Marcia Bacon
Kimberly R. Taylor
Annette Bethel
Dorothy Priester
Elaine Cooper
Alexis Pipkins
Lashandia Wright
Nicole L. Jenkins
Kiki Billings
Ashleigh Holland
David Lisk
Norman Dover
Alfreda Roseborough
Zeico Roseborough
Dustin Cockrum

Katharina Cockrum
Pierce McNair
Kyle Lacio
Mia Lacio
Beth Ann Rochelear
Julie Edwards
Kim Ford
Benita McCullum
Sheria Williams
Sam Edwards
Nina Grey
Cari Moyer
Lisa Dial
Jason Myers
Khadyah Stokes
Ellen Still
John A. Gregory
Kenneth Wright
Sherry Adger
Sandra Isaac
Kim Chariker
Jackie Young
Lillian Wright
Shirleen Lewis
Tim Smith
Lindy Scott
Joy Dickerson
Sonya Gass
Lillie Wright

Mr. Ken Wingate calls the meeting to order at 11:01 a.m. and stated that a quorum was present.

Mr. Wingate calls for a motion to approve the agenda for the meeting. After a motion by Mr. Tim Holt and a second by Mr. Josh Baker, the agenda was unanimously approved.

Mr. Wingate calls for a motion to approve the minutes of the April 20, 2018 meeting. After a motion by Senator Greg Hembree and a second by Ms. Judith Aughtry, the minutes were unanimously approved.

Mr. Ken Wingate gave the report for the Executive Committee and stated that the committee had met to discuss the Early Head Start – Child Care Partnership grant and the committee had prepared a motion for the full board to consider. Mr. Wingate read the motion related to the Early Head Start – Child Care Partnership grant. The motion reads:

To relinquish Round One and Round Two Early Head Start – Child Care Partnership Grants on July 31, 2018 with a closeout plan which supports parental choice in childcare for all; asks DSS to make available, as appropriate, vouchers for eligible children who are enrolled

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in South Carolina First Steps' Early Head Start – CCP program on July 27th and would have remained enrolled next year (those under the age of 3 on September 1, 2018); seeks to assist all parents in our program with transitioning their children if needed; addresses the completion of capital projects at childcare partners; and commits to volunteering lessons learned, data, and other non-monetary resources to facilitate a smooth transition to a new grantee or grantees.

Mr. Wingate asked for comments or questions from the Executive Committee or Board of Trustees. Mr. Roger Pryor noted that he had voted against this motion during the Executive Committee meeting. Mr. Tim Holt posed the question of why Round One and Round Two were combined. Mr. Wingate responded by stating that he would defer back to that question at another point in the meeting due to the nature of the business at hand.

Mr. Wingate announced to the full group that members of the public would have an opportunity to speak to the board. Mr. Wingate stated that each person who spoke would have two minutes to make their statement. The public comment period began.

The following people spoke during the public comment period: Tyler Johnson, Sandra Isaac, Kim Chariker, LaShondia Wright, Kiki Billings, Quane Pressley, Kristin Smalls, David Lisk, Norman Dover, Alfreda Roseborough, Erica Roseborough, Loreen Creque, Dustin Cockrum, Joy Dickerson, Kyle Lacio, Beth Ann Rochelear, Kim Ford, Elaine Cooper, Benita McCullum, Rev. Nina Grey, Sam Edwards, Jason Myers, Kim Baker.

The public comment period ended after approximately 50 minutes.

Mr. Wingate addressed the public and stated that the board would move into executive session in another room on the premises. Mr. Tim Holt made a motion for the board to move into executive session and Ms. Jennifer McConnell seconded the motion. The motion was unanimously approved.

Mr. Wingate called the meeting back to order and addressed the board members and members of the public after executive session. Senator Gerald Malloy asked Mr. Wingate to acknowledge that no votes were taken in executive session.

Mr. Wingate, again, read the motion from Executive Committee as related to the Early Head Start – Child Care Partnership grant.

Ms. Georgia Mjartan briefly addressed the public on the situation and the timeline of the events that led up to the decision at hand. Ms. Mjartan reminded the board of the notice of findings issued by the Office of Head Start to SC First Steps in December 2017 and explained that three additional incidents had occurred at another center in another county subsequent to the issuance of the findings. Because of this, the Office of Head Start has deemed the deficiencies identified in December to be “uncorrected.” Uncorrected deficiencies can result in a termination of the grant. The Office of Head Start has notified SC First Steps that because these deficiencies are, in their evaluation, uncorrected, the Round 1 grant will be terminated unless the board votes to relinquish the grant. Mjartan noted that in all three of the situations that occurred at the center subsequent to the issuance of non-compliance, the center fired the teachers, self-reported the incidents to SC First Steps and to DSS, and SC First Steps self-reported the incidents to the Office of Head Start. The structure of the Early Head Start – Child Care Partnership grant is such that the individuals involved in these incidents were private employees of the childcare centers, not employees of SC First Steps.



Ms. Mjartan explained that the Board of Trustees must decide whether to relinquish the grant to the Office of Head Start or appeal the termination of the grant by the Office of Head Start. It was stated that termination of the grant would deem SC First Steps ineligible to receive federal grants from the Administration for Children and Families for five years and could leave the fate of the children in the program in limbo for an extended period of time. Relinquishment would allow SC First Steps to apply for grants from the Administration for Children and Families and would enable the funds to more immediately be recompeted in South Carolina.

Mr. Ken Wingate acknowledged that he must leave soon and directs the public to address any questions for him to his email: kbw@swblaw.com.

Mr. Ken Wingate addressed the board and asked for all presiding in favor of the motion. Mr. Wingate cited that the children are the top priority for all members present. Mr. Wingate further acknowledged the funding model pertaining to Early Head Start (EHS), and how SC First Steps is working with the SC Department of Social Services to secure childcare vouchers for eligible children enrolled in SCFS' EHS-CCP program.

Ms. Julie Hussey elaborated on her and Georgia's phone call with Head Start Region IV Coordinator, Captain Robert Bialas. Captain Bialas informed Ms. Hussey that the funds for the EHS-CCP grant would remain in the state of South Carolina. Captain Bialas continued by stating that no further help would be dispatched to aid in the resolution of issues within the Early Head Start – Child Care Partnership grant managed by SC First Steps. Ms. Hussey also acknowledged that an effort was made to have the South Carolina Association of Community Action Partnerships (SC CAP) accept responsibility for the grant; however, Captain Bialas stated that the decision of where funds are administered remains the responsibility of the Federal Office. Ms. Julie Hussey concluded her statement by thanking the Department of Social Services for their assistance and proclaimed that her vote would be in favor of the motion.

Mr. Roger Pryor posed a question of what happens to the money should SC First Steps relinquish the grant. Ms. Mary Lynne Diggs explained that the money from Head Start will not be taken from the state of South Carolina, but rather the administrator of Head Start funding will be different. She noted that the funds follow the children even if the grantee changes. Mr. Josh Baker clarified that First Steps would no longer be responsible for the administration of EHS-CCP funds should the grant be relinquished or terminated.

Mr. Josh Baker, Mr. David Wilson, Mr. David Mathis, Ms. Sue Williams, and Ms. Mary Lynne Diggs abstained from voting due to their status as board members who are also state agency executive. Ms. Susan Alford also abstained from voting and stated that she remains committed to the provision of vouchers to EHS-CCP children.

Senator Gerald Malloy calls the question to move on the motion. The motion passes with a majority vote. There is a call for division among the votes: 8 members voted in favor of the motion, 1 member voted in opposition, and 6 abstained from voting.

Mr. Wingate asks Mr. Rick Noble to stand. Mr. Wingate recognized Mr. Noble for his time and dedication to the children of the state of South Carolina while serving as a Local Partnership Executive Director and board member amongst other positions. Mr. Ken Wingate and Mr. Rick Noble departed from the meeting due to previously scheduled engagements.



Ms. Julie Hussey now presided over the meeting.

Senator Gerald Malloy asks to move to the next item on the agenda where a motion is needed.

Ms. Jennifer McConnell presented the report from the Program and Grants Committee and brought forth the motion:

Partnerships whose carry forward exceeds 15% for two or more consecutive fiscal years will not receive any carry forward funds in excess of 15% of their state allocation, effective for the fiscal year beginning July 1, 2018.

Along with this motion, Ms. McConnell explained that the plan would be for the Board to direct that these funds be reallocated to local partnerships through a competitive grant process approved by the Programs and Grants Committee and the Board of Trustees.

Ms. Georgia Mjartan acknowledged that a provision already exists in the program standards that provides the Board with the ability to limit local partnerships from continuing to receive carry forward over 15% after two years of excess carry forward. While this provision exists, it has never been put into effect by the board, which is why this motion is being proposed.

Mr. Roger Pryor read the motion (stated above) and Mr. Josh Baker seconded. The motion passes unanimously.

Ms. Julie Hussey read the second motion brought forth by the Program and Grants Committee. This motion read:

The Program and Grants Committee recommends that the State Board approve the committee recommendations regarding the FY19 grant renewals as detailed in the attached document.

The motion passes unanimously.

Senator Gerald Malloy makes a motion to adjourn. Representative Govan seconds the motion and the meeting is adjourned at 2:00 p.m.



To: First Steps Board of Trustees
From: Ken Wingate, Chair, SC First Steps Board of Trustees
Date: August 17, 2018

RE: Executive Committee Report

The Executive Committee of the Board of Trustees met on July 23, 2018 as detailed in the attached minutes. This was the last Executive Committee meeting for Judith Aughtry, who has resigned from the Board of Trustees after 13 years of dedicated service. This was also Roger Pryor's last Executive Committee meeting as the Early Head Start Governance Council will now be disbanded with the relinquishment of the Early Head Start grants. We are grateful to each of these individuals for their leadership and service.

Head Start Close Out – Governance Actions

We need to take action to terminate the Early Head Start Governance Council. The Council was chartered with board action and therefore must be terminated by board action.

Recognizing that the board and staff of First Steps developed or revised many agency policies and procedures to bring them into compliance with Head Start requirements, the board should now instruct the staff to begin the process of reviewing and revising agency policies and procedures in light of the fact that the agency is no longer a Head Start grantee. Recognizing that this process of policy and procedure revision will take time, we give the Executive Director the discretion not to apply provisions that were written expressly to address Head Start requirements. If the Director has questions as to whether the provisions were written specifically for Head Start compliance, she will consult with an attorney.

Reorganization and New Positions

Please review the Executive Committee minutes for a recap of other business discussed by the Executive Committee. Georgia Mjartan will review her plans for the addition of new positions and a reorganization plan during the Executive Director's Report. This was discussed at lengths in the Executive Committee Meeting.

Executive Session

With the new legislation passed in 2018 reauthorizing South Carolina First Steps, a new provision was added that establishes the position of Director of SC First Steps as subject to the Agency Head Salary Review Commission. The Agency Head Salary Review Commission has established a range for the position, and the Board of Trustees must now propose a salary for the specific individual in the role. Julie Hussey, Vice Chair and Chair of the Executive Director Search Committee will lead this discussion.

- Provided for review and input is the Director's Managerial Position Description, approved by the Executive Committee of the Board.



Minutes of the Meeting of the Executive Committee of the Board of Trustees July 23, 2018

Committee Members Present: Ken Wingate, Chair; Julie Hussey, Vice Chair; Judith Aughtry, Finance Chair; Sen. Gerald Malloy, Legislative Committee Chair; Jennifer McConnell, Program and Grants Committee Chair; Roger Pryor, Early Head Start Governance Council Chair

Staff Liaison: Georgia Mjartan, Executive Director

Agency Head Salary Review

Donna Foster, Staff Director of the Agency Head Salary Commission, presented a training for the board leadership on the way that the board of trustees and staff of First Steps will be expected to work with the Agency Head Salary Commission now that the Director is formally subject to Agency Head Salary Review. Expectations include developing and voting on a managerial position description for the agency head, participating in a job analysis study, and engaging in a 4-part performance evaluation process annually. After her presentation, Ms. Foster departed.

Georgia Mjartan presented a draft managerial position description. Members discussed the position description including the outline of new positions listed as proposed future direct reports. Roger Pryor suggested an edit to the title of one of the new direct-reports listed, and that suggestion was agreed upon by all present. Julie Hussey and Ken Wingate noted that they had already reviewed the detailed description ahead of the meeting and were in approval. **Roger motioned to adopt the managerial position description as submitted with the one title change proposed. Julie seconded the motion. All voted in favor of the motion. The managerial position description for the agency director was adopted.** Ken noted that while the Executive Committee had voted on the position description due to the time constraint of needing to provide a position description ahead of the Agency Head Salary Review Commission meeting on August 7th, the position description would be shared informationally with the full board. He also noted that if the full board had suggested edits, it would not be too late to make changes to the position description. The managerial position description, with edits, will be presented to the full board as an informational attachment.

Legislative

Georgia stated that the General Assembly had not approved any new funds for SC First Steps, although First Steps had requested additional funding for home visiting programs, a data system, a financial system, and IT. The legislature did award First Steps 12 new FTE's, which are "slots" giving First Steps the ability to convert existing employees who are "temporary, hourly" into permanent, salaried positions and to bring on new employees into permanent, salaried roles. These FTE's did not come with additional funding, as SCFS already has sufficient funding to cover these positions.



Georgia shared information about the Senate Oversight Committee process with the Executive Committee including information about Mr. Philip Willis' draft report.

Reorganization

Georgia presented her proposal for a reorganization of the SC First Steps team. This reorganization would lay the groundwork for enabling First Steps to accomplish the big vision of getting all children ready for success in school. Georgia presented a draft organizational chart for FY2019 and an outline of new positions. The members asked questions, provided feedback and made suggestions about the proposal. Ken said he appreciated the work that had gone into developing this vision and plan. **Roger motioned to approve the development, recruitment and filling of the new positions as outlined. Julie seconded the motion. All members voted in favor of the motion. The motion carried.** There was discussion about the best way to involve the board in the continued discussion about developing, recruiting and filling these positions, noting that the Executive Committee's vote to move forward with this plan did not in any way close the door to full board discussion and input. It was decided that the organizational chart (with modifications based on the discussion) and the outline of new positions would be presented to the full board for informational purposes and with the hope that members interested in providing feedback would do so.

Local Partnerships

Georgia presented information about the local partnerships including the fact that all Executive Directors had met together with the First Steps team for a day-long, in-person retreat. There are continued staff-level efforts, supported by board action when appropriate, to increase accountability. First Steps has committed to providing scholarships for our new local Executive Directors to attend a leadership program developed by Together SC that aims to build the capacity of new nonprofit executive directors.

First Steps 4K

Georgia also provided a status update on 4K, as follows:

- First Summer of 4K – 1522 enrolled as of today
- 2018 / 2019 School Year
 - 211 centers with 230 classrooms
 - 3710 4K slots
 - 26 new centers *added* 448 new slots
- 4K Academy
 - Tamala Toney Memorial Award: lunch, Friday, August 10th
 - Teachers of the Year Awards: lunch, Thursday, August 16th



Early Head Start

Georgia briefed the Executive Committee on the Overview of Findings from the Office of Head Start and related concerns. This was the follow-up from the previous findings and was received on July 5, 2018. Georgia then provided an outline of the close-out efforts to-date:

- Point-In-Time Voucher Status Update:
 - 112 Aging Out
 - Full time voucher: 55
 - Half-time vouchers: 19
 - 14 denied due to income or not meeting work requirements
 - 6 at Thornwell will be sponsored
 - 8 without vouchers
 - In process with DSS: 31
 - 20 did not apply

Georgia presented about the close-out plan and close-out budget that they had submitted to the Office of Head Start to ensure that SC First Steps would not be out of pocket any expenses during the 90-days following the July 31st conclusion of the grant. These expenses include items such as file maintenance, records retention, short-term staffing for close-out, etc. Other items regarding close-out were discussed including records retentions plans and client files. There was discussion about what First Steps would propose in our dispensation of assets request, acknowledging that the decision would be the Office of Head Start's to make.

Two personnel matters were discussed. First, the board was briefed on a matter regarding an Early Head Start employee who was suspended on March 22, 2018. The purpose of the suspension was for the Policy Council to vote on and make a final decision about the status of this employee. The Policy Council never voted on this matter. Therefore, the employee remained suspended even as the grant period nears conclusion. The Department of Education does not have a way to provide leave with pay, therefore, the employee has been suspended without pay. **With a motion by Julie and a second by Jennifer, the members voted unanimously to reinstate the employee and provide backpay.** It was also noted that Find Great People, the search firm that had been hired to conduct a search for an Early Head Start Director, had finished their search process before our relinquishment after countless hours of work. Despite this, they will not be charging First Steps anything except the \$1500 deposit, even though their work was completed. It was noted that this was a very generous and gracious decision on their part.

