



Meeting of the Board of Trustees April 26, 2019

9:30 a.m.

EdVenture Children's Museum, Canal Room, Columbia

I. Call to Order and Approve Agenda (Chip Stanley)

Motion: To adopt the agenda as submitted.

II. Public Comment Period

The public is invited to provide comments relevant to the SC Early Childhood Advisory Council and/or South Carolina First Steps during this period. Members of the public wishing to speak must submit a speaker card prior to the meeting's commencement.

III. Approve February 2019 Minutes (Chip Stanley)

Attachments: February 2019 Minutes

Motion: To adopt the February 2019 minutes as submitted.

IV. Executive Committee (Chip Stanley)

Attachments: Committee Report, Executive Committee Minutes, Board of Trustees Picture Directory, Infants in the Workplace Personnel Policy

Action Item: Motion to adopt an Infants in the Workplace policy as presented and to incorporate this policy into South Carolina First Steps' Personnel Policies effective immediately. (Requires motion and second – no committee vote)

V. Finance and Administration Committee (Walter Fleming)

Attachments: Committee Report and Minutes, 2017-2018 990 Form, Horry County First Steps Waiver Request, Allocation Committee Report, Allocation Public Comment, Draft Allocation Model, FY2019 Financial Status Report as of March 31, 2019, FY2019 Donations Report as of March 31, 2019,

Motion: To approve the 2017-18 990 Form as presented by Manley Garvin, LLP

Motion: To approve the Match Waiver Request from Horry County for 2017-18.

Motion: To approve the Draft Allocation Model for implementation effective with the 2019-20 fiscal year, based on the phase-in schedule approved by the Committee.

VI. Program and Grants Committee (Jennifer McConnell)

Attachments: Committee Report, Program and Grants Committee Minutes, FY20 Formula Funding Grant Application, Formula Funding Grant Cycle Graphic, Home Instruction for Parents of Preschool Youngsters HIPPY, Evidence Based Program List with pending April 2019, Summary of FY20 Accountability Standards Changes,

FY20 Accountability Standards with track changes, FY19 - FY20 Proposed Allocation Comparison, April 2019 Budget Reallocations to P&G Committee

Motion: The Program and Grants Committee recommends that the program Home Instruction for Parents of Preschool Youngsters (HIPPY) be designated as Evidence Based and added to the State Board list of Evidence Based Programs.

Motion: The Program and Grants Committee recommends that the State Board adopt the FY20 Partnership and Program Accountability Standards as proposed.

Action Item: Local Partnership 15% Match Requirement - State Board options beyond waiver requests for discussion (Requires motion and second – no committee vote)

“While the Board of SC First Steps may or may not choose to grant a 15% match waiver for a first-year request, the Board will not grant a 15% match waiver for 2 consecutive years. If the Board of Trustees does not grant a match waiver, the State Office of First Steps will recapture from the local partnership's current year state funds the amount equal to the matching funds due, but not raised to meet the 15% match requirement at the conclusion of the prior fiscal year. Once recaptured funds constitute a pool of \$10,000 or more, funds will be distributed through a competitive grants process established by the Board. This policy takes effect for the 2020 Grant Cycle and will be applied to any match requests for waivers beginning with FY 2019.”

VII. Legislative Updates (Sen. Hembree, Sen. Malloy, Rep. Allison, Rep. Govan)

VIII. Executive Director's Report (Georgia Mjartan)

Attachments: Executive Director's Report, Communications Roundup

IX. Adjourn

Motion: To adjourn the meeting of SC First Steps Board of Trustees



**SC First Steps Board of Trustees Meeting
February 21, 2019
Immediately following the meeting of the Early Childhood Advisory Council
IT-ology
1301 Gervais St #200, Columbia, SC 29201**

DRAFT MINUTES

Members Present (15):

Chip Stanley, Chair
Julie Hussey, Vice Chair
Senator Greg Hembree
Senator Gerald Malloy
Representative Jerry Govan
Josh Baker (Phone)
Shelley Canright
Mary Lynne Diggs
Tim Holt
David Mathis
Jennifer McConnell
Mary Poole
Roger Pryor (Phone)
Amy Williams
Sue Williams

Members Absent (4):

Representative Rita Allison
Angel Johnson-Brebner
Walter Fleming Jr.
John Meacham
Alexia Newman

Others Present:

Georgia Mjartan	Mary Anne Mathews
Zack Catoe	Porlan Cunningham
Bridgett Shealey	Jonathan Artz
Martha Strickland	Dorothy Priester
Debbie Robertson	Jim Riddle
Mark Barnes	Lillian Peake
Betty Gardiner	
Cassie Barber	
Lavinia Tejada	



Call to Order/Quorum Call

Ms. Julie Hussey called the SC First Steps Board of Trustees meeting to order at 3:11 pm.

Dr. Shelley Canright introduced a motion to approve the meeting agenda as written. Ms. Jennifer McConnell provided a second and the motion was unanimously approved.

Dr. David Mathis made a motion to approve the December 2018 meeting minutes as written. The motion was seconded by Ms. McConnell. Ms. Mary Lynne Diggs asked that an update be made to the minutes to correct "Mr. Arthur Bruton" to "Dr. Arthur Bruton". No other corrections or suggestions were made and the minutes were unanimously approved.

Ms. Hussey presented a brief executive report to highlight the addition of Mr. Chip Stanley as the appointed Chairman of the Board. Ms. Hussey also recognized the presence of other new members and thanked Mr. David Wilson for his service on the SC First Steps Board. Ms. Hussey continued to mention that the next order of business was to select a new board secretary who would also join the Executive Committee. Ms. Alexia Newman had previously served in this capacity; however, she wishes to step down due to time constraints. Ms. Hussey further elaborated on the roles and duties of the secretary, and she formally recommended Ms. Jennifer McConnell for this position.

Senator Gerald Malloy made the motion to nominate Ms. Jennifer McConnell as the Secretary of the SC First Steps Board of Trustees. The motion was seconded by Ms. Sue Williams and the motion to approve Ms. McConnell as board secretary was unanimously approved.

Ms. Hussey announced that in the coming months, there will be a new SC First Steps website that will include board member biographies and photos, which may bring a degree of personalization to the board's web presence.

Ms. Georgia Mjartan provided a brief update on the website timeline and stated that Ms. Porlan Cunningham will be reaching out to members to collect their biography and photo.

Ms. Hussey asked that members take the time to also complete the Member Information document and accompanying Diversity Survey. Ms. Hussey reiterated that completing the forms, will help show diversity and equity among the board membership. Ms. Hussey also took the time to ask the members to donate and/or pledge money to the board and expressed that with the new year and the new board chair, it would be a perfect time to show dedication to the mission. Mr. Stanley concurred with Ms. Hussey stating that board participation speaks volumes and sends a great message to grantees.

In the Legislative Committee update, Senator Malloy provided a brief overview of the strengthened status of SC First Steps lawmakers serving on the board, noting the



promotion of Senator Greg Hembree to Chairman of the Senate Education Committee. Senator Malloy further informed the board of budgetary matters related to carry-forward money. Sen. Malloy discussed the Education Reform Bill and noted that it had passed out of the House and is now being debated in the Senate. There was also discussion of the fact that some members of the House and Senate are discussing the creation of a consolidated early childhood agency that would be a cabinet-level agency and would include SC First Steps along with programs serving young children from multiple other agencies. Senator Malloy underscored the importance of the education bill and encouraged members to pay attention to bill as it unfolds and reinforced the notion that it is important for SC First Steps to stay ahead of legislation as this legislative year is focused on education.

Senator Malloy and Senator Greg Hembree reminded the group that SC First Steps has been involved in a senate oversight study for a year and a half, and that while that may feel like a long time, the oversight study was not triggered by any one thing. This is instead, a cyclical oversight study that must happen for all state agencies every six years within the House and the Senate.

Senator Hembree reflected on the message of Senator Malloy to be attentive to the new reforms in education and the idea of a single consolidated early childhood agency and ensured that there is no cause for anxiety as the process works throughout the two legislative bodies.

Representative Jerry Govan stated that as of this meeting, the education bill has been amended in the House and the subcommittee voted it out to the full committee where it will be taken up during the final week of February. Rep. Govan said the House Ways and Means committee should be finished with the budget and the bill should be ready for the Senate to look at it the same time the budget is approved. Rep. Govan said the reason for the expedited process with the education bill is to get it on the floor before the budget is debated. Representative Govan concluded his statement in saying there are many positive things that will be adopted as a result—the bill should help move South Carolina forward in education.

Ms. Hussey thanked the members of the Legislative Committee for their insightfulness and dedication to the mission of SC First Steps while providing an opportunity for questions from the board.

Ms. McConnell provided an update from the Program and Grants Committee. Ms. McConnell explained that the committee learned of two programs that they wish to endorse as part of the State Board's list of Evidence-Based Programs. Ms. McConnell also updated the board on conditional approvals for local partnerships and said the committee had reviewed all conditional approvals and that Corrective Action Plans were in place. Ms. McConnell noted that staff will monitor the local partnerships' compliance to their corrective action plan. The Program and Grants Committee recommends that the programs "Quality Counts" and "Motherread – Fatherread" be designated as Evidence Based and added



to the State Board list of Evidence Based Programs (attachment 3). Dr. Amy Williams seconded the recommendation by the committee.

Upon discussion from the board, Ms. Diggs posed the question to Dr. Mathis as to the use of these programs at the Department of Education. Dr. Mathis replied that he is not aware of the agency using these programs.

Mr. Tim Holt also asked how many counties in the state were using these programs. Ms. McConnell deferred to Ms. Debbie Robertson who replied that Darlington is using Motherread currently and that Quality Counts has four pilot programs in the Spartanburg area.

Ms. Diggs asked if there will be a bridge between Quality Counts and the DSS quality rating system and Ms. Robertson said there will be a bridge between the Quality Counts program and the state's system. The motion from the committee was unanimously approved.

Dr. Amy Williams presented on behalf of the Strategic Planning and Evaluation Committee. She explained that the Board of Trustees, First Steps staff, Local Partnerships, and other stakeholders would be involved in strategic planning exercises over the coming weeks. Ms. Williams reminded the group of the full-day strategic planning retreat on April 26th with the goal to have the agency's strategic plan approved at the meeting in October. The group was then asked to break into groups to participate in a "Values Exercise". In this exercise, board members were asked to summarize what values can help advance the mission of SC First Steps. The words/statements will be used to help re-write the mission and vision statement for the organization. Upon completion of the exercise, members from each small group shared their ideas.

Ms. Hussey and Ms. Mjartan acknowledged the presence of Local Partnership Executive Directors, Ms. Dorothy Priester, of Cherokee, and Mr. Jim Riddle, of Lexington, at the meeting.

Mr. Holt then presented on behalf of the Finance and Administration Committee. Mr. Holt reported that the committee has informally met twice since the February board meeting to work on a new allocation model for the local partnerships. Mr. Holt stated that the algorithm will be updated due to a legislative statute and will replace some of the risk factors that are no longer applicable. Five Executive Directors joined the group to make sure their input is included in the process. Mr. Holt said the group is working to simplify the model now and the goal is to implement this work within the next year. Mr. Holt said the following factors were considered in the assessment of the funding model: population, income level, and identified needs as the committee works with Dr. Learner, who is evaluating the model and facilitating discussions. Mr. Holt noted that accountability is also included in this model through a variety of avenues. Lastly, Mr. Holt acknowledged Mr. Jonathan Artz for his support in notating the committee's work. Mr. Holt then presented the most recent financial report.



Ms. Hussey and Ms. Mjartan highlighted the 2018 SC Summit on Early Childhood and the South Carolina Parenting Conference in the financial report while thanking all board members and organizations for their contributions to its success. Ms. Mjartan noted that over 600 individuals attended and the \$74,000 raised for the Summit was enough for the event to break even. Ms. Mjartan commended the togetherness of the event and noted the great work by Ms. Cassie Barber on the Summit, and Ms. Mary Anne Mathews on the success of the Parenting Conference.

Ms. Mjartan continued the meeting by recognizing the work of Acting Chair, Julie Hussey, and her eight years of service. Ms. Mjartan spoke to the goals of Ms. Hussey to create a board that communicates clearly and elevates young children within South Carolina. These statements transitioned into the Director's Report where Ms. Mjartan promoted a flyer for the 2019 "Read In" which celebrates the importance of reading in the state. Many of the children present for this event will be in SC First Steps 4K t-shirts. Ms. Mjartan reminded everyone that this is hosted by the SC State Library for students in the state and this year's event marks the one-year anniversary of Governor McMaster signing the reauthorization for our agency. Ms. Mjartan said that "The Week of the Young Child" is also upcoming and there will be many activities planned which will allow board members the opportunity to engage.

Ms. Mjartan then covered a report, published in January 15, 2019, that was prepared by the Education Oversight Committee (EOC), the University of South Carolina College of Education and the RAND Corporation that evaluates state-funded full-day 4K (CERDEP). Ms. Mjartan stated the RAND corporation looked at the true costs of providing early childhood education and the USC component looked the following questions: Does CERDEP affect young children's learning and their readiness for kindergarten? Ms. Mjartan stated that First Steps looked at Teaching Strategies Gold which is the assessment tool used and identified that the students are progressing because of the impact of 4K. What are the costs of CERDEP program components, and what is the estimated per pupil cost of CERDEP? Ms. Mjartan said the legislature sets the reimbursement rates and the EOC decided it wanted to know the true cost of 4K. Ms. Mjartan stated that according to the report, as it relates to Private Child Care Providers who provide one single full-day slot is \$7,000. Ms. Mjartan stated that by law SC First Steps reimburses provides \$4,510 per student. Ms. Mjartan further elaborated that every First Steps 4K provider takes a roughly \$2,500 cut with each child they serve due to the differences in reimbursement rates and the stricter policies on ratio. Ms. Mjartan expressed the importance of acknowledging that the true cost of public school has other public money covering the differential, so if it costs \$11,000 and the reimbursement rate is \$4,500, the difference is covered at the district level; however, in a private center it is a private business covering that cost. Ms. Mjartan reminded the board the private providers should be thanked and acknowledged for what they are giving to the communities and, as a board, try to figure out ways to get them to parity with their actual expenses.

Are formal early childhood education programs serving more four-year-olds living in poverty? Ms. Mjartan acknowledged that within the report a concerning gap does exist



between the number of students eligible for CERDEP and the number of students actually enrolled in CERDEP.