Personnel

Personnel updates were provided. Two team members are no longer at First Steps (one, a long-term employee, the other a short-term, temporary employee). One staff member gave notice of retirement. Three individuals have joined the First Steps team:

- Nancy Ziobro, 4K Regional Coordinator (Horry County) – July 17, 2018
- Suzanne McGougan, 4K Regional Coordinator (Kershaw County) – July 17, 2018



- Bridgett Shealey, Administrative Assistant (formerly EHS Admin) – August 2, 2018

Two team members were promoted:

- Kristine Jenkins, Lead 4K Coordinator / Center Director Development Coordinator
- Joy Mazur, Lead 4K Coordinator / Professional Development Coordinator

There are two vacancies:

- Local Partnership Technical Assistant
- Local Partnership Fiscal Manager

The following was included on the agenda but was not discussed as a quorum was no longer present, and the remaining members needed to leave:

Opportunities

- CCAMPIS, Child Care Access Means Parents In Schools (federal, Dept. of Ed)
 - Preschool Development Grant (federal, Administration for Children and Families)
 - AmeriCorps VISTA (federal, Corporation for National and Community Service)
- Pursued (unsuccessfully)
- GEAR Up Partnership with Commission on Higher Education (6 counties)
 - Listen for Good with local funder (3 counties)

Board

- Board Vacancies and Expired Terms
 - Business Community – 1
 - Parent of a Young Child – 2
 - Child Care Provider - 2
 - Early Childhood Educator – 4
- Board Committees
 - Executive
 - Programs & Grants
 - Strategic Planning & Evaluation
 - Finance & Administration
 - Legislative
 - Interagency / ECAC

Fiscal & Administrative

- Financial Report (FY2018 Year End)
- Budgeting Process
- Restructure of 4K Fiscal Team (increased accountability and oversight)

STATE OF SOUTH CAROLINA MANAGERIAL POSITION DESCRIPTION

GENERAL INFORMATION														
6	0	0	2	7	9	3	1		H	6	3		SC Department of Education	

Position Number

Agency Code

Agency Name

Division / Section / Unit

City / County

Employee Name

County Code

<input type="checkbox"/> Y	Y/N
Is Position in Central Office?	

|U|A|1|7|

Current State Title

Alphanumeric Code

Slot	Activity	Duration	Resources
1	Project Kick-off	1 day	Project Manager, Team Lead
2	Requirement Gathering	3 days	Business Analysts, Stakeholders
3	System Design	5 days	Software Engineers, Architects
4	Development	10 days	Software Engineers, QA
5	Testing	5 days	QA, Developers
6	Deployment	2 days	Operations, Support
7	Post-launch Review	1 day	Project Manager, Team Lead

Full / Part Time Indicator

| State Board of Trustees

Supervisor State Title

| | | | |

1

Hours Per Week **SOURCE OF FUNDING**

| 1 | 0 | 0 | |

State %

| | | |

Federal %

|| | | | | | |

Other %

REQUESTED ACTION INFORMATION						

Requested Action

Requested State Title

Alphanumeric Code

Employee's Signature

Date _____

Supervisor's Signature

Date _____

1. What are the minimum requirements for the position?

A Bachelor's degree in education, management or related field and knowledge in the field of early childhood development. Preferred: Master's degree in management, administration, or an educational area. At least five years of increasingly responsible management experience in human service program, with comparable work experience in senior level management positions and comprehensive executive level experience preferred.

2. What knowledge, skills, and abilities are needed by an employee upon entry to this job including any special certification or license?

Ability to collaborate, co-operate, advocate, and facilitate with agencies, private providers, funders, as well as public and private organizations and entities to serve the early childhood educational needs of South Carolina's children and families.

3. Provide any additional comments regarding this position (e.g., work environment, physical requirements, overnight travel).

Position is based in Columbia, SC at the SC State Office. Reports to the State Board of Trustees. On a day-to-day basis has great discretion within guidelines set by the board, legislature and funders. Most travel is in-state and does not require overnight stay, however some travel out of state will be required.

MISCELLANEOUS

Employee Number

Position Dept. Number

I. Description of Position

- A. Briefly describe the primary purpose of your position.** The Executive Director of South Carolina First Steps is responsible for the overall direction and management of the agency. Reporting to and working with the Board of Trustees and management, establishes and implements goals, strategies, plans and policies continually improving program effectiveness and efficiency and ensuring compliance with established laws, policies and regulations. Serves as the primary liaison with the General Assembly, other state agencies, and the Governor's Office. Serves as the spokesperson for South Carolina First Steps.
- B. Describe your involvement in strategic planning or setting the strategic direction of your organization.** Leads strategic planning and direction-setting process involving Board of Trustees, senior management and other key stakeholders. Plans, develops, and directs the vision of the agency, secures funding in support of executing this vision, and oversees the development of programs, policies and procedures required to fulfill the vision and strategy of the organization. Ensures evaluation of programs on an ongoing basis and directs the strategic planning for the program to determine future objectives and policies.
- C. Major Accountabilities:** List in order of importance the major activities that you perform, then describe the end results that you are expected to achieve and the primary indicators of success. Indicate for each activity the approximate percentage of time required.

Activity 1	End Results Expected and Indicators of Success	% of Time
Responsible for overall management of South Carolina First Steps. Plans, develops, implements and directs the vision of the agency and oversees the development of programs, policies and procedures related to fulfilling the vision and strategic plan of the organization. Ensures evaluation of programs on an ongoing basis and directs the strategic planning for the program to determine future objectives.	Key stakeholders are included in strategic planning, program development and organizational development process resulting in broad-based buy-in from staff, board, local partnerships, and public and private organizations serving children and their families. Shared commitment to goals and a collaborative, two-generation approach results in an increase in the number of children and families served and improved outcomes for those served.	20%

Activity 2	End Results Expected and Indicators of Success	% of Time
Oversees the recruitment, hiring, training, and management of the staff of South Carolina First Steps. Sets the organizational culture for the agency through inspirational leadership and example, ensuring a commitment to excellence, equity, diversity and inclusion. Facilitates the success of the program through supervision and guidance in planning, leadership, collaboration and communication strategies.	Highly-qualified, mission-aligned, motivated staff are recruited and retained. Job satisfaction among team members at all levels, across demographics, and across teams is high. Team members feel empowered and demonstrate good judgement, wise decision-making, and hard-work. Investment in staff through training and professional development becomes a hallmark of the agency. Children and families served by our programs, grantees, partners, vendors, childcare providers, and stakeholders experience excellence including kindness, competence, integrity and timeliness in their interactions with South Carolina First Steps staff.	30%

Activity 3	End Results Expected and Indicators of Success	% of Time
Serves as the primary liaison to and support for the South Carolina First Steps Board of Trustees and the South Carolina Early Childhood Advisory Council.	South Carolina First Steps Board of Trustees and South Carolina Early Childhood Advisory Council function effectively and meet all legal and regulatory requirements. The Board of South Carolina First Steps, a 501(c)3 nonprofit organization as well as a state government entity, operates in accordance with state government and nonprofit best-practices. New board members are appropriately oriented. Members are actively engaged in board and committee work. The Early Childhood Advisory Council effectively accomplishes objectives outlined in federal and state statute. The Trustees of the Board of South Carolina First Steps, through their decisions and actions, actively support and further the mission of South Carolina First Steps.	8%

Activity 4	End Results Expected and Indicators of Success	% of Time
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Builds collaborative, effective relationships between and among South Carolina First Steps and state, public, private, and other entities to ensure coordination of services to children and families, integration of systems, efficient use of funding, and highest-impact programs.	Services for children and families are coordinated, a whole-family “two-gen” approach is promoted, and access is prioritized across entities through the development of a “no wrong door in” system. Systems – including data and eligibility systems – are integrated. Funding is used more efficiently (i.e. leveraging of funding, layering of sources, reduction in waste and duplication, etc.). Programs have greater long-term impact on children and families because of the integration of services and systems, and this impact can be measured.	12%
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Activity 5	End Results Expected and Indicators of Success	% of Time
Represent South Carolina First Steps before the General Assembly and with the Governor’s Office, ensuring the fulfillment of all statutory obligations. Work with the Board to recommend changes to relevant legislation and to promulgate regulations as appropriate.	Legislation effecting young children in South Carolina is thoughtfully developed with input from South Carolina First Steps. The General Assembly and Governor’s Office have confidence in South Carolina First Steps’ ability to prepare children for success in school and believe investing in First Steps is a worthwhile means to a valued end – a state where all children start school ready to succeed.	10%

Activity 6	End Results Expected and Indicators of Success	% of Time
Ensure the fiscal health of the organization through strong fiscal oversight, accountability to funders including the General Assembly and taxpayers, and the successful development and implementation of a fund development plan.	Clean audits with no findings, confidence in the agency from key stakeholders including the General Assembly, fiscal accountability to funders (including no fiscal or administrative findings from funders), and a more diversified funding stream including state funds, federal funds, private donations and foundation grants.	10%

Activity 7	End Results Expected and Indicators of Success	% of Time
Serves as the primary spokesperson for South Carolina First Steps, including in communication with the media and the public.	Greater awareness of South Carolina First Steps to drive: increased participation in programs, increased funding and support, and increased positive will that can translate into many areas including employee recruitment and retention, legislative success, and national reputation as a model program.	10%

Activity 8	End Results Expected and Indicators of Success	% of Time

Activity 9	End Results Expected and Indicators of Success	% of Time

Activity 10	End Results Expected and Indicators of Success	% of Time

D. Who are the primary customer groups or stakeholders within or outside the agency with whom you have primary working relationships? What is the nature of your work with each? Reporting: Board of Trustees; Regulatory & Funding (in which SCFS is regulated and funded): General Assembly, Federal Government; Oversight & Funding (in which SCFS provides oversight, support and funding): private childcare providers, First Steps Local Partnerships (46, one in each county); Collaboration: other state agencies most notably Department of Education, DSS, DHEC, Department of Revenue and Fiscal Affairs (data warehouse), MMO, and Department of Administration (OHR); Collaboration: nonprofits (i.e. Children's Trust of SC, Together SC, ICS, United Way); Funding: foundation and corporate grant-makers and donors; Funding: federal (i.e. Administration for Children and Families); Beneficiary: parents of young children and young children (0-5); Employee: agency employees; Vendors: agency vendors including contractors and consultants.

E. Decision-making: Describe typical decisions that you are required to make, and what decisions you refer to others.

Decisions you make: Strategic: strategic direction of the organization, goal-setting, mission, vision and values (all with input and direction from the Board of Trustees), focus of evaluations and high-level outcomes tracked; Fiscal: oversight, approval of new fiscal policies and procedures, expenditures over \$5000, development of scopes of services / requests for proposals, and funding decisions; HR: all HR matters requiring a formal position change including: hiring, firing, promotions, demotions, pay and pay increases; policies and procedures, large-scale training and team-building, investments in staff, exceptional or unusual HR situations, oversight of HR compliance, organizational structure, creation of new positions, determination of position status (i.e. FTE, temp, etc.); Governance and Legal: decisions about which candidates for vacant board positions are recommend to appointing members (Senate, House, Governor), materials for board packets and level of board involvement in decisions, engagement of legal counsel, approach to legal and compliance matters, mitigation of risk; Operational: binding and contractual relationships, final decision on capital investments (i.e. cars, building), oversight of and final decision on use of physical space i.e. office space; Programmatic: programmatic direction including grants and funding that we pursue (i.e. whether to apply or support an application by another agency), programs that we fund and operate (with input and direction from the Board), response to programmatic issues that involve funders, compliance, or other challenges; Community Relations: final say on content and means of communication with the public and media, decisions about which entities to partner or collaborate with (at a high level) especially if resources or a contractual commitment is involved

Decisions you refer to others: Strategic: Heavy board involvement in strategic decision-making including deference to board for final decisions; Fiscal: reliance on finance team including CFO for many fiscal decisions including procurement, purchases and contracts under \$5000, not involved in development of *all* scopes of services or procurement processes (depends upon the content), Finance Director and CFO make all decisions about how to code expenditures (ED is not involved in these decisions), etc.; HR: Managers and supervisors make decisions about approval of leave and use of leave pool hours, whether or not to provide a reference and informal counseling sessions that do not involve formal disciplinary process, some HR functions take place outside of my agency and are housed at the Dept. of Education (i.e. determination of pay bands based on position descriptions), etc.; Governance: Board of Trustees has a significant decision-making role here, also appointing members (Governor, Senate Pro Tempore, and Speaker of the House) decide who is appointed to the board; Operational: Many others in the office have operational duties and decision-making authority with regard to activities that cost less than \$5000; Programmatic: Program leaders and program staff (i.e. local partnership team and 4K team) have significant programmatic decision-making authority including how to address concerns with funded-entities (childcare centers and local partners) until issues escalate to a higher level; Community Relations: Many staff including Deputy Director, Local Partnership TA's and 4K Team engage with the public, other agencies and collaborative groups representing First Steps at their discretion without final approval from the Executive Director.

I. Organization

A. Attach a current organizational chart which includes your position, the position to which you report, and the positions/functions which report to you.

B. Indicate total employees and funds for which you are accountable.

Total number of employees you directly supervise	Current: 4 New: 10
Total number of employees for which you are responsible	Current: 66 New: 55
Total personnel services budget for your area	_____
Total funds allocated to your division/department	_____

C. Agency budget and other quantitative measures:

Indicate below your agency's budget and any other quantitative measures which indicate the scope of your position. (*Examples include: # and \$ value of projects supervised, financial or capital expenditure plans created and overseen, physical inventory managed, etc.*)

Item	Quantity (if applicable)	Dollar Value (if applicable)
FY2019 Agency Budget		Approximately \$37,500,000

II. Organization (continued)

D. Give a brief description of the function(s) of each position reporting directly to you.

Job Title	Function
Deputy Director (current, FTE, Band 8)	Oversees Early Head Start (federal grant program, ending on July 31, 2018) and supervises 4K programs (state-funded program with budget of approximately \$17 million, serving 2500 children annually in 200+ private childcare centers), historically very involved with legislative compliance and legislature, strategy, evaluation, and communications
CFO / COO (current, FTE, Band 8)	Oversees fiscal and operational functions of the organization including legal and IT but excluding HR
Chief Partnership Officer (current, FTE, Band 7)	Oversees, funds and supports local partnerships (46 partnerships, one per county, total budget of approximately \$17 million), oversees operation of and quality control for execution of 35 different program strategies across the state including some state-supported such as Parents and Teachers (home visiting program) and Countdown to Kindergarten
Executive Assistant and HR Coordinator (current, Band 5)	Assists the Executive Director, provides administrative support to the Board of Trustees and the Early Childhood Coordinating Council, and serves as the in-house HR coordinator liaising with the Dept. of Education HR Department and providing oversight for implementation of HR Policies and Procedures, timekeeping, leave management, etc.

Communications Director (new, with existing FTE, proposed Band 7)	Oversees agency communications and public affairs efforts including development of digital and print communications, speaking engagements, and public and media relations; builds partnerships and links the agency with allies including other nonprofits, state agencies and funders; supports legislative efforts; supports agency's role as a funder; works closely with the Director of Strategy and Impact to ensure a communications focus on outcomes and impact; builds integrated systems for enrollment in programs (i.e. 4K); ensures alignment of fundraising and communications efforts across the agency and local partnerships; oversees the establishment of and ongoing maintenance of a contact database (including donors, funders, volunteers, stakeholders, legislators, media, etc.)
Development Coordinator (new, with private funds, new FTE, proposed Band 6)	Establishes and implements a fundraising and development plan focused on raising private funds through major gifts, annual and targeted campaigns, online giving, board drives and fundraising events; supports local partnerships in their fundraising efforts by providing resources and tools; involves volunteers and coordinates fundraising committee work
Grants Manager (new, with new FTE, proposed Band 7)	Seeks and develops grant opportunities; writes grants; involves team members, local partnerships and other agencies and nonprofits in the grant development process; establishes grants management systems ensuring funder requirements are met, interfacing with HR, fiscal, legal, evaluation and program teams to ensure compliance; diversifies funding sources increasing non-state share, increases available resources in the state for services for young children and their families

Director of Strategy and Impact (new, with new FTE, proposed Band 7)	Oversees strategic planning, impact and evaluation processes including ongoing goal-setting and tracking and progress toward outcomes and impact; establishes and manages outcomes and impact data systems; works closely with other agencies and local partnerships to ensure integration of data and development of longitudinal data systems; develops and provides reports, infographics and communication regarding outcomes and impact; ensures compliance with state requirements regarding evaluation, data-collection and reporting; leads ongoing quality improvement through the use of data including internally and with local partnerships; works closely with the Board of Trustees Strategic Planning and Evaluation Committee and the Early Childhood Advisory Council
Staff Attorney (new, with new FTE, proposed Band 7)	Provides in-house legal counsel regarding matters including HR, contracts, FERPA; confidentiality, etc.; develops policies and procedures; serves as liaison to outside counsel; coordinates with OHR, oversees and implements compliance with state legislation and state and federal requirements
VISTA Project Manager (new, contingent upon grant award, proposed Band 6)	Oversees a federally-funded grant program involving 20 full-time team members who commit to a year of service to First Steps through the AmeriCorps VISTA (Volunteers In Service To America) Program; recruits, trains and retains team members ensuring proper deployment of services; coordinates with and supports VISTA supervisors; promotes the VISTA program; ensures compliance with grant guidelines and requirements

IF ADDITIONAL SPACE IS NEEDED, ATTACH ANOTHER SHEET

III. Principal Problems and Challenges

A. Briefly describe the principal challenges encountered in your position.

Since joining South Carolina First Steps seven months ago, challenges I have encountered include:

- Organizational existence on proviso (year-to-year). Now we are reauthorized for seven years.
- Federal funding with grant requirements not aligned with existing organizational and governance systems. Funding has now been relinquished.
- Organizational structure is complex and sometimes difficult to navigate (state agency, “office of,” relationship with Dept. of Ed., nonprofit).
- Complex board structure and numerous board vacancies or members with expired terms.
- Lack of infrastructure for fundraising, communications, impact measurement and evaluation, and grant-writing and grants-management.
- Lack of private funds.
- Complex organizational relationship with local partnerships (questions about their autonomy vs. integration with First Steps; funder vs. TA provider; etc.)
- Data system is outdated and difficult to use, making outcomes tracking and impact analysis cumbersome.
- Infrastructure challenges in coordinating with other agencies to ensure longitudinal data systems are in place, sharing of waiting lists for 4K is seamless and children and families receive services regardless of the “door” through which they enter the state system.