Ms. Mjartan notes that the report highlights a gap for children who are eligible and children who are enrolled in the program; however, the programs in which these numbers account for do not include all of the available Early Childhood support in an area. Specifically, Ms. Mjartan uses the Richland School District 1 early education data as an example to show that of all children who are CERDEP eligible only 44% are being reached. Ms. Mjartan referenced that DSS services (child care vouchers) increases this number to 52%; however, that data was not originally reported by the EOC, along with district funded and Title I funded slots. Ms. Mjartan states the data is not a complete picture of children enrolled in free 4K programs, and the board, collectively, should continue their actions to resolve the issues with the both the data and the eligible vs. enrolled gap.

Representative Govan asked for an estimate on how many children are not being served through one of the available funding sources.

Dr. David Mathis stated that it may appear that there are a great number of children who are not served, but this may not be the case because this study focused solely on CERDEP funding. Dr. Mathis and his team at the Department of Education are working with Richland 1 because there is not a waiting list, but they are currently serving less than 50% of the children according to the EOC report.

Ms. Mjartan confirmed that children may be receiving benefits from other programs, but they are not reflected in this report and was exemplified through the use of student numbers who took a state assessment. Ms. Mjartan also mentioned good data is a key step to filling in the gaps and helping more children receive services using all of the funds set aside for this purpose.

Ms. Mjartan continues the presentation to discuss the aggressive strategies being implemented to increase enrollment and stated last year alone, there was a 10% increase in the number of children served in the SC First Steps 4K program. Ms. Mjartan said the agency is hiring an Outreach Coordinator and there will also be parents “hitting the pavement” and promoting the program in their communities. Ms. Mjartan noted the post card drive has also ramped up with “mid-year” and “next year” waves along with billboards going up throughout the state. Ms. Mjartan concluded in informing the board that that this is the first year that 4K will spend into its carry forward due to growth and a planned spend down of CERDEP carry-forward funds.

Dr. Mathis asked Ms. Diggs about the Head Start enrollment numbers for Richland County. Ms. Diggs replied that Head Start served over 6,000 four-year olds statewide in the previous year and that a goal for the agency should be to administer programs where they best fit so that programs such as Head Start are serving children in the most need with comprehensive care directed to elevate families from poverty. Ms. Diggs concluded her statement in saying that all programs are different and Head Start is designed to serve the



lowest hanging fruit (100% poverty level) which is also the easiest group to find, henceforth many students qualifying for federal assistance are now being served by CERDEP and public schools.

Dr. Amy Williams interjected with the question of using DHHS data to determine what students are eligible for each program.

Ms. Mjartan explained the First Steps 4K tie to Medicaid and future plans for a portal to help determine eligibility. Ms. Mjartan also noted the prerogative of family choice and the wise use of resources. Dr. Mathis also elaborated on the need for choice in certain situations.

Ms. Diggs expressed a concern for educators and professionals not understanding the differences within each program, citing a recent meeting and the various educational requirements.

Ms. Mjartan further explained the future vision to unite 4K instructors across programs to train together and share experiences and knowledge regarding the instruction of South Carolina's youngest students.

Dr. Mathis reinforced Ms. Mjartan's thoughts by acknowledging that certain opportunities collectively and within each program are unexploited; however, all of these students will enter 5K eventually and the knowledge they gain is significant to success.

Mr. Govan strongly encouraged all service providers to work together in figuring out how to best serve the highest number of children possible while defining where the gaps are and how they can be closed. He stated that now is the time to act as the public eye is on education reform and holding all stakeholders accountable for the services provided to children.

Ms. Hussey remarked that it is important to consider the data, the relationship, and all the other available pieces going forward. Early childhood education is an investment, and if the data cannot provide guidance, then the children are not being served.

Dr. Mathis emphasized the importance of using funds for education. He stated that in many of the rural and underserved areas, district and local monies are being used for education that could be repurposed for other issues.

Ms. Mjartan concluded by stating that the SC First Steps board exists with the purpose of conquering problems like these. To know that there are so many children in our state that are not being served is negative, but positive side is that the issue has been uncovered and the work can begin to solve the problem.

Representative Govan reiterated the need to work together in an efficient way, and to be proactive in addressing the challenges that exist.



Ms. Mary Poole expressed the need to fully understand each of the programs and their role with integrating curriculum for children with a scope of disabilities. She also discussed the need for specialized assistance in navigating programs and partnering with parents to support the child in the most positive way possible.

Ms. Hussey thanked Ms. Poole for her perspective on this issue and concluded the meeting with an uplifting tone.

Dr. Amy Williams made a motion to adjourn the meeting which was seconded by Dr. Mathis. The meeting was adjourned at 4:44 PM.



To: SC First Steps Board of Trustees
From: Chip Stanley, Chair
Date: April 19, 2019

Re: Executive Committee Report

New and Outgoing Board Members

We welcome to the Board of South Carolina First Steps and to the Board of the Early Childhood Advisory Council **Dr. Rick Toomey**, who is the Director of DHEC (Department of Health and Environmental Control) and serves a member of this board "by virtue of position." Dr. Toomey previously served as CEO of Beaufort Memorial Hospital and as past chair of both North and South Carolina Hospital Association Boards.

We also want to give our gratitude to **Joan Meacham**, who has served as the Acting Director of DSS (Department of Social Services) since July 2018. Director Meacham will be retiring in May now that a new Director of DSS has been confirmed. During Director Meacham's time on the board, she has been an active member of the SC First Steps Board of Trustees and the Early Childhood Advisory Council. Director Meacham was instrumental in leading helping to establish deeper connections between SC First Steps and DSS, including through DSS's leadership role in acquiring a \$3.5 million Preschool Development Grant – Birth through Five from the federal government.

We look forward to welcoming **Michael Leach** to the Board of Trustees in May, at which time he will become Director of South Carolina DSS. Mr. Leach previously served as a deputy commissioner with the Tennessee Department of Children's Services.

Executive Committee Meeting

Please find attached minutes from March 29th meeting of the Executive Committee of the Board. At this meeting, a number of matters were discussed including:

- Legislative Update and Budget Request
- Formula Funding Allocation Model
- Concerns re: a local partnership not meeting match requirement for multiple years
- Agency Head Objectives and Mid-Year Review
- Proposed new personnel policy: Infants in the Workplace
- External Evaluations (Overall and Prevalent Programs)
- 4K Enrollment Growth Strategies
- Communications
- 5 Years Strategic Planning Process

Action Item Requiring A Motion, Second and Vote: Infants in the Workplace

Motion to adopt an Infants in the Workplace policy as presented and to incorporate this policy into South Carolina First Steps' Personnel Policies effective immediately.

Attachments: Board of Trustees Infographic, Infants at Work Personnel Policy



Minutes of the Meeting of the Executive Committee of the Board of Trustees
March 29, 2019
MUSC, School of Nursing, Charleston, SC
11:00 am

Committee Members Present: Chip Stanley, Chair; Julie Hussey, Vice Chair; Walt Fleming, Jennifer McConnell, Amy Williams

Committee Members Absent: Sen. Gerald Malloy

Staff Present: Georgia Mjartan, Executive Director

The meeting of the Executive Committee of the Board of Trustees commenced at 11:15 am on March 29, 2019 at the MUSC School of Nursing in Charleston, SC. Dr. Amy Williams hosted the meeting.

The meeting began with a lengthy discussion of legislative matters including a status report on SC First Steps' budget request and proviso changes. Ms. Mjartan noted the fluid nature of changing requests, highlighting the fact that the requests change from the original request developed in the summer and presented to the board in response to legislator's agendas, ideas, and preferences. The House did not authorize any proviso changes except date changes and a 2% inflation increase in per child reimbursement rates for 4K providers. The House also did not approve any budget requests, with the exception of approving 9 unfunded FTE "slots" that were requested. In the Senate, having met with a number of legislators who had expressed concern about the 4K carry forward, SC First Steps modified our proviso requests significantly proposing a plan that would allow First Steps to spend down the entirety of the 4K carry forward *this coming fiscal year* as the provisos would allow higher rates of reimbursement for all providers, expanded service area for CERDEP (4K) in private centers (through First Steps) to allow statewide reach, and the ability to use carry forward to expand available slots in any district that has an unmet need (deleting the 80% or less served requirement for \$30,000 expansion grants). The requested amendments to the provisos and the budget request including a request for \$5 million for early childhood innovation grants to be awarded to local partnerships were presented to the Senate Finance Committee in early March. Subsequent meetings with legislators including Senator Sheheen, Senator Setzler's staff, and Senate Finance staff have taken place. Further modifications to the request have been proposed including a revision that would allow 10% increases to the reimbursement rate for 4K providers who are rated B or above in the state's Quality Rating and Improvement Systems, ABC Quality. This would be 10% on top of the 2%. Other legislative matters discussed included Senate Bill 291 creating a Department of Early Development and Education, sponsored by Senator Talley, which has now been taken up in a newly-created subcommittee of the Senate Family and Veterans Affairs Committee, a sub-committee chaired by Senator Talley. Senate Bill 419 (the education reform bill), Subpart III, Early Childhood Literacy Reports, Section 59-156-250, which affects reporting, wait list sharing, cross-agency collaboration and data related to CERDEP and 4K was also discussed. It was noted that the Senate Oversight



Committee's Subcommittee that will review the First Steps Senate Oversight Report had been established and includes the following members: Senators Young, Sheheen, Climer and Malloy. A Senate Oversight hearing for First Steps is scheduled for April 4th at 10 am.

Following the legislative discussion, Walt Fleming provided a report on the activities of the committee that has been working to develop a new formula funding allocation model for grant-making to local partnerships. Mr. Fleming discussed the process the committee had used to develop the proposed model and shared the implications to funding by county with the Executive Committee. There was a discussion about how one county that is currently out of compliance with the 15% match requirement would receive significantly more funding through the new formula allocation model. Members of the Executive Committee expressed concern about this and the message this could send to a non-compliant county. The resolution of this discussion was that the matter relating to non-compliance would be handled through other means, for example the board could decide not to grant a waiver for the non-compliant county. Ms. Mjartan at this time also shared a new graphic representation of the First Steps Formula Funding Grant Cycle, which captures the grant-making, review and corrective action and compliance process. There was discussion about the need to build in to the new formula funding grant cycle mechanisms for local partnership funding to change based on performance and not *only* be based on the number of children birth through five in a county and the percentage of children at 185% of poverty. Mr. Fleming explained that the allocation model *would* include a factor relating to performance and compliance, however that had not yet been developed. That would be the second phase of development, which would take place over the course of this coming year. Mr. Fleming also provided a year-to-date fiscal report.

With little time left before a Strategy Session scheduled for immediately after the Executive Committee meeting, Ms. Mjartan noted a few items in the packet as well as a few pressing items that needed discussion.

Ms. Mjartan provided the Executive Committee with her objectives for FY2019, presented in a format required by the Agency Head Salary Commission. The Executive Committee reviewed these objectives and approved them. Rather than having a discussion about a mid-year review for the Executive Director at this meeting, Mr. Stanley asked if Ms. Hussey would take the lead on seeking input from all Executive Committee Members on Ms. Mjartan's performance to date and would then compile a mid-year review. Ms. Hussey agreed.

Ms. Mjartan brought a proposal to add a new policy to SC First Steps' Personnel Policies which would be an Infants in the Workplace policy modeled after a policy developed by the Department of Insurance and implemented successfully this past year. There was discussion about how as an Early Childhood Agency, this policy made sense for First Steps to have. Ms. Mjartan asked if the Executive Committee would be supportive of such a policy.



All committee members agreed that they would support such a policy. No formal motion was made, as the draft policy was not yet available for review.

Highlighting other items in the packet, Ms. Mjartan presented a status update on the overall organization external evaluation and the two evaluations of prevalent programs, the strategic planning process, 4K growth goals and strategies for increasing enrollment and recruitment of high quality providers, as well as an update on communications including a 4K billboard and postcard campaign and the launch of a new website and a new domain: www.scfirststeps.org (new website) and www.Free4KSC.org (a new domain).

The committee adjourned so that the members could then participate in a 5-year planning Strategy Session along with other board members and staff.



**The Honorable
Rita Allison**
SC House of
Representatives



**The Honorable
Greg Hembree**
Senator



**The Honorable
Jerry Govan**
SC House of
Representatives



**The Honorable
Gerald Malloy**
Senator



Chip Stanley, Board Chair
Governor Designee



Julie Hussey, Vice Chair
Parent of a Young Child



David Mathis, EdD
Superintendent
Designee, SDE



**Rick Toomey,
D.H.A.**
Director, DHEC



Joshua Baker
Director, DHHS



Mary Poole
Director, DDSN



Timothy Holt
Business Community



**Angel Johnson-
Brebner**, Parent of a
Young Child



Walter Fleming, Jr.
Business Community



Shelley Canright, Ph.D.
Early Childhood Educator



Jennifer McConnell
Childcare Provider



Joan Meacham
Acting Director, DSS



Sue Williams
CEO, Children's Trust



Mary Lynne Diggs
Director, Head Start
Collaboration Office



Alexia Newman
Medical/Childcare
Development Provider



Roger Pryor, Jr.
Childcare Provider



Amy Williams, MD
Medical Provider

SOUTH CAROLINA FIRST STEPS – AGENCY POLICY

Policy Title:	Infants in the Workplace		
Policy Number:	3.16	Effective Date:	
Related Procedures	3.16 Infants in the Workplace Procedure		
Regulation References:			
SCFS Executive Director Approval Date:			
SCFS Board of Trustees Approval Date:			
Revisions Dates:			

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.

POLICY

The SC First Steps (SCFS) Infants in the Workplace program allows parents with at least six-months of service to bring their newborn infants into the workplace under the following guidelines.

Eligibility

1. Parents - SCFS full-time employees who are new parents or guardians including step-parents are eligible to participate in the Program.
2. Infants – Infants including adopted and foster infants of SCFS full-time employees up to six months of age defined by gestational age are eligible to participate in the Program.

Location in the Workplace

1. Workstation - Each parent shall make his or her workstation suitable and safe for the new infant. The new infant shall be located primarily at the parent's workstation during the workday.
2. Designated Room - In the event an infant becomes fussy, the parent shall take the infant to a designated room until the infant is quiet.
3. Home - In the event an infant becomes sick, or is fussy for a prolonged period of time, causing a distraction in the workplace or preventing the parent from accomplishing work, the infant shall be taken home by the parent.
4. A sick infant shall not be brought to work. The Center for Disease Control ("CDC-") "Recommendations for Inclusion or Exclusion" of children from out-of-home child care settings are attached hereto as Appendix A, and are hereby adopted by the SCFS as a means for determining whether an infant is sick.

Care Providers

1. Each parent shall designate a minimum of two alternate care providers in the workplace. The care providers shall be SCFS employees who *voluntarily* agree to care for the infant in the event the

SOUTH CAROLINA FIRST STEPS – AGENCY POLICY

parent is unavailable due to attendance at a meeting, participation in a telephone conference, or other work-related event.

2. Each care provider shall complete and sign a "Care Provider Agreement," setting forth the care provider's duties and responsibilities. A sample Care Provider Agreement form is attached hereto as Appendix B.
3. If a parent is going to be unavailable for a period less than 1.5 hours within a 4-hour period, the parent shall notify a care provider and place the infant in the provider's care.
4. If the parent is going to be unavailable for a period exceeding 1.5 hours within a 4-hour period, the parent shall make arrangements for the infant's care outside SCFS. A care provider in the workplace shall not be required to care for an infant for a period exceeding 1.5 hours within a 4-hour period.

PROCEDURE

Individualized Plan

1. Each participating parent shall complete and sign an "Individual Plan" which shall be submitted to the parent's supervisor for review and approval. The Individual Plan shall set forth the days and times the infant will be present in the workplace, the names and schedules of the parent's care providers, and the dates the parent will begin and end the program. An Individual Plan form is attached hereto as Appendix C.
2. Upon approval of an Individual Plan by the parent's supervisor, the plan shall be submitted to the Executive Director for final approval. Upon final approval, the parent may bring the infant to the workplace.
3. The parent and his/her supervisor shall meet from time to time to discuss and resolve complaints, if any, regarding the infant in the workplace.
4. Each participating parent shall complete and sign an "Agreement, Consent, and Waiver," attached hereto as Appendix D.

Complaints

1. Any complaints (other than those made by a supervisor) made regarding an infant in the workplace shall be in writing, signed by the complainant, and submitted to the parent's supervisor.
2. Any properly submitted complaint (other than those made by a supervisor) shall be reviewed and discussed by the supervisor and the complainant. The supervisor shall provide a copy of the complaint to the parent, and discuss it with the parent, including attempt to resolve the complaint.
3. If the parent is required to take some type of affirmative action to resolve the complaint, the parent shall modify his or her Individual Plan to include the steps to be taken to resolve the complaint. The modified Individual Plan shall be re-submitted for approval.
4. Complaints by a supervisor (including managers, or directors) will be communicated to the parent and will clearly identify what the problems are. The supervisor, parent and Human Resources will work together to resolve the complaint. A supervisor complaint can be resolved as follows: 1) to terminate the parent's Program eligibility, thus requiring the parent to remove the infant from the workplace or 2) to modify the parent's Individual Plan to resolve the complaint.

SOUTH CAROLINA FIRST STEPS – AGENCY POLICY

Complaint Procedure

1. A complaint (other than a complaint by a supervisor) regarding an infant in the workplace that cannot be resolved shall be referred to the Human Resources Coordinator.
2. The Human Resources Coordinator shall review the complaint, and interview the complainant, parent and supervisor.
3. After completing an investigation, the Human Resources Coordinator, together with the agency's Executive Director, will make a final ruling on the complaint. The ruling may be: 1) to terminate the parent's program eligibility, thus requiring the parent to remove the infant from the workplace; 2) to modify the parent's Individual Plan to resolve the complaint; or 3) to find no basis for the complaint.

Termination of Eligibility

4. A parent's eligibility to participate in the Program shall be terminated when:
 - a. The infant becomes six months old defined by gestational age
 - b. The parent is no longer a SCFS full-time employee; or
 - c. A final ruling is made pursuant to the Complaint Procedure.
5. If a parent's eligibility is terminated pursuant to Complaint Procedure, the parent shall be notified in writing of the final ruling by the Human Resources Coordinator and the parent shall remove the infant from the workplace within 5 business days from receiving such notice. In cases where the reason for terminating participation in the Program is a matter of safety, Program participation shall be terminated immediately.

Other

6. The SCFS Infants in the Workplace Program is a voluntary option for full-time employees, subject to approval as outlined above, where it is compatible with job requirements. It is not a right or employee benefit.
7. Participation in the SCFS Infants in the Workplace Program is a privilege and not a right.
8. SCFS expressly reserves the right to refuse participation in the Program for any reason or no reason at all or to terminate participation in the Program due to business conditions or for no reason at all.
9. SCFS expressly reserves the right to revise this policy with or without notice.

REFERENCED PROCEDURES

3.16 – Infants in the Workplace Procedure



To: SC First Steps Board of Trustees
From: Walter Fleming, Chairman, Finance and Administration Committee
Date: April 17, 2019

RE: Finance and Administration Report

The Finance and Administration Committee met via conference call on March 20, 2019 to receive 3 action items and updates from staff. Detailed meeting minutes are attached. The committee brings forward the following action items and updates.

ACTION: Approve the 2017-18 990 Form

The 2017-18 990 Form Draft was presented to the Finance and Administration Committee by Josh Garvin, CPA, Partner with Manley Garvin, LLP. The Committee reviewed the form and had general discussion. The Committee then voted to approve the form and send it to the Board of Trustees with the following motion.

Motion: To approve the 2017-18 990 Form as presented by Manley Garvin, LLP.

ACTION: Approve a Match Waiver Request for 2017-18

For the 2017-18 fiscal year, the Committee received only one request for a waiver from the Local Partnerships. In past years, we traditionally have received a large number of waiver requests for both exceeding the administrative cap, now at 13%, and waivers to request an exemption to report 15% in match funds and expenses. This one single request represents a significant **major improvement** in the annual operations of both the Local Partnerships, and the support and oversight provided by the State Office over the last two years. No Local Partnership exceeded the 13% administrative cap for the 2017-18 fiscal year.

Horry County First Steps did not meet the 15% Match requirement and has requested a waiver. The Committee had general discussion related to Horry County's request and noted this was the second year in a row they did not meet the Match requirement. The Committee did vote to approve the request with great concern if there should be a third waiver request for this Local Partnership. With that, the Committee recommends and does make the following motion.

Motion: To approve the Match Waiver Request from Horry County for 2017-18.

ACTION: Approve the New Draft Allocation Model

As previously reported, an Allocation Committee was established several months ago that included the Finance and Administration Committee, Local Partnership Executive Directors, and State Office staff. The committee meetings were facilitated by Max Learner, PhD, who had facilitated the two previous Allocation efforts for the organization. The Committee met several times with considerable discussion of the state statutes around our Allocation Formula requirements, and options of available information and processes to use to allocate funding to the Local Partnerships. A draft model was created and approved by the Allocation Committee. The draft model creates a much simpler model that is based on standardized information, is consistent with other agencies processes for allocations, meets our statutory requirements, and provides possible penalties for non-compliance. This draft was then submitted to all Local Partnership Executive Directors for feedback and review. A webinar was held to present the model to the ED's with a general question and answer session and additional feedback taken. The model was then presented to the Finance

and Administration Committee for review and approval. The Committee then voted to approve the draft model and send it to the Board of Trustees. Per statutory requirements for public feedback, the Allocation Model Draft was then posted on line on the new Web Page for SC First Steps from April 1, 2019 through April 10, 2019 with a process to provide and document feedback. Emails were sent to all FOI listed contacts for the agency, all Local Partnership Executive Directors and Board Chairmen, and the Board of Trustees for SC First Steps, notifying them of the posting and requesting feedback. The feedback received is attached. Therefore it is with considerable review and transparency that the Committee makes the following motion.

Motion: To approve the Draft Allocation Model for implementation effective with the 2019-20 fiscal year, based on the phase in schedule approved by the Committee.

The Committee provides the following information.

First Steps State Office

Financial Report

The YTD financial report is attached. The financial position of the organization continues to be strong.

State Budget Update

Staff gave an update on the State Budget Request. Staff presented their request to the Senate Finance Subcommittee.

Legislative Update

Staff gave an update on the Legislative Activity.

Local Partnerships

Sumter: Forensic Audit

Staff mentioned that additional activity on this audit has been discontinued. The State Law Enforcement Division has all of the records for the Sumter County School District related to their investigation and cannot share, as it is part of an ongoing investigation and court case. There is no indication that Sumter County First Steps has done anything inappropriate.

New Financial Management System for the Local Partnerships

Staff presented an update on the status of the new system being requested through the State's Materials Management Office. Work has continued on getting the new system awarded. The current system will no longer be supported by the vendor after December of this year. The solicitation has been awarded to a vendor, and negotiations are underway so that work can start on getting the system under contract so that work can begin on implementation. Work is being done to finalize an implementation schedule that will implement the system properly and as quickly as possible.

EHS-CCP Grant Close Out

Early Head Start – Child Care Partnership Grant

Mark Barnes provided an update on the close out of the EHS-CCP Grant. Final disposition instructions were received by the Grantor and have been implemented. Still completing documentation but all assets have been transferred as directed.

4K Program

4K Fiscal Manager

Work continues to find a qualified person to lead the financial activities for the 4K Program.

Sled Investigation

Staff gave an update on the Center that was investigated.

Minutes from Finance and Administration Committee Meeting

March 20, 2019

Members present: Walter Fleming, Vice Chairman; Tim Holt

Nonmembers present: Josh Garvin, CPA, Manley Garvin, LLP; Mark Barnes, COO/CFO; Lavinia Tejada, CPA, Debbie Robertson, Chief Partnership Officer, Annie Cherry, Local Partnership Fiscal Manager

Absent: N/A

Meeting was called to order by Walter Fleming at 10:05 am.

990 Form

Required Action Item: Approval of 2017-18 990 Form

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

During the presentation Mr. Holt and Mr. Barnes expressed concerns about the way the liability for pensions and retiree liability were presented in the document. Mr. Holt asked if it could be modified to describe the impact of these recent items in our financial statements and tax return. Mr. Garvin offered to research where modifications could be made. As an update, he added additional language in Schedule O describing some of the changes that have taken place over the last two fiscal years and its impact on our financial statements and 990 form. This revised version will be submitted to the Board of Trustees for approval.

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

Required Action Item: Approval of Match Waiver Request

Mr. Barnes presented a waiver request for the 15% Match requirement for Horry County First Steps for the 2017-18 fiscal year. He mentioned that for the first time, the Committee has received only one request for a waiver. Usually there are over 20 requests for waivers for either the Match amount, or Local Partnerships exceed the Administrative Rate limitation. This marks a major improvement in the operations of the Local Partnerships, as well as the support and oversight by the State Office.

This is the second year that Horry County First Steps did not meet the required Match amount. The committee discussed the Horry County request and asked several questions about a corrective action plan. One question came up regarding their status for the current year. Would they accomplish the match for this year? At this time we don't have enough information to determine if they will achieve that, but Ms. Robertson will take a look at where they are and work with them to ensure they do not go over that amount. One idea that was suggested was a letter from the Committee Chair to the Horry County First Steps Executive Director and Board Chair expressing the concern from the Committee related to a possible third Match Waiver request for 2018-19. One would be drafted for Mr. Fleming to send.

With that discussion, Mr. Holt motioned, with a second by Mr. Fleming, to approve the Match Waiver request from Horry County First Steps. The Committee voted to approve the Waiver Request and send it to the Board of Trustees for approval.

Required Action Item: Draft Allocation Model Approval

Mr. Barnes presented the recommendation from the Allocation Committee for a new Allocation Model. He discussed the process that the Committee went through to develop the new model, and many of the discussions that were held. He went through the model and discussed the potential impact to Local Partnerships. A phase in process was discussed as well as the process to be used to gain additional public information. A detailed discussion of the process that has been used and the content of the allocation model draft as well as the actual draft of the allocation amounts for the 2019-20 fiscal year is included in a separate attachment to these minutes.

The discussion in the Committee included a process to have financial penalties for Local Partnerships that were not compliant with SC First Steps program and operational guidelines. The recommendation would be that the Board's Program and Grants Committee would develop penalties that would go to the Board for approval, and that they would be shared with the Finance and Administration Committee for input prior to the Board.

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

First Steps State Office

Financial Report

The YTD financial report was reviewed with the committee with general discussion. The financial position of the organization continues to be strong.

State Budget Update

Mr. Barnes updated the Committee on progress to date on the budget request as well as the Senate Finance request and presentation. The House included two of our requests in the budget they passed. They included 9 unfunded FTE's and an inflation increase in the tuition rate for the 4K Providers. We do not know what we will receive in the Senate Budget.

Legislative Update

Staff gave a general update on the Education Reform activities in the state and any potential impact to SC First Steps, which will be minimal at this point. Senator Tally has introduced a bill that would create a new agency and would include SC First Steps. For First Steps, it would eliminate the Board of Trustees, for other agencies it would consolidate some of their programs into the new agency.

Local Partnerships

Sumter: Forensic Audit

Staff gave an update on the activity of the Sumter Forensic Audit. The audit has been suspended since the forensic auditor has not been able to get information from SLED related to their investigation and criminal cases. No evidence or suggestion of wrongdoing has been directed at Sumter County First Steps.

Update on New Local Partnership Financial Management System

The work to get the new system purchased continues. Staff has become frustrated with the amount of time it is taking to get this system selected. We have been very responsive to the Department of Revenue and Fiscal Affairs MMO Division staff working to get this process completed. We hope to have a vendor selected soon so that we can get started on implementation.

Early Head Start-Child Care Partnership

SC received approval to implement their recommendations for closing out the Round 2 grant. After receiving that approval, transfers of remaining assets have been made as well as final notifications. Work continues to finalize closing documentation and administrative paperwork.

4K Program

4K Fiscal Manager

This position has been posted and interviews are taking place. The new 4K Fiscal Manager will be responsible for ensuring proper procedures and controls are in place to manage the fiscal component of the program.

SLED Investigation Update

As the Committee is aware, 4K Program Management previously asked for a SLED investigation into one of our child care providers. That investigation has been completed and state and federal criminal charges have been filed.

Form **8879-EO****IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-1878

For calendar year 2017, or fiscal year beginning 7/01, 2017, and ending 6/30, 20 18.**u Do not send to the IRS. Keep for your records.****u Go to www.irs.gov/Form8879EO for the latest information.****2017**Department of the Treasury
Internal Revenue Service
Name of exempt organization**SOUTH CAROLINA FIRST STEPS TO
SCHOOL READINESS BOARD OF TRUSTEES**

Employer identification number

**** - ***7576**

Name and title of officer

**GEORGIA MJARTAN
EXECUTIVE DIRECTOR****Part I Type of Return and Return Information (Whole Dollars Only)**

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

1a Form 990 check here	<input checked="" type="checkbox"/> b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b 43,742,102
2a Form 990-EZ check here	<input type="checkbox"/> b Total revenue , if any (Form 990-EZ, line 9)	2b
3a Form 1120-POL check here	<input type="checkbox"/> b Total tax (Form 1120-POL, line 22)	3b
4a Form 990-PF check here	<input type="checkbox"/> b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b
5a Form 8868 check here	<input type="checkbox"/> b Balance Due (Form 8868, line 3c)	5b

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2017 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

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

on the organization's tax year 2017 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2017 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature }

Date } **03/20/19****Part III Certification and Authentication**

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

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2017 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature } **JOSHUA C GARVIN**Date } **03/20/19****ERO Must Retain This Form — See Instructions****Do Not Submit This Form to the IRS Unless Requested To Do So**

For Paperwork Reduction Act Notice, see back of form.