IV. Comments – Immediate Supervisor

A. Give any additional information you believe would help someone better understand the position.

This is an agency that has existed for 18 years. We are established in state law as a 501(c)3 nonprofit, are referenced as an “Office of...,” rely on the Department of Education for HR and procurement; and now more than ever, appear to be a State Agency. Unlike most state agencies with county offices that “roll-up” to the state office, each county has a “local partnerships” that operates as an affiliate and a grantee of South Carolina First Steps. The local partnerships each have their own Executive Director selected by their board without input or authorization from the First Steps director. The local partnerships’ fiscal “back office,” their program accountability, and their state funding all comes from the state office of South Carolina First Steps. Additionally, South Carolina First Steps and the local partnerships exist under one federal tax ID number. While the local partnership Executive Directors do not “show up” on our organization’s “org chart” it should be noted that from a legislative standpoint, the state office of South Carolina First Steps and thus its Executive Director are accountable for the actions and impact of the local partnerships and their 46 Executive Directors.

IF ADDITIONAL SPACE IS NEEDED, ATTACH ANOTHER SHEET

THE LANGUAGE USED IN THIS DOCUMENT DOES NOT CREATE AN EMPLOYMENT CONTRACT BETWEEN THE EMPLOYEE AND THE AGENCY. THIS DOCUMENT DOES NOT CREATE ANY CONTRACTUAL RIGHTS OR ENTITLEMENTS. THE AGENCY RESERVES THE RIGHT TO REVISE THE CONTENT OF THIS DOCUMENT, IN WHOLE OR IN PART. NO PROMISES OR ASSURANCES, WHETHER WRITTEN OR ORAL, WHICH ARE CONTRARY TO OR INCONSISTENT WITH THE TERMS OF THIS PARAGRAPH CREATE ANY CONTRACT OF EMPLOYMENT.

Rev. June 2015



To: SC First Steps Board of Trustees
From: Walter Fleming, Vice-Chair, Finance and Administration Committee
Date: August 9, 2018

RE: Finance and Administration Report

The Finance and Administration Committee met via conference call on July 25, 2018 to receive updates from staff. Detailed meeting minutes are attached. The committee brings forward the following updates.

Financial Report

The YTD financial report was reviewed with the committee with general discussion. The new budget process being developed by the State Office was reviewed and discussed. This is a more detailed and transparent review of the agency and program's needs. It improves the planning process as well as communications as to the needs of the agency. The State Office will present the new budget to the Board at their meeting this month.

Update on the State Budget Request

Mark Barnes provided an update to the committee on the status of the request. We received additional unfunded FTE's, but received no additional funding for the 2019 State Fiscal Year.

Fund 10 Funds

We had discussions about the use of some SC State General funds that were provided to Local Partnerships for operations but were carried forward by the Local Partnerships and not spent during their fiscal years. These funds were generated during the 2004 through 2008 fiscal years. There are still some of these funds at Manley Garvin, the Local Partnerships Finance Manager. Ongoing discussions will be held with the Local Partnerships ED's, State Office Staff, and the Committee to recommend the best use of these funds. They have been in place to assist in times of shortage of cash available for payments.

New Financial Management System for the Local Partnerships

We received an update on the status of the new system being requested through the State's Materials Management Office. There has been a delay in getting the new system awarded. The current system will no longer be supported by the vendor after December of this year.

Early Head Start – Child Care Partnership Grant

Mark Barnes provided an update on the close out of the EHS-CCP Grant. He discussed the three staff that will be retained for a short time to assist with closing out the grant. This will include record review and storage, payments, cash management, financial reports and other program reports that will be part of the process. The ending inventory was discussed as well as recommendations as to the disposition of assets purchased with EHS funds. The recommendation is that all assets will be allowed to be retained that are held by the Child Care Partners, and other partners. SC First Steps requested to retain most of the assets. The request was to retain half of the vehicles purchased by the grant, with the remaining vehicles to be given to either the new grantee, or other Head Start, or Early Head Start Providers in the state that operate in multiple counties. We have not received notification from Region IV as to their decisions. They have 120 days to inform us of their decisions.

Other Discussion

We received updates on the Sumter County School District Forensic Audit, updating the Allocation Model for the Local Partnerships, 4K Payment Process Review, the ongoing SLED Investigations of both a previous 4K Provider as well as the Sumter County School District, and the retirement of Russell Brown, Finance and Audit Director.

Minutes from Finance and Administration Committee Meeting

July 25, 2018

Members present: Walter Fleming, Vice Chairman; Tim Holtz

Nonmembers present: Mark Barnes, COO/CFO

Absent: N/A

Meeting was called to order by Walter Fleming at 10:15 am.

First Steps State Office

Financial Report

The YTD financial report was reviewed with the committee with general discussion. As was discussed during the last meeting, the most recent monthly YTD financial report will be provided to the Board when they have their meeting. Mr. Barnes reviewed the report for the FY 2017-18. The 4K Cash Balance was discussed. It is projected that we are on track to meet the expectations that the program will be closer to full expenditures than they have been in the past several years. There should be a cash increase, but it will be much smaller than in the past.

Update on the New Annual Budget Process

Mr. Barnes provided an update on the proposed SC First Steps budget for 2018-19. He mentioned that the Senior Leadership Team and program managers have been working to finalize a budget for the new fiscal year. This year a detailed analysis was completed for each functional area of SC First Steps, and then a budget projecting the needs of each program area has been developed. We hope to finalize it prior to the Board Meeting in August and will present the information at that time. A preliminary budget was presented to the Committee and reviewed. Mr. Barnes mentioned that it does look like we received additional unfunded FTE's in the State Budget and these FTE's will be included in the budget for the upcoming year.

Update on upcoming Retirements

Russell Brown has announced that he is retiring effective October 1. His shoes will be hard to fill. His position will be posted immediately and hopefully we will have some time where the new person will be able to work with him some before he leaves.

Local Partnerships

Fund 10 Funds

Questions have been raised recently about some cash balances that reside in the Local Partnerships accounts sitting in Fund 10 accounts. This fund is for state general funds that were previously given to the Local Partnerships. The amount for all of the partnerships comes to \$622,000. These funds were set aside prior to 2008, when the Board changed the rules controlling carryforward spending authority for the local partnerships. Prior to that time the Local Partnerships were not allowed to spend any funds that were left unspent after their fiscal year. These funds were set aside, per the Boards restrictions. Since that time, these funds have functioned as a cash buffer, in case there was not enough cash at the Finance Manager to cover payments. The question has been raised regarding the use of these funds, and if this is the best use for them. Mr. Barnes has discussed this issue with the Executive Directors to get their recommendations for the best use. The request for

the Committee was for input to develop recommendations. There was general discussion by the Committee with the expectation that Mr. Barnes would draft several recommendations and they would take the issue up at the next meeting. Mr. Barnes would have an additional meeting with the Finance and Administration Committee of the Executive Directors to get additional feedback.

Sumter Forensic Audit

Mr. Barnes gave an update on the ongoing Sumter Forensic Audit. The Auditor is continuing his work and we have not received a draft report as of this date. SLED has brought charges against some of the employees of the Sumter County School District. At this time, there is no wrong-doing of any nature being suggested or involved in the investigation for the local First Steps office. State Office staff has been working with the Sumter County First Steps office to assist.

Allocation Model Review and Update

Per the Committees previous discussions and recommendations, the State Office has reached out to Max Learner, Phd., who assisted with both developing the original Allocation Model for the Local Partnerships and revisiting the model in 2013-14. We will be establishing a group to begin discussing the possibility of revising the model. This group will include the Finance and Administration Committee along with representatives from the Executive Directors and the State Office.

Update on New Financial Management System

Mr. Barnes gave an update on the purchase of the new Local Partnership Accounting System. We are still waiting for the state procurement process, which is outside our control, to post and award the new accounting system to a vendor. It is very unlikely at this point that the system will be ready to implement before the beginning of the new fiscal year. We'll have to finalize a plan to implement as soon as we have a decision on the system.

Early Head Start-Child Care Partnerships

Budget Summary and Updates

Mr. Barnes reviewed, the Close Out Budget and the inventory process now taking place. A complete inventory was requested by Region IV. Eight teams were developed and trained on how to do the inventory and those visits took place in the last two weeks. A complete inventory will be submitted to the Feds by July 31. The Close Out Budget will include storage costs for the next three years for all records, and three staff persons. Two employees will be retained for one additional month, and one for three months. These staff will be completing program requirements, reviewing and filing records, paying bills and providing required federal reporting. Any inventory that was purchased with federal funds will be provided to the feds, with requests to the feds for guidance on the disposition of any assets. We will request that all of the assets that are being held by the child care partners and other partners be retained by those partners. As far as assets held by the state office, all are being requested to be retained by the office, except for the vehicles. We are requesting that 7 of the vehicles be retained by SC First Steps to assist in operating other programs, specifically the 4K Program, that is required to have the Regional Coordinators travel to each of the child care centers to ensure program standards are services are provided by the child care centers. The other 7 vehicles are being offered to the next grantee for the Child Care Partners, or if one is not selected, they would be distributed to other

Head Start or Early Head Start grantees in SC that have multiple county operations. We requested recommendations from the Feds on who they would recommend. They have 120 days to notify us of their decisions and to provide guidance on the disposition of these assets. After that, it would be our decision.

4K Program

Year End Cash Balances

Based on preliminary results, the 4K Cash Balance at the end of fiscal year 2018 will be a little higher than the 2017 ending balance. This is consistent with the message that we have provided to the Board over the last few months. We will come closer this year to fully expending our 4K Budget than we have since the program was expanded. The biggest change has been due to the extended days and the extended year for the classrooms. We will increase the cash balance by approximately \$1.5 million. Next year we should fully expended the 4K funds.

4K Payment Process Review

The Fiscal staff is continuing work with the 4K Program Manager and staff to evaluate, document, and revise the payment processes for the 4K Program. We are currently evaluating possible changes to the organization chart related to this evaluation and to go along with the Org Chart evaluation and review by Georgia.

SLED Investigation

As previously mentioned to the Committee, SLED is continuing it's investigation into a potential fraudulent situation with a 4K Provider. There may be possible criminal charges against the provider. This investigation has not yet been completed.

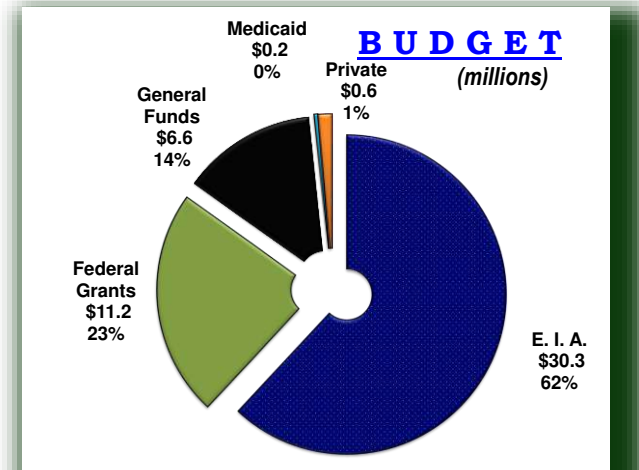
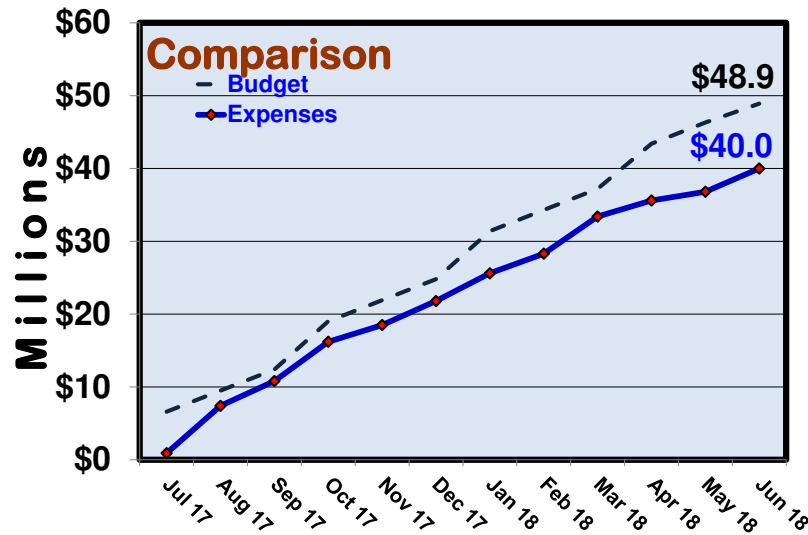
After other general discussion Walter Fleming adjourned the meeting at 11:20 am.



FY 2018 Financial Status Report

As of:
June 30, 2018

SPENDING RATES	
Projected =	100%
Actual =	82%
Spending is UNDER Budget	



PROGRAMS / OPERATIONS	E.I.A. APPROPRIATION			GENERAL FUNDS & FEDERAL GRANTS			PRIVATE & MEDICAID			GRAND TOTAL		
	Budget	Expenses	Balance	Budget	Expenses	Balance	Budget	Expenses	Balance	BUDGET	EXPENSES	BALANCES
LOCAL PARTNERSHIPS	\$ 14,435,228	\$ 14,435,228	\$ -			\$ -			\$ -	\$ 14,435,228	\$ 14,435,228	\$ -
LOCAL PARTNERSHIPS SUPPORT & TECH. ASST.	\$ 2,758,135	\$ 1,692,988	\$ 1,065,147			\$ -	\$ 539,162	\$ 116,067	\$ 423,095	\$ 3,297,297	\$ 1,809,055	\$ 1,488,242
PRIVATE 4-K	\$ 10,737,864	\$ 8,210,506	\$ 2,527,358	\$ 6,582,010	\$ 6,484,700	\$ 97,310			\$ -	\$ 17,319,874	\$ 14,695,206	\$ 2,624,668
EARLY HEAD START CHILD CARE PARTNERSHIP			\$ -	\$ 11,222,331	\$ 7,104,613	\$ 4,117,718			\$ -	\$ 11,222,331	\$ 7,104,613	\$ 4,117,718
BABYNET	\$ 750,000	\$ 555,667	\$ 194,333			\$ -	\$ 185,245	\$ 185,245	\$ -	\$ 935,245	\$ 740,912	\$ 194,333
COUNTDOWN TO KINDERGARTEN	\$ 125,000	\$ 77,379	\$ 47,621			\$ -			\$ -	\$ 125,000	\$ 77,379	\$ 47,621
POLICY & ACCOUNTABILITY	\$ 1,500,000	\$ 1,041,462	\$ 458,538			\$ -	\$ 80,000	\$ 77,237	\$ 2,763	\$ 1,580,000	\$ 1,118,699	\$ 461,301
GRAND TOTAL:	\$ 30,306,227	\$ 26,013,230	\$ 4,292,997	\$ 17,804,341	\$ 13,589,313	\$ 4,215,028	\$ 804,407	\$ 378,549	\$ 425,858	\$ 48,914,975	\$ 39,981,092	\$ 8,933,883

NOTES:

1) Local Partnerships:

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

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

3) Private & Medicaid budgets based on income & PFY cash

4) LP Support & Technical Assistance

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

4) LP Support & Technical Assistance (cont.)

- Does not include local-level actual expenses to staff and vendors
- OFS program & finance staff (payroll, rent, contractual, supplies, travel, etc.)