Form **8879-EO** (2017)

Form **990**Department of the Treasury
Internal Revenue Service**Return of Organization Exempt From Income Tax**
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

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

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

OMB No. 1545-0047

2017**Open to Public Inspection****A For the 2017 calendar year, or tax year beginning 07/01/17, and ending 06/30/18****B** Check if applicable:

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

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

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) Room/suite
1300 SUMTER STREET, SUITE 100

City or town, state or province, country, and ZIP or foreign postal code
COLUMBIA SC 29201

D Employer identification number**** - ***7576****E** Telephone number**803-734-0479****G** Gross receipts \$ **43,742,102****F** Name and address of principal officer:

GEORGIA MJARTAN
1300 SUMTER STREET, SUITE 100
COLUMBIA SC 29201

H(a) Is this a group return for subordinates? ☐ Yes ☒ No**H(b)** Are all subordinates included? ☐ Yes ☐ No

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

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

Activities & Governance	1 Briefly describe the organization's mission or most significant activities:	SEE SCHEDULE O	
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	21
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	21
	5 Total number of individuals employed in calendar year 2017 (Part VII, line 2a)	5	71
	6 Total number of volunteers (estimate if necessary)	6	0
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0
b Net unrelated business taxable income from Form 990-T, line 34	7b	0	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9 Program service revenue (Part VIII, line 2g)	56,378,026	43,547,284
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	1,257,762	194,818
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0	0
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	57,635,788	43,742,102
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	32,043,605	27,765,507
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0	0
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	7,268,468	5,999,319
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0	0
	b Total fundraising expenses (Part IX, column (D), line 25) u 0		
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	13,318,866	9,036,253
	18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	52,630,939	42,801,079
Net Assets or Fund Balances	19 Revenue less expenses. Subtract line 18 from line 12	5,004,849	941,023
	20 Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21 Total liabilities (Part X, line 26)	14,902,052	18,846,113
	22 Net assets or fund balances. Subtract line 21 from line 20	9,773,815	20,702,097
		5,128,237	-1,855,984

Part II Signature Block

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

Sign Here	Signature of officer	Date			
	GEORGIA MJARTAN Type or print name and title	EXECUTIVE DIRECTOR			
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	JOSHUA C GARVIN	JOSHUA C GARVIN	03/20/19		*****
	Firm's name } MANLEY GARVIN LLC	Firm's EIN } ** - ***6994			
	Firm's address } PO BOX 429 GREENWOOD, SC 29648	Phone no. 864-229-4951			

May the IRS discuss this return with the preparer shown above? (see instructions)

☒ Yes ☐ No

For Paperwork Reduction Act Notice, see the separate instructions.

DAA

Form **990** (2017)

Part III Statement of Program Service Accomplishments

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

☒**1** Briefly describe the organization's mission:**SEE SCHEDULE O****2** Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ?☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services?☒ Yes ☐ No

If "Yes," describe these changes on Schedule O.

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

4a (Code:) (Expenses \$ **16,321,661** including grants of \$ **14,656,098**) (Revenue \$)
SOUTH CAROLINA FIRST STEPS PROVIDES BOTH FUNDING AND TECHNICAL ASSISTANCE TO THE STATE'S NETWORK OF INDEPENDENT, NON-PROFIT FIRST STEPS COUNTY PARTNERSHIPS SO THAT SERVICES ARE AVAILABLE TO THE CHILDREN WHO NEED THEM. IN EACH OF SOUTH CAROLINA'S 46 COUNTIES, FIRST STEPS PROVIDES OR EXPANDS COMMUNITY EARLY LEARNING SERVICES AVAILABLE FOR YOUNG CHILDREN, THEIR FAMILIES, AND CAREGIVERS. THESE SERVICES FALL INTO FIVE IMPORTANT AREAS:
1. FAMILY STRENGTHENING
2. HEALTH AND OPERATIONS
3. CHILDCARE QUALITY
4. EARLY EDUCATION
5. SCHOOL TRANSITION

4b (Code:) (Expenses \$ **18,256,830** including grants of \$ **12,933,000**) (Revenue \$)
SOUTH CAROLINA DEPARTMENT OF EDUCATION AND SOUTH CAROLINA FIRST STEPS ADMINISTER THE 4K PROGRAM. THE 4K PROGRAM UTILIZES A PUBLIC-PRIVATE SERVICE DELIVERY MODEL SO THAT PARENTS MAY ENROLL THEIR CHILD IN EITHER A PUBLIC SCHOOL OR AN APPROVED PRIVATE CHILD CARE CENTER.

4c (Code:) (Expenses \$ **7,104,612** including grants of \$ **176,409**) (Revenue \$)
THE EARLY HEAD START CHILD CARE PARTNERSHIP IS A FEDERALLY-FUNDED GRANT FOR EARLY CHILDHOOD PROGRAMS DESIGNED TO SERVE LOW-INCOME INFANTS AND TODDLERS (FROM BIRTH UNTIL THE CHILD'S THIRD BIRTHDAY). PARTICIPATING FAMILIES WILL RECEIVE HIGH-QUALITY, FULL-DAY EARLY CARE AND EDUCATION SERVICES (WITHIN CONTRACTED PRESCHOOL SETTINGS) AND COMPREHENSIVE, WRAP-AROUND PROGRAMS PROVIDED BY SC FIRST STEPS. THE FOLLOWING FIRST STEPS COUNTY PARTNERSHIPS ARE INCLUDED AS SERVICE LOCATIONS WITHIN THE GRANT: ALLENDALE, ANDERSON, BERKELEY, GEORGETOWN, LAURENS, LEXINGTON, NEWBERRY, ORANGEBURG, SALUDA, AND YORK. FIRST STEPS WILL CONTRACT WITH A LIMITED NUMBER OF CHILD CARE PROVIDERS WITHIN THE DEFINED TEN COUNTY SERVICE AREAS.

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

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

4e Total program service expenses **u 41,683,103**

Part IV Checklist of Required Schedules

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

Part IV Checklist of Required Schedules (continued)

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

Part V Statements Regarding Other IRS Filings and Tax ComplianceCheck if Schedule O contains a response or note to any line in this Part V ☐

		Yes	No
1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a 0		
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b 0		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		1c	
2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a 71		
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)		2b X	
3a Did the organization have unrelated business gross income of \$1,000 or more during the year?			3a X
b If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation in Schedule O		3b	
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?			4a X
b If "Yes," enter the name of the foreign country: <u>u</u> See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?			5a X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?			5b X
c If "Yes" to line 5a or 5b, did the organization file Form 8886-T?			5c
6a Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?			6a X
b If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?			6b
7 Organizations that may receive deductible contributions under section 170(c).			
a Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?			7a X
b If "Yes," did the organization notify the donor of the value of the goods or services provided?			7b
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?			7c X
d If "Yes," indicate the number of Forms 8282 filed during the year	7d		
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?			7e X
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?			7f X
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?			7g
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?			7h
8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?			8
9 Sponsoring organizations maintaining donor advised funds.			
a Did the sponsoring organization make any taxable distributions under section 4966?			9a
b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?			9b
10 Section 501(c)(7) organizations. Enter:			
a Initiation fees and capital contributions included on Part VIII, line 12	10a		
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b		
11 Section 501(c)(12) organizations. Enter:			
a Gross income from members or shareholders	11a		
b Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b		
12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?			12a
b If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b		
13 Section 501(c)(29) qualified nonprofit health insurance issuers.			
a Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O.			13a
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b		
c Enter the amount of reserves on hand	13c		
14a Did the organization receive any payments for indoor tanning services during the tax year?			14a X
b If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O			14b

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

Section A. Governing Body and Management

		Yes	No
1a Enter the number of voting members of the governing body at the end of the tax year	1a 21		
If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.			
b Enter the number of voting members included in line 1a, above, who are independent	1b 21		
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2		X
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?	3		X
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4		X
5 Did the organization become aware during the year of a significant diversion of the organization's assets?	5		X
6 Did the organization have members or stockholders?	6		X
7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X
b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b		X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
a The governing body?	8a	X	
b Each committee with authority to act on behalf of the governing body?	8b	X	
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O	9		X

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

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

Section C. Disclosure

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

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

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

20 State the name, address, and telephone number of the person who possesses the organization's books and records: **u**

LAVINIA A. TAJEDA
COLUMBIA

1300 SUMTER STREET, SUITE 100

SC 29201

803-734-2716

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent ContractorsCheck if Schedule O contains a response or note to any line in this Part VII ☐**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees****1a** Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.

- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."

- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.

- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.

- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

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

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

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) KENNETH WINGATE	1.00									
GOVERNOR DESIGNEE	0.00	X						0	0	0
(2) GREG HEMBREE	1.00									
SENATE	0.00	X						0	0	0
(3) RITA ALLISON	1.00									
HOUSE	0.00	X						0	0	0
(4) GERALD MALLOY	1.00									
SENATE	0.00	X						0	0	0
(5) JERRY GOVAN	1.00									
HOUSE	0.00	X						0	0	0
(6) MOLLY SPEARMAN	1.00									
SUPERINTENDENT OF ED	0.00	X						0	0	0
(7) MARY LYNNE DIGGS	1.00									
HEAD START COLLABORA	0.00	X						0	0	0
(8) SUE WILLIAMS	1.00									
CHILDREN'S TRUST OF	0.00	X						0	0	0
(9) JOAN MEACHUM	1.00									
DSS, ACTING DIRECTOR	0.00	X						0	0	0
(10) DAVID WILSON	1.00									
DHEC, ACTING DIRECTO	0.00	X						0	0	0
(11) JOSHUA BAKER	1.00									
DHHS, DIRECTOR	0.00	X						0	0	0

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

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(12) PAT MALEY	1.00									
DDSN INTERIM DIRECTO	0.00	X						0	0	0
(13) WALTER FLEMING, JR.	1.00									
BUSINESS COMMUNITY	0.00	X						0	0	0
(14) ALEXIA NEWMAN	1.00									
EARLY CHILDHOOD EDUC	0.00	X						0	0	0
(15) TIMOTHY HOLT	1.00									
BUSINESS COMMUNITY	0.00	X						0	0	0
(16) ROGER PRYOR, JR.	1.00									
CHILD CARE PROVIDER	0.00	X						0	0	0
(17) JENNIFER MCCONNELL	1.00									
CHILD CARE PROVIDER	0.00	X						0	0	0
(18) JULIE HUSSEY	1.00									
PARENT OF YOUNG CHIL	0.00	X						0	0	0
(19) JUDITH AUGHTRY	1.00									
PARENT OF YOUNG CHIL	0.00	X						0	0	0
1b Sub-total							u			
c Total from continuation sheets to Part VII, Section A							u	401,652		
d Total (add lines 1b and 1c)							u	401,652		

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **u2**

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

Section B. Independent Contractors

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

(A) Name and business address	(B) Description of services	(C) Compensation
PLAYGROUND SAFETY SERVICES 230 BEST STREET SHELBY NC 28150	PLAYGROUND DESI	894,884
THORNWELL HOME FOR CHILDREN 203 W CALHOUN STREET CLINTON SC 29325	CHILD CARE	456,263
USC-COLUMBIA 1600 HAMPTON STREET COLUMBIA SC 29201	BABYNET DATA SY	366,445
TEACHING STRATEGIES, LLC 4500 EAST WEST HIGHWAY, STE 300 BETHESDA MD 20814	EDUCATIONAL SUP	316,193
MANLEY GARVIN, LLC PO BOX 429 GREENWOOD SC 29648	ACCOUNTING	311,663

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

26

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

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	43,479,727			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	67,557			
	g Noncash contributions included in lines 1a-1f: \$					
	h Total. Add lines 1a-1f	u	43,547,284			
Program Service Revenue	2a	Busn. Code				
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g Total. Add lines 2a-2f	u				
	Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)	u	194,818		
4 Income from investment of tax-exempt bond proceeds		u				
5 Royalties		u				
		(i) Real (ii) Personal				
6a Gross rents						
b Less: rental exps.						
c Rental inc. or (loss)						
d Net rental income or (loss)		u				
7a Gross amount from sales of assets other than inventory		(i) Securities (ii) Other				
b Less: cost or other basis & sales exps.						
c Gain or (loss)						
d Net gain or (loss)		u				
8a Gross income from fundraising events (not including \$ of contributions reported on line 1c). See Part IV, line 18		a				
b Less: direct expenses		b				
c Net income or (loss) from fundraising events		u				
9a Gross income from gaming activities. See Part IV, line 19		a				
b Less: direct expenses		b				
c Net income or (loss) from gaming activities		u				
10a Gross sales of inventory, less returns and allowances	a					
b Less: cost of goods sold	b					
c Net income or (loss) from sales of inventory	u					
Miscellaneous Revenue		Busn. Code				
11a						
b						
c						
d All other revenue						
e Total. Add lines 11a-11d	u					
12 Total revenue. See instructions.	u	43,742,102	0	0	194,818	

Part IX Statement of Functional Expenses

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

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



Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.

	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21	27,765,507	27,765,507		
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	2,949,305	2,415,703	533,602	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	2,506,343	2,409,723	96,620	
9 Other employee benefits	308,292	267,901	40,391	
10 Payroll taxes	235,379	196,724	38,655	
11 Fees for services (non-employees):				
a Management				
b Legal	13,833	7,397	6,436	
c Accounting	471,979	445,790	26,189	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	5,294,184	5,242,535	51,649	
12 Advertising and promotion	44,402	39,027	5,375	
13 Office expenses	678,415	561,624	116,791	
14 Information technology	322,478	271,186	51,292	
15 Royalties				
16 Occupancy	261,109	163,439	97,670	
17 Travel	523,290	511,449	11,841	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	218,418	183,037	35,381	
20 Interest				
21 Payments to affiliates	3,008	2,400	608	
22 Depreciation, depletion, and amortization	1,137,449	1,133,071	4,378	
23 Insurance	18,157	18,157		
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a VEHICLE LEASE PAYMENTS	49,531	48,433	1,098	
b				
c				
d				
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	42,801,079	41,683,103	1,117,976	0
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

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

		(A) Beginning of year		(B) End of year
Assets	1 Cash—non-interest bearing	10,278,191	1	13,147,010
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net	1,596,806	3	1,333,911
	4 Accounts receivable, net		4	
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	2,363,083	9	4,014,817
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 451,113		
	b Less: accumulated depreciation	10b 100,738	10c 663,972	350,375
	11 Investments—publicly traded securities		11	
	12 Investments—other securities. See Part IV, line 11		12	
	13 Investments—program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	
16 Total assets. Add lines 1 through 15 (must equal line 34)	14,902,052	16	18,846,113	
Liabilities	17 Accounts payable and accrued expenses	1,540,407	17	1,016,122
	18 Grants payable		18	
	19 Deferred revenue	8,932	19	728,168
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	8,224,476	25	18,957,807
	26 Total liabilities. Add lines 17 through 25	9,773,815	26	20,702,097
	Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.		
27 Unrestricted net assets		-4,615,320	27	-13,133,117
28 Temporarily restricted net assets		9,743,557	28	11,277,133
29 Permanently restricted net assets			29	
Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.				
30 Capital stock or trust principal, or current funds			30	
31 Paid-in or capital surplus, or land, building, or equipment fund			31	
32 Retained earnings, endowment, accumulated income, or other funds			32	
33 Total net assets or fund balances		5,128,237	33	-1,855,984
34 Total liabilities and net assets/fund balances		14,902,052	34	18,846,113

Part XI Reconciliation of Net AssetsCheck if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	43,742,102
2	Total expenses (must equal Part IX, column (A), line 25)	2	42,801,079
3	Revenue less expenses. Subtract line 2 from line 1	3	941,023
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	5,128,237
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	-7,925,244
9	Other changes in net assets or fund balances (explain in Schedule O)	9	
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	-1,855,984

Part XII Financial Statements and ReportingCheck if Schedule O contains a response or note to any line in this Part XII ☒

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

Form **990** (2017)

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

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(20) AMY WILLIAMS	1.00									
MEDICAL PROVIDER	0.00	X						0	0	0
(21) RICK NOBLE	1.00									
EARLY CHILDHOOD EDUC	0.00	X						0	0	0
(22) JULIA-ELLEN DAVIS	37.50									
INT DIRECTOR (12/2)	0.00			X				127,999	0	0
(23) DANIEL WUORI	37.50									
DEPUTY DIRECTOR	0.00			X				102,281	0	0
(24) MARK BARNES	37.35									
COO/CFO	0.00			X				95,093	0	0
(25) DEBBIE ROBERTSON	37.50									
CHIEF PARTNERSHIP OF	0.00			X				76,279	0	0
(26) GEORGIA MJARTAN	37.50									
EXECUTIVE DIRECTOR	0.00			X				0	0	0
1b Sub-total								401,652		
c Total from continuation sheets to Part VII, Section A										
d Total (add lines 1b and 1c)										

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

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

Section B. Independent Contractors

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

(A) Name and business address	(B) Description of services	(C) Compensation

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

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

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

u Attach to Form 990 or Form 990-EZ.

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

OMB No. 1545-0047

2017

**Open to Public
Inspection**

Name of the organization

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

Employer identification number

****-***7576**

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

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

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

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1–10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

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

Schedule A (Form 990 or 990-EZ) 2017

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

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

Section A. Public Support

Calendar year (or fiscal year beginning in) u	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	35,225,701	40,941,757	43,877,889	56,378,026	43,547,284	219,970,657
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3	35,225,701	40,941,757	43,877,889	56,378,026	43,547,284	219,970,657
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						219,970,657

Section B. Total Support

Calendar year (or fiscal year beginning in) u	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
7 Amounts from line 4	35,225,701	40,941,757	43,877,889	56,378,026	43,547,284	219,970,657
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources	176,927	129,302	378,682	1,257,762	194,818	2,137,491
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						222,108,148
12 Gross receipts from related activities, etc. (see instructions)					12	

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

Section C. Computation of Public Support Percentage

14 Public support percentage for 2017 (line 6, column (f) divided by line 11, column (f))	14	99.04 %
15 Public support percentage from 2016 Schedule A, Part II, line 14	15	99.00 %
16a 33 1/3% support test—2017. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input checked="" type="checkbox"/>		
b 33 1/3% support test—2016. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
17a 10%-facts-and-circumstances test—2017. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 10%-facts-and-circumstances test—2016. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions <input type="checkbox"/>		

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

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

Section A. Public Support

Calendar year (or fiscal year beginning in) u	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) u	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

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

Section C. Computation of Public Support Percentage

15 Public support percentage for 2017 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2016 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2017 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2016 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests—2017. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

b 33 1/3% support tests—2016. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

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

Part IV Supporting Organizations

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

Section A. All Supporting Organizations

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

Part IV Supporting Organizations (continued)

- 11** Has the organization accepted a gift or contribution from any of the following persons?
- a** A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?
- b** A family member of a person described in (a) above?
- c** A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.

	Yes	No
11a		
11b		
11c		

Section B. Type I Supporting Organizations

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

	Yes	No
1		
2		

Section C. Type II Supporting Organizations

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

	Yes	No
1		

Section D. All Type III Supporting Organizations

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

	Yes	No
1		
2		
3		

Section E. Type III Functionally-Integrated Supporting Organizations

- 1** Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).
- a** ☐ The organization satisfied the Activities Test. Complete line 2 below.
- b** ☐ The organization is the parent of each of its supported organizations. Complete line 3 below.
- c** ☐ The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).

2 Activities Test. Answer (a) and (b) below.

- a** Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.
- b** Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.
- 3** Parent of Supported Organizations. Answer (a) and (b) below.
- a** Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.
- b** Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.

	Yes	No
2a		
2b		
3a		
3b		

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

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See**

instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

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

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

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Schedule A (Form 990 or 990-EZ) 2017

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

Section D - Distributions		Current Year	
1	Amounts paid to supported organizations to accomplish exempt purposes		
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity		
3	Administrative expenses paid to accomplish exempt purposes of supported organizations		
4	Amounts paid to acquire exempt-use assets		
5	Qualified set-aside amounts (prior IRS approval required)		
6	Other distributions (describe in Part VI). See instructions.		
7	Total annual distributions. Add lines 1 through 6.		
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.		
9	Distributable amount for 2017 from Section C, line 6		
10	Line 8 amount divided by line 9 amount		

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2017	(iii) Distributable Amount for 2017
1 Distributable amount for 2017 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2017 (reasonable cause required-explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2017:			
a			
b From 2013			
c From 2014			
d From 2015			
e From 2016			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2017 distributable amount			
i Carryover from 2012 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2017 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2017 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2017, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI . See instructions.			
6 Remaining underdistributions for 2017. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI . See instructions.			
7 Excess distributions carryover to 2018. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2013			
b Excess from 2014			
c Excess from 2015			
d Excess from 2016			
e Excess from 2017			

Schedule A (Form 990 or 990-EZ) 2017

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

DRAFT

Schedule of Contributors

OMB No. 1545-0047

2017

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

Name of the organization

Employer identification number

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

**** - ***7576**

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

☒ 501(c)(**3**) (enter number) organization

☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

☐ 527 political organization

Form 990-PF

☐ 501(c)(3) exempt private foundation

☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation

☐ 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

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

Special Rules

- ☒ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33¹/₃% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** \$5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ► \$

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

Name of organization SOUTH CAROLINA FIRST STEPS TO	Employer identification number ** - ***7576
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	SC GENERAL ASSEMBLY 1105 PENDLETON STREET COLUMBIA SC 29201	\$ 35,949,166	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	US DEPARTMENT OF HEALTH AND HUMAN SERVICES 200 INDEPENDENCE AVENUE, SW WASHINGTON DC 20201	\$ 7,352,281	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

**SCHEDULE D
(Form 990)**

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

u Complete if the organization answered "Yes" on Form 990,
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

u Attach to Form 990.

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

OMB No. 1545-0047

2017

**Open to Public
Inspection**

Name of the organization

Employer identification number

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

**** - ***7576**

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

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

Part II Conservation Easements.

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

- 1 Purpose(s) of conservation easements held by the organization (check all that apply).
- | | |
|--|---|
| <input type="checkbox"/> Preservation of land for public use (e.g., recreation or education) | <input type="checkbox"/> Preservation of a historically important land area |
| <input type="checkbox"/> Protection of natural habitat | <input type="checkbox"/> Preservation of a certified historic structure |
| <input type="checkbox"/> Preservation of open space | |
- 2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.
- | | Held at the End of the Tax Year |
|--|---------------------------------|
| a Total number of conservation easements | 2a |
| b Total acreage restricted by conservation easements | 2b |
| c Number of conservation easements on a certified historic structure included in (a) | 2c |
| d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register | 2d |
- 3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year u
- 4 Number of states where property subject to conservation easement is located u
- 5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No
- 6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year u
- 7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year u \$
- 8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No
- 9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

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

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

- 1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.
- b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:
- | | |
|---|------------|
| (i) Revenue included on Form 990, Part VIII, line 1 | u \$ |
| (ii) Assets included in Form 990, Part X | u \$ |
- 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:
- | | |
|---|------------|
| a Revenue included on Form 990, Part VIII, line 1 | u \$ |
| b Assets included in Form 990, Part X | u \$ |

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

Schedule D (Form 990) 2017

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

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a** ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations

- d** ☐ Loan or exchange programs
e ☐ Other

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements.

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

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
1c	
1d	
1e	
1f	

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

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds.

Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

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

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

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

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

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

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

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

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

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

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		445,103	94,728	350,375
e Other		6,010	6,010	
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) u				350,375

Part VII Investments—Other Securities.

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

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

Part VIII Investments—Program Related.

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

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

Part IX Other Assets.

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

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

Part X Other Liabilities.

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

1. (a) Description of liability	(b) Book value	
(1) Federal income taxes		
(2) NET PENSION LIABILITY	11,321,231	
(3) NET OPEB LIABILITY	7,636,576	
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) u	18,957,807	

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

Part XIII **Supplemental Information** *(continued)*

DRAFT

**SCHEDULE I
(Form 990)**

Department of the Treasury
Internal Revenue Service

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**
Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.
u Attach to Form 990.
u Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

**Open to Public
Inspection**

Name of the organization **SOUTH CAROLINA FIRST STEPS TO
SCHOOL READINESS BOARD OF TRUSTEES** Employer identification number
**** - *** 7576**

Part I General Information on Grants and Assistance

- 1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? ☒ Yes ☐ No
- 2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

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

1	(a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
(1)	ABBEVILLE COUNTY FIRST STEPS PARTNE 1402C HIGHWAY 72 WEST GREENWOOD SC 29649	** - *** 7774	501(C)	200,000				GENERAL SUPPORT OF F
(2)	AIKEN COUNTY FIRST STEPS PARTNERSHI POST OFFICE BOX 2091 GRANITEVILLE SC 29802	** - *** 7775	501(C)	147,140				GENERAL SUPPORT OF F
(3)	ALLENDALE COUNTY FIRST STEPS PARTNE 176 MAIN STREET NORTH ALLENDALE SC 29810	** - *** 7999	501(C)	203,327				GENERAL SUPPORT OF F
(4)	ANDERSON COUNTY FIRST STEPS PARTNER 605 N. MAIN STREET ANDERSON SC 29622	** - *** 7776	501(C)	459,136				GENERAL SUPPORT OF F
(5)	BAMBERG COUNTY FIRST STEPS PARTNERS 3778 FAUST STREET BAMBERG SC 29003	** - *** 7777	501(C)	200,000				GENERAL SUPPORT OF F
(6)	BARNWELL COUNTY FIRST STEPS PARTNER 5961 LARTIGUE STREET BLACKVILLE SC 29817	** - *** 7778	501(C)	240,818				GENERAL SUPPORT OF F
(7)	BEAUFORT COUNTY FIRST STEPS PARTNER 2201 BOUNDARY STREET, SUITE 111 BEAUFORT SC 29903	** - *** 7779	501(C)	353,000				GENERAL SUPPORT OF F
(8)	BERKELEY COUNTY FIRST STEPS PARTNER 6215 MURRAY DRIVE HANAHAN SC 29410	** - *** 7780	501(C)	503,660				GENERAL SUPPORT OF F
(9)	BERKELEY COUNTY FIRST STEPS PARTNER 6215 MURRAY DRIVE HANAHAN SC 29410	** - *** 7780	501(C)	49,331				GENERAL SUPPORT OF F

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

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

Schedule I (Form 990) (2017)

DAA

**SCHEDULE I
(Form 990)**

Department of the Treasury
Internal Revenue Service

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**
Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.
u Attach to Form 990.
u Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

**Open to Public
Inspection**

Name of the organization **SOUTH CAROLINA FIRST STEPS TO
SCHOOL READINESS BOARD OF TRUSTEES** Employer identification number
**** - *** 7576**

Part I General Information on Grants and Assistance

- 1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? ☐ Yes ☐ No
- 2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

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

1	(a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
(1)	CALHOUN COUNTY FIRST STEPS PARTNERS 304 AGNES STREET ST. MATTHEWS SC 29135	** - *** 7781	501(C)	203,336				GENERAL SUPPORT OF F
(2)	CHARLESTON COUNTY FIRST STEPS PARTN 6296 RIVERS AVENUE, SUITE 308 N. CHARLESTON SC 29406	** - *** 7784	501(C)	727,340				GENERAL SUPPORT OF F
(3)	CHEROKEE COUNTY FIRST STEPS PARTNER POST OFFICE BOX 23 GAFFNEY SC 29342	** - *** 7785	501(C)	200,000				GENERAL SUPPORT OF F
(4)	CHESTER COUNTY FIRST STEPS PARTNERS 109 ELLA STREET CHESTER SC 29706	** - *** 7786	501(C)	200,000				GENERAL SUPPORT OF F
(5)	CHESTERFIELD COUNTY FIRST STEPS PAR 100 W. MAIN STREET CHESTERFIELD SC 29709	** - *** 7787	501(C)	200,000				GENERAL SUPPORT OF F
(6)	CLARENDON COUNTY FIRST STEPS PARTNE 16 SOUTH BROOKS STREET MANNING SC 29102	** - *** 7789	501(C)	203,250				GENERAL SUPPORT OF F
(7)	COLLETON COUNTY FIRST STEPS PARTNER 609 COLLETON LOOP WALTERBORO SC 29488	** - *** 7790	501(C)	200,000				GENERAL SUPPORT OF F
(8)	DARLINGTON COUNTY FIRST STEPS PARTN POST OFFICE DRAWER 1357 HARTSVILLE SC 29551	** - *** 7791	501(C)	231,502				GENERAL SUPPORT OF F
(9)	DILLON COUNTY FIRST STEPS PARTNERSH POST OFFICE BOX 295 DILLON SC 29536	** - *** 8006	501(C)	237,500				GENERAL SUPPORT OF F