5) Private 4K Budget and Cash

- \$105K budget reduction -- transferred to EOC for evaluation
- \$1.1M carry forward budget for quality and technology
- \$1M prior fiscal year cash balance -- transferred to EOC
- \$61K budget for teacher supplies

DATE REC'D	GENERAL	SUMMIT	DONOR	FUNDS	PURPOSE / COMMENTS
Jul 13, 2017	\$ 10,000.00		Goldman Sachs Gives	RESTRICTED	Starlings Research Project
Jul 13, 2017	\$ 10,395.00		Parents As Teachers National	RESTRICTED	Prof. Dev. and Parent Assistance
Jul 17, 2017	\$ 1,000.00		Save The Children	RESTRICTED	PAT Conference and Consultants
Jul 27, 2017	\$ 210.00		TRUiST Connect	Unrestricted	General use
Oct 12, 2017		\$ 3,000.00	Kaplan Early Learning Company	RESTRICTED	Chairmen's Summit
Oct 30, 2017	\$ 180.00		TRUiST Connect	Unrestricted	General use
Nov 3, 2017	\$ 108.96		TRUiST Connect	Unrestricted	General use
Nov 6, 2017		\$ 1,000.00	Institute for Child Success	RESTRICTED	Chairmen's Summit
Nov 8, 2017		\$ 5,000.00	Children's Trust Fund of SC	RESTRICTED	Chairmen's Summit
Nov 8, 2017		\$ 200.00	Teaching Strategies	RESTRICTED	Chairmen's Summit
Nov 8, 2017		\$ 1,000.00	Lakeshore Learning Materials	RESTRICTED	Chairmen's Summit
Nov 13, 2017		\$ 500.00	Sisters of Charity Foundation	RESTRICTED	Chairmen's Summit
Nov 13, 2017		\$ 500.00	Pascal Learning, Inc. (Ready Rosie)	RESTRICTED	Chairmen's Summit
Nov 15, 2017		\$ 50.00	Child Care Resource & Referral	RESTRICTED	Chairmen's Summit
Nov 15, 2017		\$ 50.00	Children's Museum Lowcountry	RESTRICTED	Chairmen's Summit
Nov 15, 2017		\$ 50.00	Matthew & Katy Seppi	RESTRICTED	Chairmen's Summit
Nov 15, 2017		\$ 31.74	Kershaw First Steps	RESTRICTED	Chairmen's Summit
Nov 15, 2017		\$ 63.48	Colleton County Memorial Library	RESTRICTED	Chairmen's Summit
Nov 27, 2017		\$ 50.00	SC State Library	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 50.00	Family Connection of SC	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 50.00	Impact America	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 50.00	Edventure	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 100.00	Children's Trust Fund (for SC DSS)	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 90.00	Spartanburg Community College	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 30.00	Charlene High	RESTRICTED	Chairmen's Summit
Dec 11, 2017		\$ 30.00	Cash (unknown)	RESTRICTED	Chairmen's Summit
Dec 12, 2017		\$ 2,500.00	SC Council on Competiveness	RESTRICTED	Chairmen's Summit
Dec 15, 2017		\$ 150.00	Greenwood First Steps	RESTRICTED	Chairmen's Summit
Dec 15, 2017		\$ 50.00	Cherokee First Steps	RESTRICTED	Chairmen's Summit
Dec 15, 2017		\$ 30.00	Abbeville First Steps	RESTRICTED	Chairmen's Summit
Dec 28, 2017	\$ 250.00		Board Member	Unrestricted	General use
Dec 28, 2017	\$ 1,000.00		Office of First Steps Staff	RESTRICTED	To be determined
Dec 28, 2017	\$ 1,000.00		Board Member	Unrestricted	General use
Dec 28, 2017	\$ 1,000.00		Board Member	Unrestricted	General use
Dec 28, 2017	\$ 500.00		Board Member	Unrestricted	General use
Jan 3, 2018		\$ 50.00	SC State Library	RESTRICTED	Chairmen's Summit
Jan 4, 2018		\$ 360.00	Richland First Steps	RESTRICTED	Chairmen's Summit
Jan 4, 2018		\$ 360.00	Spartanburg First Steps	RESTRICTED	Chairmen's Summit
Jan 4, 2018		\$ 3,194.64	Eventbrite	RESTRICTED	Chairmen's Summit
Jan 4, 2018	\$ 100.00		Board Member	Unrestricted	General use
Jan 4, 2018		\$ 180.00	SC Dept. of Health & Human Svcs	RESTRICTED	Chairmen's Summit
Jan 16, 2018	\$ 30.76		TRUiST Connect	Unrestricted	General use
Jan 16, 2018		\$ 50.00	University of South Carolina	RESTRICTED	Chairmen's Summit
Feb 2, 2018	\$ 54.46		TRUiST Connect	Unrestricted	General use
Feb 22, 2018		\$ 50.00	Palmetto Shared Services Alliance	RESTRICTED	Chairmen's Summit
Feb 28, 2018		\$ 50.00	SC Program for Infant/Toddler Care	RESTRICTED	Chairmen's Summit
Feb 28, 2018	\$ 55.78		TRUiST Connect	Unrestricted	General use
Feb 28, 2018	\$ 1,000.00		Board Member	Unrestricted	General use
Feb 28, 2018	\$ 500.00		Board Member	Unrestricted	General use
Feb 28, 2018	\$ 500.00		Board Member	Unrestricted	General use
Feb 28, 2018	\$ 100.00		Board Member	Unrestricted	General use
Apr 10, 2018		\$ 50.00	USC Childcare Inclusion Collaborative	RESTRICTED	Chairmen's Summit
Apr 19, 2018	\$ 1,000.00		Board Member	Unrestricted	General use
Apr 20, 2018	\$ 100.00		Board Member	Unrestricted	General use
May 15, 2018	\$ 180.00		TRUiST Connect	Unrestricted	General use
Jun 11, 2018	\$ 210.00		TRUiST Connect	Unrestricted	General use

Sub-Totals \$ 29,474.96 \$ 18,969.86

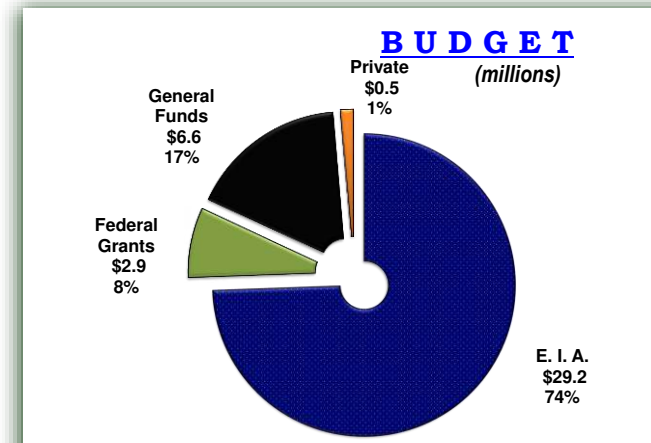
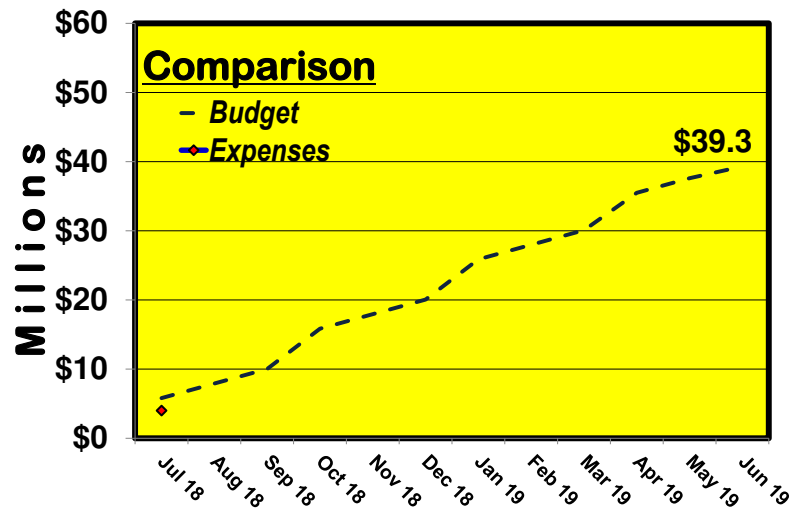
GRAND TOTAL: \$ 48,444.82

FY 2019 Financial Status Report



**As of:
July 31, 2018**

SPENDING RATES	
Projected =	15%
Actual =	10%
Spending is UNDER Budget	



PROGRAMS / OPERATIONS	E.I.A. APPROPRIATION			GENERAL FUNDS & FEDERAL GRANTS			PRIVATE FUNDS			GRAND TOTAL		
	Budget	Expenses	Balance	Budget	Expenses	Balance	Budget	Expenses	Balance	BUDGET	EXPENSES	BALANCES
LOCAL PARTNERSHIPS	\$ 14,435,228	\$ 2,112,753	\$ 12,322,475			\$ -			\$ -	\$ 14,435,228	\$ 2,112,753	\$ 12,322,475
LOCAL PARTNERSHIPS SUPPORT & TECH. ASST.	\$ 2,173,555	\$ 163,621	\$ 2,009,934			\$ -	\$ 422,096	\$ -	\$ 422,096	\$ 2,595,651	\$ 163,621	\$ 2,432,030
PRIVATE 4-K	\$ 9,662,864	\$ 1,401,688	\$ 8,261,176	\$ 6,582,010	\$ -	\$ 6,582,010			\$ -	\$ 16,244,874	\$ 1,401,688	\$ 14,843,186
EARLY HEAD START CHILD CARE PARTNERSHIP			\$ -	\$ 2,931,134	\$ 210,607	\$ 2,720,527			\$ -	\$ 2,931,134	\$ 210,607	\$ 2,720,527
POLICY & ACCOUNTABILITY	\$ 2,959,580	\$ 90,478	\$ 2,869,102			\$ -	\$ 101,000	\$ 627	\$ 100,373	\$ 3,060,580	\$ 91,105	\$ 2,969,475
GRAND TOTAL:	\$ 29,231,227	\$ 3,768,540	\$ 25,462,687	\$ 9,513,144	\$ 210,607	\$ 9,302,537	\$ 523,096	\$ 627	\$ 522,469	\$ 39,267,467	\$ 3,979,774	\$ 35,287,693

NOTES:

1) Local Partnerships:

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

2) Private budgets based on income & prior year cash

3) LP Support & Technical Assistance

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

3) LP Support & Technical Assistance (cont.)

- Does not include local-level actual expenses to staff and vendors
- OFS program & finance staff (payroll, rent, contractual, supplies, travel, etc.)
- Includes LP Countdown To Kindergarten program

SC First Steps to School Readiness Proposed State Budget Request
SFY 2019-20
9-Aug-18

Functional Area	Description	Request One Time Funds	Request Recurring Funds	Request Total Funds	
1	Local Partnerships	Early Childhood Innovation Grants: Tax Credit to fund competitive grants to local partnerships that incentivize and support measurable outcomes, leveraging of resources, program expansion and program enhancement.	\$0	\$5,000,000	\$5,000,000
2	Local Partnerships	Data and outcomes-tracking system to meet the requirements described in our statutes. This will include the one-time cost to purchase the system as well as one FTE to manage and monitor it as well as the recurring costs of the licenses and maintainance.	\$595,000	\$142,448	\$737,448
3	SC First Steps	Information Resource Coordintor to provide management and oversight to SC First Steps Information Technology needs.	\$0	\$105,000	\$105,000
4	FTE's	Request is for 9 FTE's without funding. FTE's would be used to build capacity of the organization and allow required hourly positions to become permanent. 1 Staff Attorney, 1 Development Coordinator, 1 Information Resource Coordinator, 2 4K Regional Coordinators, 1 Local Partnership Communications Coordinator, 1 Local Partnership Administrative Assistant, 2 4K Administrative Assistants (Data and Enrollment). Funding is currently available for these positions.	\$0	\$0	\$0
Office of First Steps to School Readiness		Total Request	\$595,000	\$5,247,448	\$5,842,448
		Other Budget Issues			
1	3% Budget Reduction	The Governor requested that each agency develop a plan for a 3% reduction in General Funds and that this would be submitted at the same time as the budget request.		\$6,521,510	(\$195,645)
2	EIA Funding	Request that the General Assembly take action that would ensure that SC First Steps has enough cash to cover July and August cash needs.	\$0	\$0	\$0

Governors Requested 3% Reduction Plan
State Budget Reductions

			General Funds	3.00%
Classified Positions			67,621	(\$2,029)
CDEPP			6,424,200	(\$192,726)
Employer Contributions			29,689	(\$891)
Total			6,521,510	(\$195,645)



To: First Steps Board of Trustees
From: Roger Pryor, Chair, Early Head Start Governance Council
Date: August 10, 2018

RE: EHS Governance Council Report

The Early Head Start Governance Council met by conference call on Tuesday, July 24, 2018.

As detailed in the attached minutes, staff have been working on grant closeout activities in recent weeks to include an inventory of grant-purchased materials and equipment, finalization of records for storage and connecting eligible families to child care vouchers in collaboration with the SC Department of Social Services.

The final day of grant services for families was Friday, July 27. The final day of employment for most grant staff was July 31. The agency has been approved to retain 3 staff members (the grant finance manager for 90 additional days and a program staff member and an administrative assistant for 30 days each) to complete required closeout activities.

We are pleased to note that with the exception of two school district sites created explicitly for the purpose of providing EHS services, all partner sites intend to keep their EHS classrooms open, providing continuity of care for enrolled children, now underwritten with vouchers. The Board of Thornwell Children's Home in Clinton has taken action which will underwrite the continued enrollment of all eligible children for a period of one year without cost to families.

At the time of this writing, staff are working to ensure the submission of final voucher applications with a handful of families. As of today, 89 children have been approved for vouchers (69 full-time, 20 half-time, depending on the employment needs of their parents). 24 families have declined the opportunity to apply, and 6 applications are still outstanding. 20 families' applications have been declined by DSS due to either an income exceeding voucher guidelines (13) or failure to meet the voucher program's work/school requirements (7). Of these 20 denials, 7 are at Thornwell, where students will be provided service free of charge, reducing the number of families affected to 13.

I want to thank the members of both the EHS Policy Council and Governance Council for their dedication and hard work over the course of the grant.

Early Head Start Governance Council
July 24, 2018 – Conference Call
Minutes

Members Present (4):

Roger Pryor, Chair
Julie Hussey
Candi Lalonde
Ellen Still

Members Absent (4):

Jennifer McConnell
Walter Fleming
Amy Williams
Felicity Bradley

Others Present:

Georgia Mjartan
Dan Wuori
Mark Barnes

Mr. Pryor called the meeting to order at 1:30pm and called on Dr. Wuori to provide updates. Dr. Wuori thanked the members present and noted that staff had wished to convene a final meeting of the Governance Council to offer thanks and provide a series of brief updates on grant closeout activities.

Dr. Wuori noted that the agency had received follow up to its December 2017 deficiency report from the Office of Head Start. As communicated previously by Region IV, the report's findings conclude that deficiencies identified, despite the substantial efforts of First Steps, were not corrected to the satisfaction of OHS.

He walked the Council members through a series of updates related to grant closeout, noting that the final day of service for students would be Friday, July 27 and the final day for most grant staff on Tuesday, July 31. Both Dr. Wuori and Ms. Mjartan expressed their gratitude for the partnership of the SC Department of Social Services, which is making child care vouchers available to eligible children. Dr. Wuori noted that staff were encouraged by the number of children receiving vouchers, and particularly pleased to note how many of these children would continue to receive services from the same teachers in the same classrooms. He shared that the Board of Thornwell Children's Home in Clinton has taken action to support the continued enrollment of all EHS eligible children at the site for an additional year at no cost to families. Dr. Wuori promised to provide final voucher data to the Board as it becomes available.

Staff have been informed that the Office of Head Start will be conducting center site visits to each EHS location during the week of July 23-27. Dr. Wuori noted that these visits are not being conducted for program monitoring and expressed his hope that the visits may be

related to an ongoing federal discussion about program continuation via one or more additional grantees.

Dr. Wuori called on Mr. Barnes to share information related to program inventory and the agency's closeout request to Region IV. Mr. Barnes led the Council through discussion of an on-site inventory currently underway at each center, the results of which will be provided to OHS as part of the closeout process. Along with the submission of this inventory, First Steps has been asked to make recommendations related to the disposition of this property. He explained that it will be First Steps' recommendation to allow centers to retain all grant-related property for the purpose of providing continued, high-quality infant-toddler care. The Council members all expressed their support for this request.

Mr. Barnes noted that building renovations already underway at Round 2 centers at the time of relinquishment would be completed.

Mr. Barnes then addressed the disposition of 14 cars purchased for the grant program, noting that the purchase of these vehicles for use by grant staff traveling the state daily allowed the agency to incur costs of less than 35 cents per mile, as opposed to 50 cents or more via other means. Mr. Barnes and Ms. Mjartan discussed an existing need for vehicles within the First Steps 4K program, which serves the same at-risk population across South Carolina. Ms. Mjartan proposed that the agency recommend retaining no more than 7 of these vehicles for this purpose and recommend that the remaining vehicles be assigned either to a new grantee (if one is named in a timely fashion) or distributed to other grantees in the state in consultation with Region IV – recognizing that the ultimate disposition of these vehicles would be at the discretion of the Office of Head Start. The committee members present all concurred with this approach, which would retain the cars in the service of at-risk children and families in SC.

Mr. Barnes reviewed the agency's closeout budget submission to Region IV, which will allow the agency to retain one program staff member and one administrative assistant for 30 days each to complete final reporting, and a finance staff member dedicated to closing out expenditures and financial reporting for a period of 90 days.

Dr. Wuori and Ms. Mjartan each concluded the call by expressing their thanks to the members of the Council for their dedication and hard work over the course of the grant.

There being no further business, the Council adjourned at 3:02pm.



To: First Steps Board of Trustees
From: Jennifer McConnell, Chair, Program and Grants Committee
Date: August 17, 2018

RE: Report of the Program and Grant Committee

The Program and Grants Committee met on Wednesday, August 8, 2018, addressing two items requiring State Board action.