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

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

Schedule I (Form 990) (2017)

DAA

**SCHEDULE I
(Form 990)**

Department of the Treasury
Internal Revenue Service

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**
Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.
u Attach to Form 990.
u Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

**Open to Public
Inspection**

Name of the organization SOUTH CAROLINA FIRST STEPS TO SCHOOL READINESS BOARD OF TRUSTEES	Employer identification number ** - *** 7576
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Part I General Information on Grants and Assistance

- 1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? ☐ Yes ☐ No
- 2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

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

1	(a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
(1)	DORCHESTER COUNTY FIRST STEPS PARTN 810 TRAVELERS BLVD, SUITE D-1 SUMMERVILLE SC 29485	** - *** 7806	501(C)	355,734				GENERAL SUPPORT OF F
(2)	EDGEFIELD COUNTY FIRST STEPS PARTNE POST OFFICE BOX 295 EDGEFIELD SC 29824	** - *** 7809	501(C)	203,319				GENERAL SUPPORT OF F
(3)	FAIRFIELD COUNTY FIRST STEPS PARTNE POST OFFICE BOX 215 WINNSBORO SC 29180	** - *** 7810	501(C)	240,819				GENERAL SUPPORT OF F
(4)	FLORENCE COUNTY FIRST STEPS PARTNER 415 S. COIT STREET FLORENCE SC 29501	** - *** 7811	501(C)	402,176				GENERAL SUPPORT OF F
(5)	GEORGETOWN COUNTY FIRST STEPS PARTN POST OFFICE BOX 531 GEORGETOWN SC 29442	** - *** 7813	501(C)	200,000				GENERAL SUPPORT OF F
(6)	GEORGETOWN COUNTY FIRST STEPS PARTN POST OFFICE BOX 531 GEORGETOWN SC 29442	** - *** 7813	501(C)	60,000				GENERAL SUPPORT OF F
(7)	GREENVILLE COUNTY FIRST STEPS PARTN 24 CLEVELAND STREET GREENVILLE SC 29601	** - *** 7814	501(C)	1,056,324				GENERAL SUPPORT OF F
(8)	GREENWOOD COUNTY FIRST STEPS PARTNE 1402C HIGHWAY 72 WEST GREENWOOD SC 29649	** - *** 7815	501(C)	219,496				GENERAL SUPPORT OF F
(9)	HAMPTON COUNTY FIRST STEPS PARTNERS 301 FIRST STREET EAST HAMPTON SC 29924	** - *** 7816	501(C)	203,328				GENERAL SUPPORT OF F

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

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

Schedule I (Form 990) (2017)

DAA

**SCHEDULE I
(Form 990)**

Department of the Treasury
Internal Revenue Service

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**
Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.
u Attach to Form 990.
u Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

**Open to Public
Inspection**

Name of the organization **SOUTH CAROLINA FIRST STEPS TO
SCHOOL READINESS BOARD OF TRUSTEES** Employer identification number
**** - *** 7576**

Part I General Information on Grants and Assistance

- 1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? ☐ Yes ☐ No
- 2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

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

1	(a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
(1)	HORRY COUNTY FIRST STEPS PARTNERSHIP 900-C MAIN STREET CONWAY SC 29526	** - *** 8007	501 (C)	581,760				GENERAL SUPPORT OF F
(2)	JASPER COUNTY FIRST STEPS PARTNERSHIP POST OFFICE BOX 776 RIDGELAND SC 29936	** - *** 7817	501 (C)	202,126				GENERAL SUPPORT OF F
(3)	KERSHAW COUNTY FIRST STEPS PARTNERSHIP 110 E. DEKALB STREET CAMDEN SC 29021	** - *** 7818	501 (C)	201,578				GENERAL SUPPORT OF F
(4)	LANCASTER COUNTY FIRST STEPS PARTNERSHIP 121 SOUTH WYLIE STREET LANCASTER SC 29720	** - *** 7819	501 (C)	219,488				GENERAL SUPPORT OF F
(5)	LAURENS COUNTY FIRST STEPS PARTNERSHIP 1029 WEST MAIN STREET LAURENS SC 29360	** - *** 8008	501 (C)	209,940				GENERAL SUPPORT OF F
(6)	LEE COUNTY FIRST STEPS PARTNERSHIP POST OFFICE BOX 344 BISHOPVILLE SC 29010	** - *** 7820	501 (C)	203,336				GENERAL SUPPORT OF F
(7)	LEXINGTON COUNTY FIRST STEPS PARTNERSHIP 101 W. COLUMBIA AVENUE BATESBURG SC 29006	** - *** 7821	501 (C)	627,735				GENERAL SUPPORT OF F
(8)	MARION COUNTY FIRST STEPS PARTNERSHIP 415 S. COIT STREET FLORENCE SC 29501	** - *** 7822	501 (C)	200,000				GENERAL SUPPORT OF F
(9)	MARLBORO COUNTY FIRST STEPS PARTNERSHIP POST OFFICE BOX 249 BENNETTSVILLE SC 29521	** - *** 7823	501 (C)	200,000				GENERAL SUPPORT OF F

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

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

Schedule I (Form 990) (2017)

DAA

**SCHEDULE I
(Form 990)**

Department of the Treasury
Internal Revenue Service

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**
Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.
u Attach to Form 990.
u Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

**Open to Public
Inspection**

Name of the organization **SOUTH CAROLINA FIRST STEPS TO
SCHOOL READINESS BOARD OF TRUSTEES** Employer identification number
**** - *** 7576**

Part I General Information on Grants and Assistance

- 1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? ☐ Yes ☐ No
- 2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

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

1	(a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
(1)	MCCORMICK COUNTY FIRST STEPS PARTNE 615-C CLAYTON STREET MCCORMICK SC 29835	** - *** 7862	501(C)	200,000				GENERAL SUPPORT OF F
(2)	NEWBERRY COUNTY FIRST STEPS PARTNER 540 BRANTLEY STREET NEWBERRY SC 29108	** - *** 7864	501(C)	203,319				GENERAL SUPPORT OF F
(3)	OCONEE COUNTY FIRST STEPS PARTNERSH 409 EAST NORTH FIRST STREET, SUITE SENECA SC 29678	** - *** 7866	501(C)	200,000				GENERAL SUPPORT OF F
(4)	ORANGEBURG COUNTY FIRST STEPS PARTN 350 THOMAS ECKLUND CIRCLE ORANGEBURG SC 29115	** - *** 7868	501(C)	306,555				GENERAL SUPPORT OF F
(5)	PICKENS COUNTY FIRST STEPS PARTNERS POST OFFICE BOX 1113 CENTRAL SC 29631	** - *** 7863	501(C)	259,728				GENERAL SUPPORT OF F
(6)	RICHLAND COUNTY FIRST STEPS PARTNER 2008 MARION STREET, SUITE B COLUMBIA SC 29201	** - *** 7865	501(C)	799,336				GENERAL SUPPORT OF F
(7)	SALUDA COUNTY FIRST STEPS PARTNERSH 103 SOUTH RUDOLPH STREET SALUDA SC 29138	** - *** 7867	501(C)	203,319				GENERAL SUPPORT OF F
(8)	SALUDA COUNTY FIRST STEPS PARTNERSH 103 SOUTH RUDOLPH STREET SALUDA SC 29138	** - *** 7867	501(C)	5,800				GENERAL SUPPORT OF F
(9)	SPARTANBURG COUNTY FIRST STEPS PART 900 SOUTH PINE STREET SPARTANBURG SC 29302	** - *** 7869	501(C)	678,352				GENERAL SUPPORT OF F

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

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

Schedule I (Form 990) (2017)

DAA

**SCHEDULE I
(Form 990)**

Department of the Treasury
Internal Revenue Service

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**
Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.
u Attach to Form 990.
u Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

**Open to Public
Inspection**

Name of the organization **SOUTH CAROLINA FIRST STEPS TO
SCHOOL READINESS BOARD OF TRUSTEES** Employer identification number
**** - *** 7576**

Part I General Information on Grants and Assistance

- 1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? ☐ Yes ☐ No
- 2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

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

1	(a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
(1)	SUMTER COUNTY FIRST STEPS PARTNERSH 112 BROAD STREET SUMTER SC 29151	** - *** 8010	501(C)	347,292				GENERAL SUPPORT OF F
(2)	UNION COUNTY FIRST STEPS PARTNERSHI 130 W. MAIN STREET UNION SC 29379	** - *** 7870	501(C)	203,087				GENERAL SUPPORT OF F
(3)	WILLIAMSBURG COUNTY FIRST STEPS PAR 500 NORTH ACADEMY STREET, BUILDING KINGSTREE SC 29556	** - *** 7861	501(C)	203,311				GENERAL SUPPORT OF F
(4)	YORK COUNTY FIRST STEPS PARTNERSHIP 410 E. BLACK STREET ROCK HILL SC 29731	** - *** 7951	501(C)	514,631				GENERAL SUPPORT OF F
(5)	YORK COUNTY FIRST STEPS PARTNERSHIP 410 E. BLACK STREET ROCK HILL SC 29731	** - *** 7951	501(C)	52,278				GENERAL SUPPORT OF F
(6)	PRIVATE 4K CHILD CARE CENTERS VARIOUS VARIOUS SC 29999			12,933,000				APPROVED AUTHORIZATI
(7)								
(8)								
(9)								

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

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

Schedule I (Form 990) (2017)

DAA

Part III	Grants and Other Assistance to Domestic Individuals. Complete if the organization answered "Yes" on Form 990, Part IV, line 22.
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Part III can be duplicated if additional space is needed.

Part III can be duplicated if additional space is needed.					
(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of noncash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of noncash assistance
1					
2					
3					
4					
5					
6					
7					

Part IV	Supplemental Information. Provide the information required in Part I, line 2; Part III, column (b); and any other additional information.
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SCHEDULE L
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Transactions With Interested Persons

U Complete if the organization answered "Yes" on Form 990, Part IV, line 25a, 25b, 26, 27, 28a, 28b, or 28c, or Form 990-EZ, Part V, line 38a or 40b.

U Attach to Form 990 or Form 990-EZ.

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

OMB No. 1545-0047

2017

Open To Public
Inspection

Name of the organization

SOUTH CAROLINA FIRST STEPS TO
SCHOOL READINESS BOARD OF TRUSTEES

Employer identification number

-*7576

Part I

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

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

1	(a) Name of disqualified person	(b) Relationship between disqualified person and organization	(c) Description of transaction	(d) Corrected?	
				Yes	No
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					

2 Enter the amount of tax incurred by the organization managers or disqualified persons during the year under section 4958 **U** \$ _____

3 Enter the amount of tax, if any, on line 2, above, reimbursed by the organization **U** \$ _____

Part II

Loans to and/or From Interested Persons.

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

(a) Name of interested person	(b) Relationship with organization	(c) Purpose of loan	(d) Loan to or from the org.? To From	(e) Original principal amount	(f) Balance due	(g) In default?		(h) Approved by board or committee?		(i) Written agreement?	
						Yes	No	Yes	No	Yes	No
(1)											
(2)											
(3)											
(4)											
(5)											
(6)											
(7)											
(8)											
(9)											
(10)											

Total **U** \$ _____

Part III

Grants or Assistance Benefiting Interested Persons.

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

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of assistance	(d) Type of assistance	(e) Purpose of assistance
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				
(9)				
(10)				

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

Schedule L (Form 990 or 990-EZ) 2017

Part IV Business Transactions Involving Interested Persons.

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

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of org. revenues?	
				Yes	No
(1) RICK NOBLE	BOARD MEMBER	799,336	COUNTY FUNDING		X
(2)					
(3)					
(4)					
(5)					
(6)					
(7)					
(8)					
(9)					
(10)					

Part V Supplemental Information

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

SCHEDULE L, PART V - ADDITIONAL INFORMATION

THE EXECUTIVE DIRECTOR OF RICHLAND COUNTY FIRST STEPS PARTNERSHIP SERVES AS A VOTING MEMBER OF THE FIRST STEPS BOARD OF TRUSTEES. RICHLAND COUNTY FIRST STEPS PARTNERSHIP RECEIVES A SIGNIFICANT AMOUNT OF ITS FUNDING FROM FIRST STEPS. THE AMOUNT OF FUNDING AUTHORIZED TO EACH COUNTY FIRST STEPS PARTNERSHIP IS DETERMINED BY A MATHEMATICAL FORMULA WHICH USES A VARIETY OF DEMOGRAPHICS OF CHILDREN 0-5 THAT SERVE AS A PROXY FOR THE LEVEL OF NEED IN EACH COUNTY. RICHLAND COUNTY FIRST STEPS PARTNERSHIP'S GENERAL FUND BUDGET AUTHORIZATION FOR THE YEAR ENDED JUNE 30, 2018 WAS \$799,336. AS A FIRST STEPS BOARD OF TRUSTEES MEMBER, THE RICHLAND COUNTY FIRST STEPS PARTNERSHIP EXECUTIVE DIRECTOR ABSTAINS FROM VOTING ON COUNTY PARTNERSHIP FUNDING AUTHORIZATIONS.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

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

u Attach to Form 990 or 990-EZ.

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

OMB No. 1545-0047

2017

**Open to Public
Inspection**

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

Employer identification number
**** - ***7576**

FORM 990 - ORGANIZATION'S MISSION OR MOST SIGNIFICANT ACTIVITIES

PER SOUTH CAROLINA CODE SECTION 59-152-10: "THERE IS ESTABLISHED THE SOUTH CAROLINA FIRST STEPS TO SCHOOL READINESS, A COMPREHENSIVE, RESULTS-ORIENTED INITIATIVE FOR IMPROVING EARLY CHILDHOOD DEVELOPMENT BY PROVIDING, THROUGH LOCAL PARTNERSHIPS, PUBLIC AND PRIVATE FUNDS, AND SUPPORT FOR HIGH-QUALITY EARLY CHILDHOOD DEVELOPMENT AND EDUCATION SERVICES FOR CHILDREN BY PROVIDING SUPPORT FOR THEIR FAMILIES' EFFORTS TOWARD ENABLING THEIR CHILDREN TO REACH SCHOOL READY TO SUCCEED."