Action Item: Addition of programs to the list of Board Approved Evidence Based Programs

Motion: To approve the addition of the following evidence-based programs to the First Steps Board of Trustees List of Approved Evidence-Based Programs:

- Conscious Discipline
- Strengthening Families (3-5, 6-11)

Action Item: Setting a minimum amount for competitive grants using potential unexpended excessive state carry forward funds

Motion: To establish \$10,000 as the minimum award amount for competitive grants awarded to local partnerships through the grant process designed to reallocate partnership funds carried forward in excess of 15% for two or more consecutive fiscal years.

Attachment 1: Program and Grants Committee Minutes – August 8, 2018

Attachment 2: List of Evidence-Based Programs with Recommended Additions



Board of Trustees
Program and Grants Committee Meeting
June 8, 2018
First Steps Small Conference Room and via
Conference Call
12:15 – 2:15 PM

Meeting Minutes

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

Staff Members: Debbie Robertson, Georgia Mjartan

- 1. Action Item: Recommendation that the First Steps Board of Trustees approve the addition of two programs to the list of Board Approved Evidence Based Programs – 1. Conscious Discipline and 2. Strengthening Families (see attached table).**

Julie Hussey moved that the committee recommend the addition of Conscious Discipline and Strengthening Families to the State Board List of Evidence Based Programs. Roger Pryor seconded the motion and it passed unanimously.

- 2. Information Item: Discussion regarding competitive grant priorities for potential unexpended excessive state carry forward funds**

At the June Board meeting the State Board adopted the following policy:

Partnerships whose carry forward exceeds 15% for two or more consecutive fiscal years will not receive any carry forward funds in excess of 15% of their state allocation, effective for the fiscal year beginning July 1, 2018.

The Board directed that these funds should be reallocated to local partnerships through a competitive grant process *approved by the Programs and Grants Committee* and the Board of Trustees.

The committee discussed what a competitive grant process should involve and considered the following ideas:

- Grants should be awarded to those programs demonstrating proven results through documented outcome measures.
- Grants should reward programs with data demonstrating benchmarks directly linked to positive outcomes such as retention and participation rates.
- Grants could go to expand or enhance an existing successful program or to begin a new service where a demonstrated need is clear.



- A competitive grant process established for these carry forward funds could potentially be used for other funds to be competitively distributed to the partnerships.
- A minimum funding amount should be established so that if the excessive carry forward funds do not total a certain amount, the grant process will not begin until they do. The committee proposed \$10,000 as a minimum amount to be awarded.

The Committee developed the following potential draft timeline for a competitive grants process:

Early October– notification by the finance office of the excessive carry forward amount available for distribution

Mid October – Program and Grants Committee meeting to develop a recommended grant process for State Board consideration

October 18-19 – State Board receives recommendation and approves grant process

Mid October through December – State Office implements competitive grant process

January – Grant funds are awarded

3. Information Item: Committee membership

Jennifer McConnell has agreed to continue to serve as the Chair of the Program and Grants Committee. As new State Board members are added there will be an opportunity to recruit additional committee members.

There being no further business, the meeting was adjourned.

Attachment 1. – List of Evidence-Based Programs with Recommended Additions



FIRST STEPS BOARD OF TRUSTEES LIST OF EVIDENCE BASED PROGRAMS

PROGRAM	DATE BOARD APPROVAL
4-Year-Old Kindergarten (half-day, full-day, extended-day)	6/16/17
Child Care Coaching/Quality Enhancement	6/16/17
Child Care Scholarships ¹	6/16/17
Child Care Training/Professional Development	6/16/17
Early Education for Children Under 4	6/16/17
Early Head Start	6/16/17
Head Start	6/16/17
Healthy Families	6/16/17
Incredible Years	6/16/17
Nurse-Family Partnership	6/16/17
Parent Child Interaction Therapy	6/16/17
Parents as Teachers	6/16/17
Reach Out and Read	6/16/17
Triple P ²	6/16/17
Early Identification and Referral	2/16/18
Early Steps to School Success	2/16/18
Imagination Library	2/16/18
Language Environment Analysis (LENA)	2/16/18
Raising a Reader ³	2/16/18
Nurturing Parenting Program	2/16/18
RECOMMENDED PROGRAM	PENDING APPROVAL
Conscious Discipline	8/17/18
Strengthening Families (3 – 5, 6 – 11)	8/17/18

Note: all strategies meet the criteria of evidence-based only if they also follow the guidelines for fidelity as set forth in program manuals or key aspects of relevant research showing program effectiveness.

¹ Expenditures on child care scholarships shall be considered evidence-based when formally linked with one or more additional evidence-based programs. Stand-alone scholarship expenditures, without formal connections to evidence-base companion strategies, shall be considered evidence-informed.

² Level 3 or above

³ Raising a Reader was shown to be effective when paired with parent literacy training, but not without parent literacy training



To: First Steps Board of Trustees
From: Georgia Mjartan
Date: August 17, 2018

RE: Executive Director's Report

Reorganization and New Positions

With approval from the General Assembly to add FTE's (new, permanent, salaried positions), an analysis of gaps and needs, and a strategic vision for the future of SC First Steps, together with the leadership of the staff and board, we have developed a proposed, new FY2019 organizational chart as well as developed an outline of new positions. Please see attached for details.

Budgeting Process & 4K Carry Forward

As we begin the Fiscal Year, it is my pleasure to share with you a FY2019 budget which was developed through an inclusive process involving many meetings with individuals from across the agency. The FY2019 budget and the FY2020 budget proposal reflect an alignment with a vision for innovation and competition, a focus on outcomes and accountability, and a drive to enhance our role at the state office as a connector, convener and funder.

In our new approach to the budgeting process, Mark Barnes and Russ Brown both played essential roles. We are grateful for the years of service Russ Brown has given to SC First Steps and the leadership role he has played on our finance team. Russ has announced that he will be retiring on October 1, 2018. We wish him well.

We are closely monitoring the 4K carry forward cash balance and think it is noteworthy that with the expansion of the 4K program, specifically the extended day and extended year, as we look ahead to our projected year-end balance for FY2019, we anticipate for the first time actually depleting 4K carry forward funds. In other words, that carry forward cash balance, which grew at a much slower rate this year compared to last year, will actually shrink. This projection is based on student enrollment projections. Of course, we will have a better projection once the school year has started and we have a better sense of what our actual enrollment will be.

4K Update: 2018 – 2019 School Year as of August 12, 2018

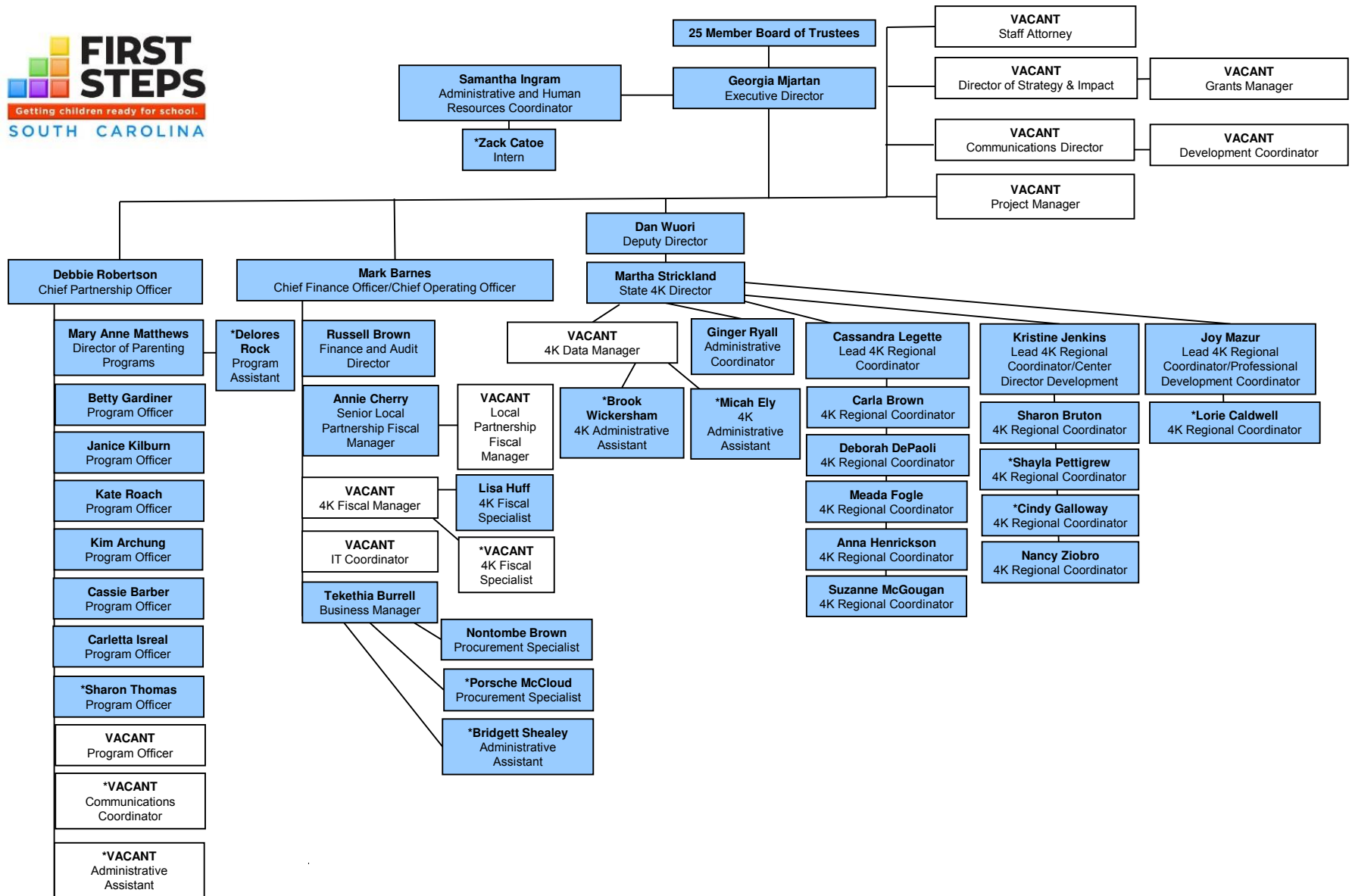
- 213 centers approved
- 29 new centers adding 484 new slots
- 234 4K classrooms
- 3750 total 4K slots
- 1429 students currently enrolled with 100 applications in process

Cross-Agency Partnerships with:

- Department of Social Services
- Department of Education
- Department of Health and Human Services

Board Committees & Board Retreat

- Please review board committees in your binders. Also, board retreat will be rescheduled.





New Positions FY2019 – Proposed

<p>Communications Director (new, with existing FTE, proposed Band 7)</p>	<p>Oversees agency communications and public affairs efforts including development of digital and print communications, speaking engagements, and public and media relations; builds partnerships and links the agency with allies including other nonprofits, state agencies and funders; supports legislative efforts; supports agency's role as a funder; works closely with the Director of Strategy and Impact to ensure a communications focus on outcomes and impact; builds integrated systems for enrollment in programs (i.e. 4K); ensures alignment of fundraising and communications efforts across the agency and local partnerships; oversees the establishment of and ongoing maintenance of a contact database (including donors, funders, volunteers, stakeholders, legislators, media, etc.)</p>
<p>Development Coordinator (new, with private funds, new FTE, proposed Band 6)</p>	<p>Establishes and implements a fundraising and development plan focused on raising private funds through major gifts, annual and targeted campaigns, online giving, board drives and fundraising events; supports local partnerships in their fundraising efforts by providing resources and tools; involves volunteers and coordinates fundraising committee work</p>
<p>Grants Manager (new, with new FTE, proposed Band 7)</p>	<p>Seeks and develops grant opportunities; writes grants; involves team members, local partnerships and other agencies and nonprofits in the grant development process; establishes grants management systems ensuring funder requirements are met, interfacing with HR, fiscal, legal, evaluation and program teams to ensure compliance; diversifies funding sources increasing non-state share, increases available resources in the state for services for young children and their families</p>



<p>Director of Strategy and Impact (new, with new FTE, proposed Band 7)</p>	<p>Oversees strategic planning, impact and evaluation processes including ongoing goal-setting and tracking and progress toward outcomes and impact; establishes and manages outcomes and impact data systems; works closely with other agencies and local partnerships to ensure integration of data and development of longitudinal data systems; develops and provides reports, infographics and communication regarding outcomes and impact; ensures compliance with state requirements regarding evaluation, data-collection and reporting; leads ongoing quality improvement through the use of data including internally and with local partnerships; works closely with the Board of Trustees Strategic Planning and Evaluation Committee and the Early Childhood Advisory Council</p>
<p>Staff Attorney (new, with new FTE, proposed Band 7)</p>	<p>Provides in-house legal counsel regarding matters including HR, contracts, FERPA; confidentiality, etc.; develops policies and procedures; serves as liaison to outside counsel; coordinates with OHR, oversees and implements compliance with state legislation and state and federal requirements</p>
<p>VISTA Project Manager (new, contingent upon grant award, proposed Band 6)</p>	<p>Oversees a federally-funded grant program involving 20 full-time team members who commit to a year of service to First Steps through the AmeriCorps VISTA (Volunteers In Service To America) Program; recruits, trains and retains team members ensuring proper deployment of services; coordinates with and supports VISTA supervisors; promotes the VISTA program; ensures compliance with grant guidelines and requirements</p>



Communications Coordinator (new, temporary position, proposed Band 6)	Works closely with State Office TA Team members to support communication needs of local partnerships including help with web and local media presence. Assists local partnerships with community mobilization outreach and events planning. Focuses on utilizing data to show impact of programs and services. Has experience using design software to create infographics and newsletters. Coordinates with Communications Director to ensure alignment of fundraising and communications efforts across the agency and local partnerships. Co-leads planning team for annual First Steps Summit.
Partnership Administrative Assistant (new, temporary position, proposed Band 4)	Functions as administrative support to the local partnership TA Team for detailed administrative and program activities in the Office of First Steps. Coordinates documentation and tracking of local partnership review and approval processes. Assists with planning and organizing local partnership meetings, webinars, trainings and other events. Communicates effectively and professionally with local partnership directors and staff as needed. Provides referrals to appropriate state office staff or resources for more intensive technical assistance and support.
Information Technology Coordinator (new, with new FTE, proposed Band 7)	Coordinate all Information Technology Activities for the Agency. Develop and assist in implementing appropriate Information Technology Policies and Procedures, security processes and support management in IT applications, equipment, and systems. Manage IT contracts with outside vendors, including DTO, and DIS.
Accountant/Fiscal Analyst III (new, with new FTE, proposed Band 6)	Performs and/or coordinates complex professional duties in the creation and maintenance of 4K accounting records, the verification and documentation of 4K financial transactions or the preparation and management of 4K budgets. Manages a team or area within the 4K financial system to include all related accounting functions and compliance with associated federal and state laws.



<p>Education Associate (new, with new FTE, proposed Band 7)</p>	<p>Conduct ongoing monitoring, training, mentoring and technical assistance visits to support approved pre-kindergarten providers. Assist with the development, implementation, and monitoring of quality improvement plans required as a condition of participation in First Steps' Pre-kindergarten Program.</p>
<p>Database Administrator I, (new, with FTE, proposed Band 6)</p>	<p>Designs and supports database management systems (DBMS) of low complexity and assists in the design and support of DBMS of medium complexity under supervision. Designs, develops, amends, optimizes, and certifies database schema design to meet system(s) requirements. Gathers, analyzes, and normalizes relevant information related to processes, functions, and operations to evaluate data credibility and determine relevance and meaning. Assists in the development and design of database and warehouse applications across multiple platforms and computing environments. Assists in the development of an overall data architecture that supports the information needs of the business in a flexible but secure environment. Responsible for implementing database policies and procedures to ensure the integrity and availability of databases and their accompanying software.</p>



SAVE THE DATE

2018 Summit on Early Childhood

Changing the Readiness Narrative:

It's All About Relationships!



Junlei Li, Ph.D.

Dr. Li holds the Saul Zaentz Senior Lectureship in Early Childhood Education at Harvard Graduate School of Education. He is the former director of the Fred Rogers Center for Early Learning and Children's Media in Pittsburgh, PA.



Laura Jana, M.D.

Nationally recognized Pediatrician, educator, author, and health communicator, Dr. Jana finds connections across disciplines and crystallizes big ideas into far-reaching, real-world applications.

December 7, 2018

Columbia Metropolitan Convention Center

Registration details coming soon

#allaboutrelationships



**Meeting of the Early Childhood Advisory Council
August 17, 2018**

12 p.m.

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

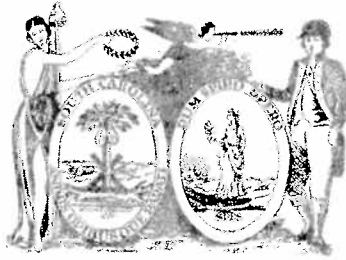
- I. Call to Order and Approve Agenda (Ken Wingate)
Motion: To adopt the agenda as submitted.
- II. Early Childhood Advisory Council (Georgia Mjartan)
Attachments: Executive Order 2010-06, Early Childhood Advisory Council Legislation, Summary of Preschool Development Grant Birth through Five
- III. Kindergarten Readiness Assessment Presentation (Dr. David Mathis)
Attachments: Analysis of Kindergarten Readiness Assessment (KRA) Results – 2018
- IV. Response to Kindergarten Readiness Assessment Data (Rep. Rita Allison)
- V. Next Steps for the Early Childhood Advisory Council
 - a. Interagency Collaboration Committee
 - i. Who would you like to attend from your agency?
 - b. Preschool Development Grant Birth through Five
 - c. Fall Retreat

State of South Carolina
Executive Department

FILED

FEB 10 2010

Mark Hammond
SECRETARY OF STATE⁸



Office of the Governor

EXECUTIVE ORDER NO.

2010-06

WHEREAS, the future success of South Carolina's children correlates with early learning, which fosters optimal development;

WHEREAS, South Carolina's quality of life and economic prosperity depend upon the presence of a well-educated work force;

WHEREAS, positive early learning outcomes yield substantial long-term savings to taxpayers;

WHEREAS, the South Carolina First Steps to School Readiness (First Steps) initiative was created in 1999 to "develop, promote, and assist efforts of agencies, private providers, and public and private organizations and entities, at the state level and the community level, to collaborate and cooperate in order to focus and intensify services, assure the most efficient use of all available resources, and eliminate duplication of efforts to serve the needs of young children and their families." S.C. Code Ann. § 59-152-20;

WHEREAS, the South Carolina First Steps Board of Trustees was created to promote and ensure these ends by coordinating efforts among multiple state agencies;

WHEREAS, the federal Improving Head Start for School Readiness Act of 2007, 42 U.S.C. § 9837b(b)(1), requires the governor of each state to designate or establish a State Advisory Council on Early Childhood Education and Care (Advisory Council) as part of a parallel federal effort to ensure coordination and collaboration within the states; and

WHEREAS, the governor is further required to designate an individual charged with coordinating the activities of the State Advisory Council;

NOW, THEREFORE, pursuant to 42 U.S.C. § 9837b(b), I designate the members of the First Steps Board of Trustees to serve as South Carolina's Advisory Council, and I designate the State Director of First Steps to coordinate the activities of the Advisory Council.

Pursuant to 42 U.S.C. § 9837b(b)(1)(D)(i), the Advisory Council shall:

(I) conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in the state;

(II) identify opportunities for, and barriers to, collaboration and coordination among federally-funded and state-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among state agencies responsible for administering such programs;

(III) develop recommendations for increasing the overall participation of children in existing federal, state, and local child care and early childhood education programs, including outreach to underrepresented and special populations;

(IV) develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the state;

(V) develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the state;

(VI) assess the capacity and effectiveness of 2- and 4-year public and private institutions of higher education in the state toward supporting the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or pre-kindergarten program;

(VI) make recommendations for improvements in state early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.

(VII) develop and publish, using available demographic data, an indicators-based measure of school readiness at the state and community level;

(VIII) incorporate, within its periodic statewide needs assessments required in 42 U.S.C. § 9837b, data related to the capacity and efforts of private sector providers, Head Start providers, and local school districts to serve children aged

birth to four. This shall include fiscal, enrollment, and capacity data to the extent feasible; and

(IX) perform all other functions, as permitted under federal and state law, to improve coordination and delivery of early childhood education and development to children in South Carolina.

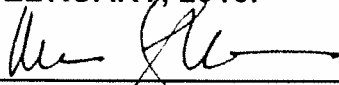
While parallel in membership, the Advisory Council shall act as a distinct entity for the purpose of fulfilling the responsibilities outlined here. Each member of the First Steps Board of Trustees (both voting and non-voting) shall be considered a voting member of the Advisory Council. First Steps Board minutes shall explicitly distinguish actions and votes of the Advisory Council, and the Advisory Council must officially adjourn prior to acting as the First Steps Board. This order shall not be interpreted as conferring voting status upon any First Steps trustee not granted this privilege under state law. Each Advisory Council member's term shall be concurrent with his/her service to the First Steps Board of Trustees.

BE IT FURTHER ORDERED THAT, to ensure adequate communication and coordination with the state's Head Start providers, the Director of the South Carolina Head Start Collaboration Office shall be seated as a voting member of the Advisory Council. To the extent possible, the migrant and tribal Head Start providers shall be represented in the work of the Advisory Council.

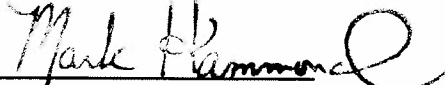
In order to facilitate the work of the Advisory Council, South Carolina's public agencies shall, to the extent permissible under state and federal law, assist in providing all data necessary to fulfill the Advisory Council's duties.



GIVEN UNDER MY HAND AND THE
GREAT SEAL OF THE STATE OF
SOUTH CAROLINA, THIS 10th DAY OF
FEBRUARY, 2010.



MARK SANFORD
Governor

ATTEST: 

MARK HAMMOND
SECRETARY OF STATE

Advisory council

SECTION 4. Article 17, Chapter 11, Title 63 of the 1976 Code is amended by adding:

“Section 63-11-1725. (A) For the purposes of this article, ‘advisory council’ means the South Carolina Advisory Council established by Executive Order Number 2010-06 in compliance with the Improving Head Start for School Readiness Act of 2007, 42 U.S.C. Section 9837b, et seq.

(B) The membership of the advisory council is exclusively composed of the membership of the Board of Trustees of the South Carolina First Steps to School Readiness Initiative. Each voting and nonvoting member shall serve as a voting member of the South Carolina Advisory Council, concurrent with his service on the board.

(C) The advisory council is an entity distinct from the Board of Trustees and must act accordingly to fulfill its responsibilities under 42 U.S.C. Section 9837b(b)(1)(D)(i) of the Improving Head Start for School Readiness Act of 2007. The advisory council shall keep separate minutes that explicitly distinguish its actions and votes from those made when acting in the capacity of the board of trustees. The advisory council must officially adjourn before acting as the board of trustees, and the board of trustees shall adjourn before acting as the advisory council.

(D) The State Director of First Steps shall coordinate the activities of the advisory council. Pursuant to 42 U.S.C. Section 9837b(b)(1)(D)(i), the advisory council shall:

(1) conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to the age of school entry, including an assessment of the availability of high-quality prekindergarten services for low income children in the State;

(2) identify opportunities for, and barriers to, collaboration and coordination among federally funded and state-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among state agencies responsible for administering these programs;

(3) develop recommendations for increasing the overall participation of children in existing federal, state, and local child care and early childhood education programs, including outreach to underrepresented and special populations;

(4) develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the State;

(5) develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the State;

(6) assess the capacity and effectiveness of two-year and four-year public and private institutions of higher education in the State for supporting the development of early childhood educators, including the extent to which these institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or prekindergarten program;

(7) make recommendations for improvements in state early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate;

(8) develop and publish, using available demographic data, an indicators-based measure of school readiness at the state and community level;

(9) incorporate, within the periodic statewide needs assessments required in 42 U.S.C. Section 9837b, any data related to the capacity and efforts of private sector providers, Head Start providers, and local school districts to serve children from birth to age five, including fiscal, enrollment, and capacity data; and

(10) perform all other functions, as permitted under federal and state law, to improve coordination and delivery of early childhood education and development to children in this State.

(E) The advisory council shall designate a meeting as its annual meeting. All of the chief executive officers of the state agencies represented on the Early Childhood Advisory Council must attend the annual meeting in person.

(F) The advisory council shall prepare an annual report of its activities for presentation to the Governor and General Assembly.”

BabyNet, definitions, compliance with federal law

SECTION 5. Article 17, Chapter 11, Title 63 of the 1976 Code is amended by adding:

“Section 63-11-1735. (A) For the purposes of this article:

(1) ‘BabyNet’ is the interagency early intervention system that is the Part C program in South Carolina.



NEW OPPORTUNITY: Preschool Development Grant B-5

SOURCE: Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services (HHS) [in coordination with the U.S. Department of Education (ED)]

The Preschool Development Grant Birth through Five (PDG B-5) is a **new**, \$250 million, competitive federal grant opportunity authorized under the Every Student Succeeds Act (ESSA). The PDG B-5 grant is designed to **support improvements to States' existing early childhood landscape** by building upon existing Federal, State and local early care and learning investments. It is intended to include the full range of programs, services and funding streams that support children birth through age five and their families, and prioritizes improving the coordination and continuity of a comprehensive birth-through-five, mixed-delivery system. PDG B-5 grantees must demonstrate a deliberate effort to foster connections across early learning programs and between the early learning and K-12 systems within states.

DEADLINE: Oct. 15, 2018 (estimated – the full application is expected to be released Aug. 14)

RANGE: ACF intends to award **40 initial grants** with a floor of \$500,000 and a ceiling of \$10 million. Subsequently, recipients of the PDG B-5 initial grants will have the opportunity to apply for renewal grants for up to three years.

MATCH: 30% non-federal match

APPLICANT: Governor must designate the lead agency

RECOMMENDED ROLE OF FIRST STEPS

Initial recommendation is that **First Steps should be the lead applicant for South Carolina's PDG B-5 application**. Year one of the PDG B-5 grant is intended to support optimization of existing ECE resources, which is part of the legislative purpose of First Steps. The suggested uses for initial grant funds also align with the responsibilities of the Early Childhood Advisory Council (ECAC), as shown below:

1. Conducting a Needs Assessment (**ECAC 1,9**)
2. Developing a Strategic Plan (**ECAC 2,3**)
3. Maximizing parent choice and knowledge about the State's mixed delivery system of existing programs and providers (**ECAC 3**)
4. Sharing best practices among early childhood education program providers in the State to increase collaboration and efficiency of services, including to improve transitions from such programs to elementary school (**ECAC 4**)
5. Improving overall quality of early childhood education programs in the State, including by developing and implementing evidence-based practices to improve professional development for early childhood education providers and educational opportunities for children. (**ECAC 5,6**)

Benefits of First Steps serving as the lead applicant include the opportunity to re-constitute the ECAC around a concrete, interagency project and purpose with available funding, as well as infrastructure funding for First Steps to adequately staff ECAC work. To date, the following legislators and agency partners have agreed that First Steps should be the initial grant applicant for PDG B-5: Rep. Rita Allison, Sen. Gerald Malloy, SCDSS (Amber Gillum), SCDOE (Ginger Catoe, Director of the Office of Early Learning and Literacy).

2018

Analysis of Kindergarten Readiness Assessment (KRA) Results

School Year 2017–2018



SC EDUCATION
OVERSIGHT COMMITTEE



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Kindergarten Readiness Assessment (KRA) Introduction

Section 59-152-33 of the South Carolina Code of Laws requires the adoption and administration of a school readiness assessment by the State Board of Education. The results may not be used to deny a student admission or progress to kindergarten or first grade but instead should demonstrate progress toward improving school readiness.

(A) Before July 1, 2015, the South Carolina Education Oversight Committee shall recommend an assessment to evaluate and measure the school readiness of students prior to their entrance into a prekindergarten or kindergarten program per the goals pursuant to Section 59-152-30 to the State Board of Education. Prior to submitting the recommendation to the State Board, the Education Oversight Committee shall seek input from the South Carolina First Steps to School Readiness Board of Trustees and other early childhood advocates. In making the recommendation, the South Carolina Education Oversight Committee shall consider assessments that are research-based, reliable, and appropriate for measuring readiness. The assessment chosen must evaluate each child's early language and literacy development, numeracy skills, physical well-being, social and emotional development, and approaches to learning. The assessment of academic readiness must be aligned with first and second grade standards for English language arts and mathematics. The purpose of the assessment is to provide teachers, administrators, and parents or guardians with information to address the readiness needs of each student, especially by identifying language, cognitive, social, emotional, and health needs, and providing appropriate instruction and support for each child. The results of the screenings and the developmental intervention strategies recommended to address the child's identified needs must be provided, in writing, to the parent or guardian. Reading instructional strategies and developmental activities for children whose oral language and emergent literacy skills are assessed to be below the national standards must be aligned with the district's reading proficiency plan for addressing the readiness needs of each student. The school readiness assessment adopted by the State Board of Education may not be used to deny a student admission or progress to kindergarten or first grade. Every student entering the public schools for the first time in prekindergarten and kindergarten must be administered a readiness screening by the forty-fifth day of the school year.

(B) The results of individual students in a school readiness assessment may not be publicly reported.

(C) Following adoption of a school readiness assessment, the State Board of Education shall adopt a system for reporting population-level results that provides baseline data for measuring overall change and improvement in the skills and knowledge of students over time. The Department of Education shall house and monitor the system.

(D) The South Carolina First Steps to School Readiness Board of Trustees shall support the implementation of the school readiness assessment and must provide professional development to support the readiness assessment for teachers and parents of programs supported with First Steps funds. The board shall utilize the annual aggregate literacy and other readiness assessment information in establishing standards and practices to support all early childhood providers served by First Steps. (*Section 59-152-33*)

Proviso 1A.63. of the 2017-18 General Appropriation Act directs the South Carolina Department of Education to expend up to \$2.0 million in Education Improvement Act (EIA) funds to administer the Kindergarten Readiness Assessment (KRA) to “each child entering kindergarten in the public schools. The assessment of kindergarten students must be administered at a minimum of once during the first forty-five days of the school year with the results collected by the department.”

The KRA provides information on children’s preparedness for kindergarten. It is designed to give reports for individuals, as well as cohorts of children, such that achievement may be examined at the classroom, school, and district levels, as well as according to child demographics.

The KRA is comprised of four domains:

- Language and Literacy: skills such as reading, writing, speaking, and listening.
- Mathematics: skills such as counting, comparison, and sorting.
- Physical Well-Being & Motor Development: abilities such as dexterity, muscular coordination, and balance.
- Social Foundations: demonstration of following rules, asking for help, task persistence, and other skills necessary to the functioning within the kindergarten classroom.

KRA items for both the Language and Literacy and Mathematics domains include selected response and performance task types, wherein the child responds to assessment stimuli (e.g., pointing to a picture or naming letters). A third item type, observational rubric, is based upon teacher ratings of the child. Both the Physical Well-Being & Motor Development, and the Social Foundations domains are based solely on the observational rubric item type.

Information from the KRA domains contributes to a score designating overall performance level. The KRA scores fall within three ranges:

- Demonstrating Readiness: Student *demonstrates* foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.
- Approaching Readiness: Student *demonstrates some* foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.
- Emerging Readiness: Student *demonstrates limited* foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.¹

¹ KRA Technical Report Addendum, 2015

KRA Findings

- **Finding 1:** At the beginning of the 2017-2018 school year, the KRA was administered to 54,863 kindergartners across South Carolina.
- **Finding 2:** Statewide, about 36% of the children were at the KRA Demonstrating Readiness level. During the first year of KRA administration 33 districts met or surpassed the overall state average for Demonstrating Readiness, detailed in Table 6. Statewide, 31 percent of kindergartners reached Demonstrating Readiness level in mathematics, representing the domain with the lowest percent of students at the Demonstrating Readiness level, shown in Table 2. Statewide, 48 percent of students were at the Demonstrating Readiness level in the Physical Development and Well-Being domain representing the highest scoring domain statewide, shown in Table 2.
- **Finding 3:** Among White children, about 44 percent performed at the Demonstrating Readiness level, while 27 percent of African-American children and 22 percent of Hispanic children were at that level.
- **Finding 4:** Kindergartners who were identified as having attended a full-day 4K program in a district or private child care center that participated in the Child Early Reading Development and Education Program (CERDEP) performed at similar levels across the KRA levels of readiness as those from non-CERDEP districts.
- **Finding 5:** During the first year of KRA administration, 13 districts met or surpassed the state average on every KRA domain: Anderson 4, Charleston, Clarendon 1, Dillon 3, Dorchester 2, Fairfield, Georgetown, Greenwood 52, McCormick, Richland 2, SC Public Charter School District, York 2 and York 4.

KRA Results

The KRA was administered to South Carolina kindergartners at the beginning of the 2017-2018 school year. Guidance in a South Carolina Department of Education (SCDE) memorandum states that KRA overall scores, domain scores, and categories of performance were to be produced for all students, including those with one or more “No Score” items or missing scores. Only students with all items missing were to have no scores (see Appendix B).

The KRA was created by a partnership of the nonprofit education agency WestEd, Johns Hopkins University, the Ohio Department of Education, and the Maryland State Department of Education. At present, the test contractor does not recommend using the KRA domain scores, only the overall performance score. Even so, Ohio reports the Language and Literacy domain score, and Maryland reports all domain scores. Test and measurement specialists at the South Carolina Department of Education state that they judge the domain scores to have sufficient value for reporting.² Therefore, this report provides the KRA domain scores in addition to the overall score.

Table 1 shows the number and proportions of children to whom the KRA was administered by ethnicity. Nearly half of the children were White, about a third African American, and ten percent Hispanic.

Table 1*

2017 Fall Ethnicities of 5K Children Assessed

Race/Ethnicity	Number	Percent
Asian	863	1.6%
African American	18,142	33.1%
Hispanic	5,466	10.0%
American Indian	161	0.3%
Multiracial	2,903	5.3%
Pacific Islander	75	0.1%
White	27,253	49.7%
Total	54,863	100.0%

*Please note that percentages may vary because of rounding up or down one percentage point in tables.