FORM 990 - ORGANIZATION'S MISSION

PER SOUTH CAROLINA CODE SECTION 59-152-30: "THE GOALS FOR SOUTH CAROLINA FIRST STEPS TO SCHOOL READINESS ARE TO: (1) PROVIDE PARENTS WITH ACCESS TO THE SUPPORT THEY MIGHT SEEK AND WANT TO STRENGTHEN THEIR FAMILIES AND TO PROMOTE THE OPTIMAL DEVELOPMENT OF THEIR PRESCHOOL CHILDREN; (2) INCREASE COMPREHENSIVE SERVICES SO CHILDREN HAVE REDUCED RISK FOR MAJOR PHYSICAL, DEVELOPMENTAL, AND LEARNING PROBLEMS; (3) PROMOTE HIGH-QUALITY PRESCHOOL PROGRAMS THAT PROVIDE A HEALTHY ENVIRONMENT THAT WILL PROMOTE NORMAL GROWTH AND DEVELOPMENT; (4) PROVIDE SERVICES SO ALL CHILDREN RECEIVE THE PROTECTION, NUTRITION, AND HEALTH CARE NEEDED TO THRIVE IN THE EARLY YEARS OF LIFE SO THEY ARRIVE AT SCHOOL READY TO SUCCEED; AND (5) MOBILIZE COMMUNITIES TO FOCUS EFFORTS ON PROVIDING ENHANCED SERVICES TO SUPPORT FAMILIES AND THEIR YOUNG CHILDREN SO AS TO ENABLE EVERY CHILD TO REACH SCHOOL HEALTHY AND READY TO SUCCEED."

FORM 990, PART III, LINE 3

Name of the organization

Employer identification number

SOUTH CAROLINA FIRST STEPS TO

-*7576

PREVIOUSLY, FIRST STEPS SERVED AS THE STATE'S LEAD AGENCY FOR THE FEDERAL INDIVIDUALS WITH DISABILITIES EDUCATION ACT PART C PROGRAM, KNOWN IN SOUTH CAROLINA AS "BABYNET". BABYNET IS A SYSTEM OF SUPPORTS TO HELP THE FAMILIES OF INFANTS AND TODDLERS WHO ARE EXPERIENCING DEVELOPMENTAL DELAYS. DUE TO EXECUTIVE ORDER NO. 60, ISSUED BY THE GOVERNOR OF SOUTH CAROLINA IN SEPTEMBER 2016, THE SOUTH CAROLINA DEPARTMENT OF HEALTH AND HUMAN SERVICES WAS DESIGNATED AS THE LEAD AGENCY FOR BABYNET. THE DEPARTMENT OF HEALTH AND HUMAN SERVICES FORMALLY ASSUMED THE IDEA PART C LEAD AGENCY RESPONSIBILITY BEGINNING JULY 1, 2017. FUNDING RELATED TO THE BABYNET PROGRAM WAS APPROPRIATED TO THE SOUTH CAROLINA DEPARTMENT OF HEALTH AND HUMAN SERVICE BEGINNING IN FISCAL YEAR 2018. FIRST STEPS TRANSFERRED SOFTWARE AND COMPUTER EQUIPMENT TO THE DEPARTMENT OF HEALTH AND HUMAN SERVICES WHEN THIS TRANSITION OCCURRED.

TOTAL PROGRAM REVENUES DECREASED BY \$6,930,625 PRIMARILY DUE TO FIRST STEPS RECEIVING ADDITIONAL FEDERAL GRANT REVENUE DURING THE YEAR ENDED JUNE 30, 2017 FOR ITS BABYNET PROGRAM AS COMPARED TO THE YEAR ENDED JUNE 30, 2018. TOTAL GENERAL REVENUES DECREASED BY \$6,963,061. THIS DECREASE WAS ALSO DUE PRIMARILY TO THE TRANSFER OF THE BABYNET PROGRAM TO DHHS. EXPENSES DECREASED BY \$9,829,860 PRIMARILY DUE TO THESE SAME CAUSES.

WHEN FIRST STEPS TRANSFERRED ITS BABYNET PROGRAM TO THE DEPARTMENT OF HEALTH AND HUMAN SERVICES ("DHHS") DURING THE YEAR ENDED JUNE 30, 2018, THE ORGANIZATION REDUCED ITS ALLOCATIONS TO OTHER ENTITIES WHICH CAUSED VARIOUS CLASSIFICATIONS OF EXPENSES TO INCREASE DURING THE YEAR ENDED JUNE 30, 2018 AS COMPARED TO THE YEAR ENDED JUNE 30, 2017. THESE DECREASES WERE OFFSET BY INCREASES IN BOTH PENSION EXPENSE AND OPEB EXPENSE.

PAGE 1 OF 3

Schedule O (Form 990 or 990-EZ) (2017)

Name of the organization

Employer identification number

SOUTH CAROLINA FIRST STEPS TO

-*7576

FORM 990, PART VI, LINE 11B - ORGANIZATION'S PROCESS TO REVIEW FORM 990
INTERNAL FINANCE STAFF PROVIDE ALL NECESSARY FINANCIAL DATA TO THE
CONTRACTED ACCOUNTING FIRM THAT PREPARES THE FORM 990. ONCE COMPLETED, THE
FORM 990 FIRST UNDERGOES AN INTERNAL REVIEW BY THE AGENCY DIRECTOR AND
SENIOR MANAGERS. THE FINANCE AND ADMINISTRATION COMMITTEE OF THE SOUTH
CAROLINA FIRST STEPS TO SCHOOL READINESS BOARD OF TRUSTEES WILL THEN
RECEIVE THE FORM 990 FOR ITS APPROVAL. THE CHAIR OF THE FINANCE AND
ADMINISTRATION COMMITTEE WILL REPORT THE COMMITTEE'S APPROVAL OF THE FORM
990 TO THE FULL BOARD OF TRUSTEES. THE BOARD OF TRUSTEES WILL THEN APPROVE
THE FORM 990 THROUGH THEIR CONSENT AGENDA PROCESS.

FORM 990, PART VI, LINE 12C - ENFORCEMENT OF CONFLICTS POLICY
THERE IS AN ANNUAL REQUIREMENT FOR OFFICERS, DIRECTORS, TRUSTEES, AND KEY
EMPLOYEES TO REPORT ANY POTENTIAL CONFLICTS OF INTEREST.

FORM 990, PART VI, LINE 15A - COMPENSATION PROCESS FOR TOP OFFICIAL
THE FINANCE AND ADMINISTRATIVE COMMITTEE SHALL WORK WITH THE OFFICE OF
FIRST STEPS ON BUDGETARY, FISCAL, STAFFING, AND COMPENSATION MATTERS, TO
INCLUDE THE DEVELOPMENT OF THE ANNUAL OFFICE OF FIRST STEPS
ADMINISTRATIVE AND PROGRAM BUDGETS, AND AN ANNUAL PERFORMANCE REVIEW OF THE
EXECUTIVE DIRECTOR-ALL SUBJECT TO APPROVAL BY THE BOARD. OFFICERS AND
EMPLOYEES WILL BE PAID REASONABLE COMPENSATION, WHICH COMPENSATION SHALL BE
DETERMINED BY THE COMMITTEE AS FOLLOWS: (I) THE COMMITTEE DETERMINING
COMPENSATION SHALL BE COMPOSED OF PERSONS WHO ARE UNRELATED TO AND NOT
SUBJECT TO THE CONTROL OF THE PERSON WHOSE COMPENSATION IS BEING
DETERMINED; (II) THE COMMITTEE DETERMINING COMPENSATION SHALL
CONTEMPORANEOUSLY OBTAIN AND RELY UPON APPROPRIATE DATA AS TO THE

Name of the organization

Employer identification number

SOUTH CAROLINA FIRST STEPS TO

-*7576

COMPARABILITY OF THE COMPENSATION PACKAGE; AND (III) THERE SHALL BE ADEQUATE DOCUMENTATION FOR THE BASIS OF THIS DETERMINATION.

FORM 990, PART VI, LINE 15B - COMPENSATION PROCESS FOR OFFICERS SAME AS PROCESS DESCRIBED ABOVE

FORM 990, PART VI, LINE 19 - GOVERNING DOCUMENTS DISCLOSURE EXPLANATION ALL RECORDS (POLICIES, GOVERNING DOCUMENTS, FINANCIAL STATEMENTS, AND COPIES OF ANNUAL FORM 990) ARE MAINTAINED IN THE OFFICE OF FIRST STEPS AND IN COMPLIANCE WITH THE FREEDOM OF INFORMATION ACT. IN ADDITION, THE FIRST STEPS ENABLING LEGISLATION, OPERATIONS MANUAL, AND ANNUAL REPORTS ARE MAINTAINED ON THE AGENCY WEBSITE.

FORM 990, PART IX, LINE 11G - OTHER FEES FOR SERVICES

DESCRIPTION

PROGRAM SERVICE

MGT & GENERAL

FUNDRAISING

OTHER FEES

\$ 5,242,535

\$ 51,649

\$ 0

FORM 990, PART XII, LINE 2C - CHANGE IN FINANCIAL REVIEW PROCESS

THIS PROCESS IS UNCHANGED FROM THE PRIOR YEAR.

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

u Attach to Form 990.

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

OMB No. 1545-0047

2017

**Open to Public
Inspection**

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

Employer identification number

****-***7576**

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					
(4)					
(5)					

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

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
(1) ABBEVILLE COUNTY FIRST STEPS PARTNE 1402C HIGHWAY 72 WEST **-*7774 GREENWOOD SC 29649	COUNTY PAR		501C3	7	N/A		X
(2) AIKEN COUNTY FIRST STEPS PARTNERSHI POST OFFICE BOX 2091 **-*7775 GRANITEVILLE SC 29802	COUNTY PAR		501C3	7	N/A		X
(3) ALLENDALE COUNTY FIRST STEPS PARTNE 176 MAIN STREET NORTH **-*7999 ALLENDALE SC 29810	COUNTY PAR		501C3	7	N/A		X
(4) ANDERSON COUNTY FIRST STEPS PARTNER 605 N. MAIN STREET **-*7776 ANDERSON SC 29622	COUNTY PAR		501C3	7	N/A		X
(5) BAMBERG COUNTY FIRST STEPS PARTNERS 3778 FAUST STREET **-*7777 BAMBERG SC 29003	COUNTY PAR		501C3	7	N/A		X

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

Schedule R (Form 990) 2017

DAA

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

u Attach to Form 990.

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

OMB No. 1545-0047

2017

**Open to Public
Inspection**

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

Employer identification number

****-***7576**

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					
(4)					
(5)					

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

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
(1) BARNWELL COUNTY FIRST STEPS PARTNER 5961 LARTIGUE STREET **-*7778 BLACKVILLE SC 29817	COUNTY PAR		501C3	7	N/A		X
(2) BEAUFORT COUNTY FIRST STEPS PARTNER 2201 BOUNDARY STREET, SUITE 111 **-*7779 BEAUFORT SC 29903	COUNTY PAR		501C3	7	N/A		X
(3) BERKELEY COUNTY FIRST STEPS PARTNER 6215 MURRAY DRIVE **-*7780 HANAHAN SC 29410	COUNTY PAR		501C3	7	N/A		X
(4) CALHOUN COUNTY FIRST STEPS PARTNERS 304 AGNES STREET **-*7781 ST. MATTHEWS SC 29135	COUNTY PAR		501C3	7	N/A		X
(5) CHARLESTON COUNTY FIRST STEPS PARTN 6296 RIVERS AVENUE, SUITE 308 **-*7784 N. CHARLESTON SC 29406	COUNTY PAR		501C3	7	N/A		X

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

Schedule R (Form 990) 2017

DAA

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

u Attach to Form 990.

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

OMB No. 1545-0047

2017

**Open to Public
Inspection**

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

Employer identification number

****-***7576**

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					
(4)					
(5)					

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

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
(1) CHEROKEE COUNTY FIRST STEPS PARTNER POST OFFICE BOX 23 ** - ***7785 GAFFNEY SC 29342	COUNTY PAR		501C3	7	N/A		X
(2) CHESTER COUNTY FIRST STEPS PARTNERS 109 ELLA STREET ** - ***7786 CHESTER SC 29706	COUNTY PAR		501C3	7	N/A		X
(3) CHESTERFIELD COUNTY FIRST STEPS PAR 100 W. MAIN STREET ** - ***7787 CHESTERFIELD SC 29709	COUNTY PAR		501C3	7	N/A		X
(4) CLARENDON COUNTY FIRST STEPS PARTNE 16 SOUTH BROOKS STREET ** - ***7789 MANNING SC 29102	COUNTY PAR		501C3	7	N/A		X
(5) COLLETON COUNTY FIRST STEPS PARTNER 609 COLLETON LOOP ** - ***7790 WALTERBORO SC 29488	COUNTY PAR		501C3	7	N/A		X

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Schedule R (Form 990) 2017

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**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

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SCHOOL READINESS BOARD OF TRUSTEES**

Employer identification number

****-***7576**

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					
(4)					
(5)					

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

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
(1) DARLINGTON COUNTY FIRST STEPS PARTN POST OFFICE DRAWER 1357 **-*7791 HARTSVILLE SC 29551	COUNTY PAR		501C3	7	N/A		X
(2) DILLON COUNTY FIRST STEPS PARTNERSH POST OFFICE BOX 295 **-*8006 DILLON SC 29536	COUNTY PAR		501C3	7	N/A		X
(3) DORCHESTER COUNTY FIRST STEPS PARTN 810 TRAVELERS BLVD, SUITE D-1 **-*7806 SUMMERVILLE SC 29485	COUNTY PAR		501C3	7	N/A		X
(4) EDGEFIELD COUNTY FIRST STEPS PARTNE POST OFFICE BOX 295 **-*7809 EDGEFIELD SC 29824	COUNTY PAR		501C3	7	N/A		X
(5) FAIRFIELD COUNTY FIRST STEPS PARTNE POST OFFICE BOX 215 **-*7810 WINNSBORO SC 29180	COUNTY PAR		501C3	7	N/A		X

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Schedule R (Form 990) 2017

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**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

u Attach to Form 990.