² Fred: Can we source this – email or discussion with date?

Table 2 reports the performance of the South Carolina kindergarten children for whom scores were reported in fall 2017. On the Overall scale, most children (38 percent) were in the Approaching Readiness category, and nearly as many (36 percent) were in the highest category of performance, Demonstrating Readiness. The lowest category, Emerging Readiness, had over a fourth of kindergartners (26 percent).

Table 2
2017 Statewide KRA Results

Children	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall			
54,927	26%	38%	36%
Social Foundations			
54,927	28%	27%	45%
Language and Literacy			
54,927	23%	43%	34%
Mathematics			
54,927	31%	38%	31%
Physical Development and Well-Being			
54,927	28%	24%	48%

Table 3 shows that most children who took the KRA were White, with the next large proportion comprised of African American children, followed by Hispanic children. Other ethnicities are not reported due to their relatively small proportions among the overall kindergarten population.

Among White children, 44 percent were found at the Demonstrating Readiness level on the overall readiness scale. KRA results found African American and Hispanic children in proportions of 27 percent and 22 percent, respectively, in the Demonstrating Readiness category for overall readiness. On all the four domains, White kindergartners were found in greater proportions in the highest category of readiness than African American or Hispanic children. Proportions of children at the Demonstrating Readiness level were most similar on the Physical Development and Well-Being domain, where there was a difference of less than ten percent between the ethnic groups.

Table 3
2017 KRA Results by Ethnicity

Task	Children	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
African American	18,142	32%	41%	27%
Hispanic	5,466	39%	39%	22%
White	27,253	19%	37%	44%
Social Foundations				
African American	18,142	34%	28%	38%
Hispanic	5,466	35%	28%	37%
White	27,253	23%	26%	51%
Language and Literacy				
African American	18,142	28%	45%	27%
Hispanic	5,466	41%	40%	19%
White	27,253	17%	42%	41%
Mathematics				
African American	18,142	39%	41%	20%
Hispanic	5,466	45%	37%	18%
White	27,253	23%	37%	40%
Physical Development and Well-Being				
African American	18,142	33%	25%	43%
Hispanic	5,466	30%	26%	44%
White	27,253	26%	22%	52%

Table 4 reports KRA results for two groups of children, (a) those verified as having been enrolled in a 4K program in districts or private child care centers that participated in CERDEP, and (b) those verified as being enrolled in a 4K program that was administered by a public school district that did not participate in CERDEP. Students participating in a 4K CERDEP program could be enrolled at a public school or private childcare center that participates in CERDEP through the SC Office of First Steps.

Differences between the groups were slight, with average discrepancies being less than two percent and none greater than four percent. On all four domains and the overall level, lower percentages of children from CERDEP districts scored at the highest category, Demonstrating Readiness, than children from non-CERDEP districts. Correspondingly, higher percentages of CERDEP district children were in the Emerging Readiness and Approaching Readiness categories on all nearly domains. Both groups of children were found in equal percentages of Emerging Readiness on the Language and Literacy domain.

Table 4
2017 KRA Results by District CERDEP Status

Task	Children	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
Non-CERDEP	10,162	22%	39%	39%
CERDEP	11,528	23%	41%	36%
Social Foundations				
Non-CERDEP	10,162	26%	26%	48%
CERDEP	11,528	27%	28%	45%
Language and Literacy				
Non-CERDEP	10,162	20%	43%	37%
CERDEP	11,528	20%	44%	36%
Mathematics				
Non-CERDEP	10,162	27%	40%	33%
CERDEP	11,528	29%	42%	29%
Physical Development and Well-Being				
Non-CERDEP	10,162	25%	23%	52%
CERDEP	11,528	26%	24%	50%

Table 5 reports the KRA results for children identified as having been enrolled in 4K in CERDEP districts prior to kindergarten. These results are compared with those of kindergartners statewide, excluding those identified as having been enrolled in CERDEP district 4K. This comparison group is imperfect, however, in that it may still contain children who attended preschool in CERDEP districts. Irregularities in records prevented matching all individual child 4K data with that in 5K. Thus, 3,613 (14 percent) of children enrolled in 4K CERDEP districts could not be identified in the kindergarten data. Their possible inclusion in the “Other 5K” group could affect the Table 5 statistics.

Identified CERDEP district and Other 5K children were equal in proportion at the Demonstrating Readiness level on both the Overall and Social Foundations domains. Three percent more former CERDEP children scored at the Demonstrating Readiness level on the Language and Literacy and Physical Development and Well-Being domains than the Other 5K group. On the Mathematics domain, there was two percent less from CERDEP group at the Demonstrating Readiness level than the Other 5K group. At the lowest level of readiness, on all KRA domains, there were from two percent to four percent more children from the Other 5K group than the CERDEP group.

Table 5
KRA Results for Identified Prior CERDEP-Served and All Other Kindergartners

Task	Children	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
Other 5K	43,399	27%	38%	36%
CERDEP	11,528	23%	41%	36%
Social Foundations				
Other 5K	43,399	29%	26%	45%
CERDEP	11,528	27%	28%	45%
Language and Literacy				
Other 5K	43,399	24%	42%	33%
CERDEP	11,528	20%	44%	36%
Mathematics				
Other 5K	43,399	31%	38%	31%
CERDEP	11,528	29%	42%	29%
Physical Development and Well-Being				
Other 5K	43,399	29%	23%	47%
CERDEP	11,528	26%	24%	50%

Table 6 shows proportions of children at the KRA Demonstrating Readiness level for each domain by district. Percentages highlighted in yellow indicate percentages equal to, or higher than, those at the state-level. Appendix A are the KRA results by district for the overall and for each domain.

Table 6
Comparison of District and Statewide Percentages for KRA Demonstrating Readiness

	State Overall (36%)	State Social Foundations (45%)	State Language and Literacy (34%)	State Mathematics (31%)	State Physical Development and Well-Being (48%)
Abbeville	30	51	28	16	52
Aiken	33	47	31	21	55
Allendale	21	22	27	20	29
Anderson 1	33	50	30	22	51
Anderson 2	36	58	29	21	54
Anderson 3	37	33	42	37	48
Anderson 4	42	58	37	33	54
Anderson 5	38	43	37	36	45
Bamberg 1	40	51	28	28	49
Bamberg 2	23	27	32	14	75
Barnwell 19	46	34	46	54	41
Barnwell 29	29	40	26	19	53
Barnwell 45	25	38	27	23	26
Beaufort	33	38	33	32	45
Berkeley	34	47	31	25	48
Calhoun	24	48	21	20	35
Charleston	51	57	47	41	62
Cherokee	29	46	27	22	45
Chester	37	49	32	29	48
Chesterfield	20	42	23	15	39
Clarendon 1	46	46	52	36	72
Clarendon 2	33	36	33	24	40
Clarendon 3	47	61	37	30	67
Colleton	31	37	35	26	37
Darlington	29	40	28	23	37
Dillon 3	53	53	53	55	61
Dillon 4	18	26	20	18	30
Dorchester 2	42	48	40	39	48
Dorchester 4	35	38	42	25	38

	State Overall (36%)	State Social Foundations (45%)	State Language and Literacy (34%)	State Mathematics (31%)	State Physical Development and Well- Being (48%)
Edgefield	42	51	35	26	61
Fairfield	49	58	54	37	65
Florence 1	20	30	19	21	30
Florence 2	24	18	26	35	40
Florence 3	34	45	25	31	44
Florence 4	38	33	50	33	44
Florence 5	21	21	21	28	48
Georgetown	53	63	48	46	63
Greenville	37	44	33	36	49
Greenwood 50	26	41	24	24	36
Greenwood 51	26	13	32	39	51
Greenwood 52	60	73	50	45	79
Hampton 1	33	37	39	28	41
Hampton 2	25	30	36	16	48
Horry	43	46	46	41	47
Jasper	10	16	18	15	23
Kershaw	27	35	27	21	38
Lancaster	34	61	24	23	56
Laurens 55	30	37	27	23	48
Laurens 56	23	41	23	17	39
Lee	27	37	30	18	44
Lexington 1	30	41	28	27	44
Lexington 2	27	34	31	27	30
Lexington 3	38	36	44	40	46
Lexington 4	36	46	32	28	50
Lexington/ Richland 5	38	42	36	33	45
Marion	20	33	19	16	36
Marlboro	29	37	30	24	45
McCormick	55	55	52	36	69
Newberry	30	47	26	17	56
Oconee	27	33	27	24	43
Orangeburg 3	24	32	25	24	34

	State Overall (36%)	State Social Foundations (45%)	State Language and Literacy (34%)	State Mathematics (31%)	State Physical Development and Well- Being (48%)
Orangeburg 4	34	48	30	21	50
Orangeburg 5	26	34	30	13	44
Pickens	27	37	28	27	38
Richland 1	33	43	33	27	47
Richland 2	47	58	41	35	58
Saluda	11	21	10	13	29
SC Public Charter District	40	45	39	41	45
Spartanburg 1	34	45	33	27	46
Spartanburg 2	36	53	31	28	57
Spartanburg 3	20	29	25	15	32
Spartanburg 4	39	46	42	27	55
Spartanburg 5	39	50	32	33	44
Spartanburg 6	36	47	32	32	56
Spartanburg 7	33	35	33	29	44
Sumter	20	28	23	22	33
Union	25	48	24	17	49
Williamsburg	48	45	55	51	47
York 1	34	45	29	24	48
York 2	45	55	40	39	56
York 3	38	52	34	31	46
York 4	47	54	38	47	61

Appendix A
2017 KRA Results by District

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Abbeville						
Overall	47	21%	107	49%	66	30%
Social Foundations	44	20%	64	29%	112	51%
Language and Literacy	50	23%	108	49%	62	28%
Mathematics	72	33%	112	51%	36	16%
Physical Development and Well-Being	52	24%	54	25%	114	52%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Aiken						
Overall	488	27%	736	40%	614	33%
Social Foundations	455	25%	522	28%	861	47%
Language and Literacy	508	28%	753	41%	577	31%
Mathematics	724	39%	721	39%	393	21%
Physical Development and Well-Being	430	23%	399	22%	1009	55%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Allendale						
Overall	32	37%	36	42%	18	21%
Social Foundations	44	51%	23	27%	19	22%
Language and Literacy	23	27%	40	47%	23	27%
Mathematics	21	24%	48	56%	17	20%
Physical Development and Well-Being	37	43%	24	28%	25	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 1						
Overall	166	25%	282	42%	225	33%
Social Foundations	158	23%	180	27%	335	50%
Language and Literacy	186	28%	287	43%	200	30%
Mathematics	240	36%	287	43%	146	22%
Physical Development and Well-Being	153	23%	176	26%	344	51%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 2						
Overall	58	21%	115	42%	98	36%
Social Foundations	52	19%	61	23%	158	58%
Language and Literacy	58	21%	135	50%	78	29%
Mathematics	101	37%	112	41%	58	21%
Physical Development and Well-Being	59	22%	67	25%	145	54%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 3						
Overall	38	20%	83	43%	72	37%
Social Foundations	49	25%	80	41%	64	33%
Language and Literacy	33	17%	78	40%	82	42%
Mathematics	47	24%	74	38%	72	37%
Physical Development and Well-Being	52	27%	49	25%	92	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 4						
Overall	35	17%	86	41%	89	42%
Social Foundations	40	19%	48	23%	122	58%
Language and Literacy	32	15%	100	48%	78	37%
Mathematics	50	24%	90	43%	70	33%
Physical Development and Well-Being	55	26%	42	20%	113	54%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 5						
Overall	239	24%	384	38%	376	38%
Social Foundations	307	31%	263	26%	429	43%
Language and Literacy	194	19%	431	43%	374	37%
Mathematics	287	29%	348	35%	364	36%
Physical Development and Well-Being	290	29%	258	26%	451	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Bamberg 1						
Overall	24	27%	30	33%	36	40%
Social Foundations	22	24%	22	24%	46	51%
Language and Literacy	19	21%	46	51%	25	28%
Mathematics	21	23%	44	49%	25	28%
Physical Development and Well-Being	20	22%	26	29%	44	49%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Bamberg 2						
Overall	9	20%	25	57%	10	23%
Social Foundations	8	18%	24	55%	12	27%
Language and Literacy	10	23%	20	45%	14	32%
Mathematics	16	36%	22	50%	6	14%
Physical Development and Well-Being	3	7%	8	18%	33	75%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Bamberg 19						
Overall	7	17%	15	37%	19	46%
Social Foundations	10	24%	17	41%	14	34%
Language and Literacy	8	20%	14	34%	19	46%
Mathematics	7	17%	12	29%	22	54%
Physical Development and Well-Being	9	22%	15	37%	17	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Bamberg 29						
Overall	14	23%	30	48%	18	29%
Social Foundations	18	29%	19	31%	25	40%
Language and Literacy	12	19%	34	55%	16	26%
Mathematics	19	31%	31	50%	12	19%
Physical Development and Well-Being	9	15%	20	32%	33	53%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Bamberg 45						
Overall	55	30%	84	45%	47	25%
Social Foundations	74	40%	42	23%	70	38%
Language and Literacy	47	25%	88	47%	51	27%
Mathematics	56	30%	87	47%	43	23%
Physical Development and Well-Being	82	44%	55	30%	49	26%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Beaufort						
Overall	443	28%	623	39%	534	33%
Social Foundations	543	34%	446	28%	611	38%
Language and Literacy	362	23%	710	44%	528	33%
Mathematics	445	28%	644	40%	511	32%
Physical Development and Well-Being	514	32%	362	23%	724	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Berkeley						
Overall	621	26%	937	40%	802	34%
Social Foundations	684	29%	575	24%	1101	47%
Language and Literacy	584	25%	1045	44%	731	31%
Mathematics	754	32%	1011	43%	595	25%
Physical Development and Well-Being	689	29%	531	23%	1140	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Calhoun						
Overall	30	27%	54	49%	27	24%
Social Foundations	30	27%	28	25%	53	48%
Language and Literacy	28	25%	60	54%	23	21%
Mathematics	40	36%	49	44%	22	20%
Physical Development and Well-Being	36	32%	36	32%	39	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Charleston						
Overall	672	17%	1209	31%	1963	51%
Social Foundations	758	20%	883	23%	2203	57%
Language and Literacy	617	16%	1403	37%	1824	47%
Mathematics	875	23%	1398	36%	1571	41%
Physical Development and Well-Being	712	19%	757	20%	2375	62%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Cherokee						
Overall	200	30%	276	41%	196	29%
Social Foundations	195	29%	165	25%	312	46%
Language and Literacy	187	28%	305	45%	180	27%
Mathematics	261	39%	260	39%	151	22%
Physical Development and Well-Being	208	31%	163	24%	301	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Chester						
Overall	109	29%	125	34%	139	37%
Social Foundations	109	29%	80	21%	184	49%
Language and Literacy	87	23%	166	45%	120	32%
Mathematics	114	31%	152	41%	107	29%
Physical Development and Well-Being	121	32%	73	20%	179	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Chesterfield						
Overall	173	33%	245	47%	102	20%
Social Foundations	158	30%	145	28%	217	42%
Language and Literacy	149	29%	250	48%	121	23%
Mathematics	263	51%	178	34%	79	15%
Physical Development and Well-Being	187	36%	132	25%	201	39%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Clarendon 1						
Overall	9	18%	18	36%	23	46%
Social Foundations	10	20%	17	34%	23	46%
Language and Literacy	8	16%	16	32%	26	52%
Mathematics	11	22%	21	42%	18	36%
Physical Development and Well-Being	6	12%	8	16%	36	72%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Clarendon 2						
Overall	57	31%	68	37%	61	33%
Social Foundations	57	31%	62	33%	67	36%
Language and Literacy	41	22%	84	45%	61	33%
Mathematics	73	39%	69	37%	44	24%
Physical Development and Well-Being	58	31%	53	28%	75	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Clarendon 3						
Overall	15	18%	29	35%	39	47%
Social Foundations	14	17%	18	22%	51	61%
Language and Literacy	15	18%	37	45%	31	37%
Mathematics	24	29%	34	41%	25	30%
Physical Development and Well-Being	15	18%	12	14%	56	67%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Clarendon 3						
Overall	113	28%	170	42%	125	31%
Social Foundations	135	33%	124	30%	149	37%
Language and Literacy	79	19%	188	46%	141	35%
Mathematics	138	34%	164	40%	106	26%
Physical Development and Well-Being	135	33%	124	30%	149	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Darlington						
Overall	195	31%	248	40%	180	29%
Social Foundations	212	34%	159	26%	252	40%
Language and Literacy	150	24%	301	48%	172	28%
Mathematics	228	37%	250	40%	145	23%
Physical Development and Well-Being	249	40%	141	23%	233	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Dillon 3						
Overall	15	13%	40	34%	63	53%
Social Foundations	25	21%	31	26%	62	53%
Language and Literacy	18	15%	37	31%	63	53%
Mathematics	18	15%	35	30%	65	55%
Physical Development and Well-Being	23	19%	23	19%	72	61%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Dillon 4						
Overall	131	42%	126	40%	57	18%
Social Foundations	149	47%	83	26%	82	26%
Language and Literacy	131	42%	119	38%	64	20%
Mathematics	145	46%	112	36%	57	18%
Physical Development and Well-Being	151	48%	70	22%	93	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Dorchester 2						
Overall	412	23%	619	35%	734	42%
Social Foundations	469	27%	451	26%	845	48%
Language and Literacy	345	20%	721	41%	699	40%
Mathematics	431	24%	648	37%	686	39%
Physical Development and Well-Being	462	26%	451	26%	852	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Dorchester 4						
Overall	45	26%	67	39%	61	35%
Social Foundations	50	29%	57	33%	66	38%
Language and Literacy	35	20%	65	38%	73	42%
Mathematics	55	32%	75	43%	43	25%
Physical Development and Well-Being	41	24%	67	39%	65	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Edgefield						
Overall	59	25%	80	33%	101	42%
Social Foundations	61	25%	56	23%	123	51%
Language and Literacy	61	25%	95	40%	84	35%
Mathematics	74	31%	104	43%	62	26%
Physical Development and Well-Being	53	22%	40	17%	147	61%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Fairfield						
Overall	18	10%	70	40%	85	49%
Social Foundations	28	16%	45	26%	100	58%
Language and Literacy	16	9%	64	37%	93	54%
Mathematics	32	19%	77	45%	64	37%
Physical Development and Well-Being	29	17%	32	19%	112	65%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 1						
Overall	482	42%	434	38%	222	20%
Social Foundations	468	41%	325	29%	345	30%
Language and Literacy	437	38%	482	42%	219	19%
Mathematics	480	42%	422	37%	236	21%
Physical Development and Well-Being	522	46%	271	24%	345	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 2						
Overall	28	35%	33	41%	19	24%
Social Foundations	38	48%	28	35%	14	18%
Language and Literacy	19	24%	40	50%	21	26%
Mathematics	26	33%	26	33%	28	35%
Physical Development and Well-Being	29	36%	19	24%	32	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 2						
Overall	78	31%	91	36%	86	34%
Social Foundations	77	30%	63	25%	115	45%
Language and Literacy	65	25%	125	49%	65	25%
Mathematics	89	35%	87	34%	79	31%
Physical Development and Well-Being	75	29%	69	27%	111	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 4						
Overall	9	19%	21	44%	18	38%
Social Foundations	13	27%	19	40%	16	33%
Language and Literacy	8	17%	16	33%	24	50%
Mathematics	7	15%	25	52%	16	33%
Physical Development and Well-Being	18	38%	9	19%	21	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 5						
Overall	34	43%	29	36%	17	21%
Social Foundations	40	50%	23	29%	17	21%
Language and Literacy	20	25%	43	54%	17	21%
Mathematics	30	38%	28	35%	22	28%
Physical Development and Well-Being	29	36%	13	16%	38	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Georgetown						
Overall	99	15%	199	31%	342	53%
Social Foundations	116	18%	119	19%	405	63%
Language and Literacy	91	14%	242	38%	307	48%
Mathematics	133	21%	214	33%	293	46%
Physical Development and Well-Being	122	19%	116	18%	402	63%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Greenville						
Overall	1435	26%	2072	37%	2090	37%
Social Foundations	1541	28%	1588	28%	2468	44%
Language and Literacy	1409	25%	2331	42%	1857	33%
Mathematics	1596	29%	1967	35%	2034	36%
Physical Development and Well-Being	1535	27%	1297	23%	2765	49%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Greenwood 50						
Overall	233	33%	286	41%	182	26%
Social Foundations	242	35%	169	24%	290	41%
Language and Literacy	194	28%	338	48%	169	24%
Mathematics	261	37%	269	38%	171	24%
Physical Development and Well-Being	274	39%	173	25%	254	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Greenwood 51						
Overall	20	29%	31	45%	18	26%
Social Foundations	40	58%	20	29%	9	13%
Language and Literacy	10	14%	37	54%	22	32%
Mathematics	19	28%	23	33%	27	39%
Physical Development and Well-Being	19	28%	15	22%	35	51%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Greenwood 52						
Overall	10	10%	30	30%	61	60%
Social Foundations	15	15%	12	12%	74	73%
Language and Literacy	11	11%	40	40%	50	50%
Mathematics	16	16%	40	40%	45	45%
Physical Development and Well-Being	6	6%	15	15%	80	79%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Hampton 1						
Overall	39	26%	60	41%	49	33%
Social Foundations	55	37%	38	26%	55	37%
Language and Literacy	32	22%	59	40%	57	39%
Mathematics	31	21%	75	51%	42	28%
Physical Development and Well-Being	52	35%	35	24%	61	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Hampton 2						
Overall	14	32%	19	43%	11	25%
Social Foundations	21	48%	10	23%	13	30%
Language and Literacy	12	27%	16	36%	16	36%
Mathematics	15	34%	22	50%	7	16%
Physical Development and Well-Being	17	39%	6	14%	21	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Horry						
Overall	580	18%	1237	39%	1387	43%
Social Foundations	859	27%	872	27%	1473	46%
Language and Literacy	469	15%	1262	39%	1473	46%
Mathematics	691	22%	1186	37%	1327	41%
Physical Development and Well-Being	910	28%	780	24%	1514	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Jasper						
Overall	94	46%	90	44%	21	10%
Social Foundations	92	45%	80	39%	33	16%
Language and Literacy	81	40%	87	42%	37	18%
Mathematics	104	51%	70	34%	31	15%
Physical Development and Well-Being	105	51%	52	25%	48	23%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Kershaw						
Overall	264	34%	299	39%	209	27%
Social Foundations	274	35%	231	30%	267	35%
Language and Literacy	220	29%	347	45%	205	27%
Mathematics	295	38%	316	41%	161	21%
Physical Development and Well-Being	290	38%	192	25%	290	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lancaster						
Overall	215	21%	453	45%	350	34%
Social Foundations	188	18%	214	21%	616	61%
Language and Literacy	260	26%	509	50%	249	24%
Mathematics	370	36%	413	41%	235	23%
Physical Development and Well-Being	204	20%	245	24%	569	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Laurens 55						
Overall	107	27%	172	43%	120	30%
Social Foundations	116	29%	134	34%	149	37%
Language and Literacy	87	22%	205	51%	107	27%
Mathematics	124	31%	184	46%	91	23%
Physical Development and Well-Being	112	28%	95	24%	192	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Laurens 56						
Overall	66	30%	101	46%	51	23%
Social Foundations	65	30%	63	29%	90	41%
Language and Literacy	61	28%	107	49%	50	23%
Mathematics	88	40%	93	43%	37	17%
Physical Development and Well-Being	85	39%	47	22%	86	39%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lee						
Overall	40	31%	56	43%	35	27%
Social Foundations	51	39%	32	24%	48	37%
Language and Literacy	32	24%	60	46%	39	30%
Mathematics	38	29%	70	53%	23	18%
Physical Development and Well-Being	45	34%	29	22%	57	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 1						
Overall	487	26%	812	44%	567	30%
Social Foundations	568	30%	534	29%	764	41%
Language and Literacy	464	25%	888	48%	514	28%
Mathematics	549	29%	816	44%	501	27%
Physical Development and Well-Being	592	32%	462	25%	812	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 2						
Overall	197	32%	253	41%	165	27%
Social Foundations	219	36%	187	30%	209	34%
Language and Literacy	171	28%	252	41%	192	31%
Mathematics	217	35%	235	38%	163	27%
Physical Development and Well-Being	257	42%	172	28%	186	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 3						
Overall	45	27%	59	35%	63	38%
Social Foundations	56	34%	51	31%	60	36%
Language and Literacy	41	25%	52	31%	74	44%
Mathematics	50	30%	51	31%	66	40%
Physical Development and Well-Being	50	30%	40	24%	77	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 4						
Overall	72	27%	96	37%	94	36%
Social Foundations	62	24%	80	31%	120	46%
Language and Literacy	77	29%	102	39%	83	32%
Mathematics	97	37%	92	35%	73	28%
Physical Development and Well-Being	58	22%	74	28%	130	50%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 5						
Overall	248	24%	402	38%	402	38%
Social Foundations	316	30%	292	28%	444	42%
Language and Literacy	206	20%	470	45%	376	36%
Mathematics	284	27%	421	40%	347	33%
Physical Development and Well-Being	308	29%	272	26%	472	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Marion						
Overall	121	40%	124	41%	61	20%
Social Foundations	105	34%	101	33%	100	33%
Language and Literacy	104	34%	143	47%	59	19%
Mathematics	134	44%	124	41%	48	16%
Physical Development and Well-Being	109	36%	86	28%	111	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Marlboro						
Overall	83	30%	115	41%	80	29%
Social Foundations	104	37%	72	26%	102	37%
Language and Literacy	72	26%	122	44%	84	30%
Mathematics	102	37%	110	40%	66	24%
Physical Development and Well-Being	80	29%	72	26%	126	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
McCormick						
Overall	7	17%	12	29%	23	55%
Social Foundations	12	29%	7	17%	23	55%
Language and Literacy	1	2%	19	45%	22	52%
Mathematics	8	19%	19	45%	15	36%
Physical Development and Well-Being	5	12%	8	19%	29	69%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Newberry						
Overall	105	24%	197	46%	129	30%
Social Foundations	102	24%	125	29%	204	47%
Language and Literacy	117	27%	202	47%	112	26%
Mathematics	158	37%	199	46%	74	17%
Physical Development and Well-Being	84	19%	107	25%	240	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Oconee						
Overall	271	35%	299	38%	207	27%
Social Foundations	269	35%	253	33%	255	33%
Language and Literacy	236	30%	333	43%	208	27%
Mathematics	282	36%	311	40%	184	24%
Physical Development and Well-Being	286	37%	160	21%	331	43%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Orangeburg 3						
Overall	36	25%	74	51%	35	24%
Social Foundations	38	26%	61	42%	46	32%
Language and Literacy	31	21%	78	54%	36	25%
Mathematics	42	29%	68	47%	35	24%
Physical Development and Well-Being	60	41%	35	24%	50	34%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Orangeburg 4						
Overall	55	23%	102	43%	80	34%
Social Foundations	51	22%	73	31%	113	48%
Language and Literacy	49	21%	118	50%	70	30%
Mathematics	86	36%	102	43%	49	21%
Physical Development and Well-Being	47	20%	71	30%	119	50%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Orangeburg 5						
Overall	171	34%	200	40%	129	26%
Social Foundations	176	35%	153	31%	171	34%
Language and Literacy	148	30%	201	40%	151	30%
Mathematics	204	41%	231	46%	65	13%
Physical Development and Well-Being	137	27%	141	28%	222	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Pickens						
Overall	390	33%	472	40%	315	27%
Social Foundations	429	36%	311	26%	437	37%
Language and Literacy	314	27%	534	45%	329	28%
Mathematics	424	36%	438	37%	315	27%
Physical Development and Well-Being	468	40%	263	22%	446	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Richland 1						
Overall	549	29%	705	37%	627	33%
Social Foundations	607	32%	462	25%	812	43%
Language and Literacy	500	27%	758	40%	623	33%
Mathematics	691	37%	686	36%	504	27%
Physical Development and Well-Being	574	31%	422	22%	885	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Richland 2						
Overall	338	18%	660	35%	873	47%
Social Foundations	383	20%	397	21%	1091	58%
Language and Literacy	318	17%	782	42%	771	41%
Mathematics	448	24%	772	41%	651	35%
Physical Development and Well-Being	401	21%	381	20%	1089	58%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
SC Public Charter District						
Overall	278	25%	394	35%	456	40%
Social Foundations	339	30%	280	25%	509	45%
Language and Literacy	217	19%	470	42%	441	39%
Mathematics	274	24%	392	35%	462	41%
Physical Development and Well-Being	345	31%	272	24%	511	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Saluda						
Overall	112	55%	70	34%	22	11%
Social Foundations	98	48%	63	31%	43	21%
Language and Literacy	116	57%	67	33%	21	10%
Mathematics	120	59%	57	28%	27	13%
Physical Development and Well-Being	81	40%	63	31%	60	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 1						
Overall	100	29%	128	37%	115	34%
Social Foundations	97	28%	92	27%	154	45%
Language and Literacy	95	28%	136	40%	112	33%
Mathematics	122	36%	127	37%	94	27%
Physical Development and Well-Being	98	29%	86	25%	159	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 2						
Overall	167	23%	296	41%	263	36%
Social Foundations	165	23%	173	24%	388	53%
Language and Literacy	174	24%	325	45%	227	31%
Mathematics	217	30%	307	42%	202	28%
Physical Development and Well-Being	163	22%	147	20%	416	57%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 3						
Overall	62	34%	84	46%	37	20%
Social Foundations	69	38%	61	33%	53	29%
Language and Literacy	50	27%	87	48%	46	25%
Mathematics	80	44%	76	42%	27	15%
Physical Development and Well-Being	58	32%	66	36%	59	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 4						
Overall	48	22%	87	40%	85	39%
Social Foundations	60	27%	58	26%	102	46%
Language and Literacy	41	19%	87	40%	92	42%
Mathematics	72	33%	88	40%	60	27%
Physical Development and Well-Being	39	18%	60	27%	121	55%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 5						
Overall	147	24%	234	38%	242	39%
Social Foundations	157	25%	157	25%	309	50%
Language and Literacy	132	21%	294	47%	197	32%
Mathematics	166	27%	251	40%	206	33%
Physical Development and Well-Being	190	31%	161	26%	272	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 6						
Overall	216	28%	276	36%	272	36%
Social Foundations	196	26%	209	27%	359	47%
Language and Literacy	208	27%	313	41%	243	32%
Mathematics	261	34%	256	34%	247	32%
Physical Development and Well-Being	170	22%	165	22%	429	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 7						
Overall	195	34%	191	33%	193	33%
Social Foundations	220	38%	155	27%	204	35%
Language and Literacy	166	29%	224	39%	189	33%
Mathematics	211	36%	198	34%	170	29%
Physical Development and Well-Being	172	30%	155	27%	252	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Sumter						
Overall	446	35%	585	46%	250	20%
Social Foundations	482	38%	434	34%	365	28%
Language and Literacy	382	30%	601	47%	298	23%
Mathematics	507	40%	494	39%	280	22%
Physical Development and Well-Being	530	41%	323	25%	428	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Union						
Overall	87	31%	122	44%	71	25%
Social Foundations	84	30%	62	22%	134	48%
Language and Literacy	75	27%	138	49%	67	24%
Mathematics	139	50%	93	33%	48	17%
Physical Development and Well-Being	62	22%	81	29%	137	49%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Williamsburg						
Overall	45	19%	77	33%	112	48%
Social Foundations	72	31%	56	24%	106	45%
Language and Literacy	36	15%	70	30%	128	55%
Mathematics	41	18%	74	32%	119	51%
Physical Development and Well-Being	57	24%	66	28%	111	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 1						
Overall	102	26%	162	41%	134	34%
Social Foundations	117	29%	103	26%	178	45%
Language and Literacy	101	25%	181	45%	116	29%
Mathematics	146	37%	156	39%	96	24%
Physical Development and Well-Being	100	25%	108	27%	190	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 2						
Overall	101	19%	186	36%	234	45%
Social Foundations	118	23%	115	22%	288	55%
Language and Literacy	96	18%	216	41%	209	40%
Mathematics	128	25%	188	36%	205	39%
Physical Development and Well-Being	110	21%	121	23%	290	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 3						
Overall	335	26%	481	37%	494	38%
Social Foundations	323	25%	303	23%	684	52%
Language and Literacy	329	25%	532	41%	449	34%
Mathematics	430	33%	480	37%	400	31%
Physical Development and Well-Being	338	26%	376	29%	596	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 4						
Overall	169	15%	436	38%	538	47%
Social Foundations	206	18%	318	28%	619	54%
Language and Literacy	183	16%	528	46%	432	38%
Mathematics	210	18%	391	34%	542	47%
Physical Development and Well-Being	224	20%	226	20%	693	61%

Appendix B

Guidelines for Reporting KRA Scores

The following page is a copy of an email from Kristen W. Thompson, Senior Coordinator at the Center for Technology in Education at Johns Hopkins University, who contributed to the development of the KRA. Her message provides the guidelines for reporting scores, including those circumstances in which some, or all, KRA items were not completed.

From: Kristen Thompson [<mailto:kthompson@jhu.edu>]
Sent: Tuesday, December 19, 2017 12:04 PM
To: Wise, Alissa; Robert Moore; Linda Carling
Subject: RE: KRA Technical Report

Hi Alissa,

Here is a table that outlines the guidelines for Reporting KRA Scores in South Carolina.

Thanks,
 Kristen

Guidelines for Reporting KRA Scores			
South Carolina	Scores Reported	Reporting Categories	Status
Students who complete all items.	Overall score. Domain scores (with error band) for each domain.	Demonstrating, Approaching, and Emerging.	Complete
Students with one or more "No Score" items.	Overall score. Domain scores (with error band) for each domain.	Demonstrating, Approaching, and Emerging.	Complete with NS
Students with one or more items missing.	Overall score. Domain scores (with error band) for each domain.	Demonstrating, Approaching, and Emerging.	Some items were not complete
Student who are missing all items.	No overall score. No domain scores.	Did Not Participate.	All items are not complete



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If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

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