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OMB No. 1545-0047

2017

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Inspection**

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

Employer identification number

****-***7576**

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					
(4)					
(5)					

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

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
(1) FLORENCE COUNTY FIRST STEPS PARTNER 415 S. COIT STREET **-*7811 FLORENCE SC 29501	COUNTY PAR		501C3	7	N/A		X
(2) GEORGETOWN COUNTY FIRST STEPS PARTN POST OFFICE BOX 531 **-*7813 GEORGETOWN SC 29442	COUNTY PAR		501C3	7	N/A		X
(3) GREENVILLE COUNTY FIRST STEPS PARTN 24 CLEVELAND STREET **-*7814 GREENVILLE SC 29601	COUNTY PAR		501C3	7	N/A		X
(4) GREENWOOD COUNTY FIRST STEPS PARTNE 1402C HIGHWAY 72 WEST **-*7815 GREENWOOD SC 29649	COUNTY PAR		501C3	7	N/A		X
(5) HAMPTON COUNTY FIRST STEPS PARTNERS 301 FIRST STREET EAST **-*7816 HAMPTON SC 29924	COUNTY PAR		501C3	7	N/A		X

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Schedule R (Form 990) 2017

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**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

Employer identification number

****-***7576**

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					
(4)					
(5)					

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

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
(1) Horry County First Steps Partnershi 900-C Main Street **-*8007 Conway SC 29526	COUNTY PAR		501C3	7	N/A		X
(2) Jasper County First Steps Partnersh Post Office Box 776 **-*7817 Ridgeland SC 29936	COUNTY PAR		501C3	7	N/A		X
(3) Kershaw County First Steps Partners 110 E. Dekalb Street **-*7818 Camden SC 29021	COUNTY PAR		501C3	7	N/A		X
(4) Lancaster County First Steps Partne 121 South Wylie Street **-*7819 Lancaster SC 29720	COUNTY PAR		501C3	7	N/A		X
(5) Laurens County First Steps Partners 1029 West Main Street **-*8008 Laurens SC 29360	COUNTY PAR		501C3	7	N/A		X

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Schedule R (Form 990) 2017

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**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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OMB No. 1545-0047

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SCHOOL READINESS BOARD OF TRUSTEES**

Employer identification number

****-***7576**

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					
(4)					
(5)					

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

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
(1) LEE COUNTY FIRST STEPS PARTNERSHIP POST OFFICE BOX 344 **-*7820 BISHOPVILLE SC 29010	COUNTY PAR		501C3	7	N/A		X
(2) LEXINGTON COUNTY FIRST STEPS PARTNE 101 W. COLUMBIA AVENUE **-*7821 BATESBURG SC 29006	COUNTY PAR		501C3	7	N/A		X
(3) MARION COUNTY FIRST STEPS PARTNERSH 415 S. COIT STREET **-*7822 FLORENCE SC 29501	COUNTY PAR		501C3	7	N/A		X
(4) MARLBORO COUNTY FIRST STEPS PARTNER POST OFFICE BOX 249 **-*7823 BENNETTSVILLE SC 29521	COUNTY PAR		501C3	7	N/A		X
(5) MCCORMICK COUNTY FIRST STEPS PARTNE 615-C CLAYTON STREET **-*7862 MCCORMICK SC 29835	COUNTY PAR		501C3	7	N/A		X

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Schedule R (Form 990) 2017

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**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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Employer identification number

****-***7576**

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					
(4)					
(5)					

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

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
(1) NEWBERRY COUNTY FIRST STEPS PARTNER 540 BRANTLEY STREET **-*7864 NEWBERRY SC 29108	COUNTY PAR		501C3	7	N/A		X
(2) OCONEE COUNTY FIRST STEPS PARTNERSH 409 EAST NORTH FIRST STREET, SUITE **-*7866 SENECA SC 29678	COUNTY PAR		501C3	7	N/A		X
(3) ORANGEBURG COUNTY FIRST STEPS PARTN 350 THOMAS ECKLUND CIRCLE **-*7868 ORANGEBURG SC 29115	COUNTY PAR		501C3	7	N/A		X
(4) PICKENS COUNTY FIRST STEPS PARTNERS POST OFFICE BOX 1113 **-*7863 CENTRAL SC 29631	COUNTY PAR		501C3	7	N/A		X
(5) RICHLAND COUNTY FIRST STEPS PARTNER 2008 MARION STREET, SUITE B **-*7865 COLUMBIA SC 29201	COUNTY PAR		501C3	7	N/A		X

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Schedule R (Form 990) 2017

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**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

Employer identification number

****-***7576**

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					
(4)					
(5)					

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

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
(1) SALUDA COUNTY FIRST STEPS PARTNERSH 103 SOUTH RUDOLPH STREET **-*7867 SALUDA SC 29138	COUNTY PAR		501C3	7	N/A		X
(2) SPARTANBURG COUNTY FIRST STEPS PART 900 SOUTH PINE STREET **-*7869 SPARTANBURG SC 29302	COUNTY PAR		501C3	7	N/A		X
(3) SUMTER COUNTY FIRST STEPS PARTNERSH 112 BROAD STREET **-*8010 SUMTER SC 29151	COUNTY PAR		501C3	7	N/A		X
(4) UNION COUNTY FIRST STEPS PARTNERSHI 130 W. MAIN STREET **-*7870 UNION SC 29379	COUNTY PAR		501C3	7	N/A		X
(5) WILLIAMSBURG COUNTY FIRST STEPS PAR 500 NORTH ACADEMY STREET, BUILDING**-*7861 KINGSTREE SC 29556	COUNTY PAR		501C3	7	N/A		X

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Schedule R (Form 990) 2017

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**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Related Organizations and Unrelated Partnerships

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

Employer identification number

****-***7576**

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					
(4)					
(5)					

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

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
(1) YORK COUNTY FIRST STEPS PARTNERSHIP 410 E. BLACK STREET ** - ***7951 ROCK HILL SC 29731	COUNTY PAR		501C3	7	N/A		X
(2)							
(3)							
(4)							
(5)							

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

Schedule R (Form 990) 2017

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

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of- year assets	(h) Dispro- portionate alloc.?		(i) Code V—UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
(1)												
(2)												
(3)												
(4)												

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

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity?	
								Yes	No
(1)									
(2)									
(3)									
(4)									

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.**Note:** Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.**1** During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II–IV?**a** Receipt of **(i)** interest, **(ii)** annuities, **(iii)** royalties, or **(iv)** rent from a controlled entity**b** Gift, grant, or capital contribution to related organization(s)**c** Gift, grant, or capital contribution from related organization(s)**d** Loans or loan guarantees to or for related organization(s)**e** Loans or loan guarantees by related organization(s)**f** Dividends from related organization(s)**g** Sale of assets to related organization(s)**h** Purchase of assets from related organization(s)**i** Exchange of assets with related organization(s)**j** Lease of facilities, equipment, or other assets to related organization(s)**k** Lease of facilities, equipment, or other assets from related organization(s)**l** Performance of services or membership or fundraising solicitations for related organization(s)**m** Performance of services or membership or fundraising solicitations by related organization(s)**n** Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)**o** Sharing of paid employees with related organization(s)**p** Reimbursement paid to related organization(s) for expenses**q** Reimbursement paid by related organization(s) for expenses**r** Other transfer of cash or property to related organization(s)**s** Other transfer of cash or property from related organization(s)

	Yes	No
1a		X
1b	X	
1c		X
1d		X
1e		X
1f		X
1g		X
1h		X
1i		X
1j		X
1k		X
1l		X
1m		X
1n		X
1o		X
1p		X
1q		X
1r		X
1s		X

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

(a) Name of related organization	(b) Transaction type (a–s)	(c) Amount involved	(d) Method of determining amount involved
(1) ABBEVILLE COUNTY FIRST STEPS PARTNE	B	200,000	CASH
(2) AIKEN COUNTY FIRST STEPS PARTNERSHI	B	447,140	CASH
(3) ALLENDALE COUNTY FIRST STEPS PARTNE	B	204,827	CASH
(4) ANDERSON COUNTY FIRST STEPS PARTNER	B	460,636	CASH
(5) BAMBERG COUNTY FIRST STEPS PARTNERS	B	200,000	CASH
(6) BARNWELL COUNTY FIRST STEPS PARTNER	B	240,818	CASH

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.**Note:** Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.**1** During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II–IV?**a** Receipt of **(i)** interest, **(ii)** annuities, **(iii)** royalties, or **(iv)** rent from a controlled entity**b** Gift, grant, or capital contribution to related organization(s)**c** Gift, grant, or capital contribution from related organization(s)**d** Loans or loan guarantees to or for related organization(s)**e** Loans or loan guarantees by related organization(s)**f** Dividends from related organization(s)**g** Sale of assets to related organization(s)**h** Purchase of assets from related organization(s)**i** Exchange of assets with related organization(s)**j** Lease of facilities, equipment, or other assets to related organization(s)**k** Lease of facilities, equipment, or other assets from related organization(s)**l** Performance of services or membership or fundraising solicitations for related organization(s)**m** Performance of services or membership or fundraising solicitations by related organization(s)**n** Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)**o** Sharing of paid employees with related organization(s)**p** Reimbursement paid to related organization(s) for expenses**q** Reimbursement paid by related organization(s) for expenses**r** Other transfer of cash or property to related organization(s)**s** Other transfer of cash or property from related organization(s)

	Yes	No
1a		X
1b	X	
1c		X
1d		X
1e		X
1f		X
1g		X
1h		X
1i		X
1j		X
1k		X
1l		X
1m		X
1n		X
1o		X
1p		X
1q		X
1r		X
1s		X

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

(a) Name of related organization	(b) Transaction type (a–s)	(c) Amount involved	(d) Method of determining amount involved
(1) BEAUFORT COUNTY FIRST STEPS PARTNER	B	353,000	CASH
(2) BERKELEY COUNTY FIRST STEPS PARTNER	B	552,991	CASH
(3) CALHOUN COUNTY FIRST STEPS PARTNERS	B	203,336	CASH
(4) CHARLESTON COUNTY FIRST STEPS PARTN	B	727,340	CASH
(5) CHEROKEE COUNTY FIRST STEPS PARTNER	B	200,000	CASH
(6) CHESTER COUNTY FIRST STEPS PARTNERS	B	200,000	CASH

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.**Note:** Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.**1** During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II–IV?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)	X	
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		X

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

(a) Name of related organization	(b) Transaction type (a–s)	(c) Amount involved	(d) Method of determining amount involved
(1) CHESTERFIELD COUNTY FIRST STEPS PAR	B	200,000	CASH
(2) CLARENDON COUNTY FIRST STEPS PARTNE	B	203,250	CASH
(3) COLLETON COUNTY FIRST STEPS PARTNER	B	200,000	CASH
(4) DARLINGTON COUNTY FIRST STEPS PARTN	B	231,502	CASH
(5) DILLON COUNTY FIRST STEPS PARTNERSH	B	237,500	CASH
(6) DORCHESTER COUNTY FIRST STEPS PARTN	B	355,734	CASH

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.**Note:** Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

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

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

(a) Name of related organization	(b) Transaction type (a–s)	(c) Amount involved	(d) Method of determining amount involved
(1) EDGEFIELD COUNTY FIRST STEPS PARTNE	B	203,319	CASH
(2) FAIRFIELD COUNTY FIRST STEPS PARTNE	B	240,819	CASH
(3) FLORENCE COUNTY FIRST STEPS PARTNER	B	402,176	CASH
(4) GEORGETOWN COUNTY FIRST STEPS PARTN	B	260,000	CASH
(5) GREENVILLE COUNTY FIRST STEPS PARTN	B	1,056,324	CASH
(6) GREENWOOD COUNTY FIRST STEPS PARTNE	B	219,496	CASH

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.**Note:** Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.**1** During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II–IV?**a** Receipt of **(i)** interest, **(ii)** annuities, **(iii)** royalties, or **(iv)** rent from a controlled entity**b** Gift, grant, or capital contribution to related organization(s)**c** Gift, grant, or capital contribution from related organization(s)**d** Loans or loan guarantees to or for related organization(s)**e** Loans or loan guarantees by related organization(s)**f** Dividends from related organization(s)**g** Sale of assets to related organization(s)**h** Purchase of assets from related organization(s)**i** Exchange of assets with related organization(s)**j** Lease of facilities, equipment, or other assets to related organization(s)**k** Lease of facilities, equipment, or other assets from related organization(s)**l** Performance of services or membership or fundraising solicitations for related organization(s)**m** Performance of services or membership or fundraising solicitations by related organization(s)**n** Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)**o** Sharing of paid employees with related organization(s)**p** Reimbursement paid to related organization(s) for expenses**q** Reimbursement paid by related organization(s) for expenses**r** Other transfer of cash or property to related organization(s)**s** Other transfer of cash or property from related organization(s)

	Yes	No
1a		X
1b	X	
1c		X
1d		X
1e		X
1f		X
1g		X
1h		X
1i		X
1j		X
1k		X
1l		X
1m		X
1n		X
1o		X
1p		X
1q		X
1r		X
1s		X

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

(a) Name of related organization	(b) Transaction type (a–s)	(c) Amount involved	(d) Method of determining amount involved
(1) HAMPTON COUNTY FIRST STEPS PARTNERS	B	203,328	CASH
(2) HORRY COUNTY FIRST STEPS PARTNERSHI	B	581,760	CASH
(3) JASPER COUNTY FIRST STEPS PARTNERSH	B	202,126	CASH
(4) KERSHAW COUNTY FIRST STEPS PARTNERS	B	201,578	CASH
(5) LANCASTER COUNTY FIRST STEPS PARTNE	B	219,488	CASH
(6) LAURENS COUNTY FIRST STEPS PARTNERS	B	211,440	CASH

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.**Note:** Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.**1** During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II–IV?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)	X	
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		X

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

(a) Name of related organization	(b) Transaction type (a–s)	(c) Amount involved	(d) Method of determining amount involved
(1) LEE COUNTY FIRST STEPS PARTNERSHIP	B	203,336	CASH
(2) LEXINGTON COUNTY FIRST STEPS PARTNE	B	629,235	CASH
(3) MARION COUNTY FIRST STEPS PARTNERSH	B	200,000	CASH
(4) MARLBORO COUNTY FIRST STEPS PARTNER	B	200,000	CASH
(5) MCCORMICK COUNTY FIRST STEPS PARTNE	B	200,000	CASH
(6) NEWBERRY COUNTY FIRST STEPS PARTNER	B	204,819	CASH

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.**Note:** Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.**1** During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II–IV?**a** Receipt of **(i)** interest, **(ii)** annuities, **(iii)** royalties, or **(iv)** rent from a controlled entity**b** Gift, grant, or capital contribution to related organization(s)**c** Gift, grant, or capital contribution from related organization(s)**d** Loans or loan guarantees to or for related organization(s)**e** Loans or loan guarantees by related organization(s)**f** Dividends from related organization(s)**g** Sale of assets to related organization(s)**h** Purchase of assets from related organization(s)**i** Exchange of assets with related organization(s)**j** Lease of facilities, equipment, or other assets to related organization(s)**k** Lease of facilities, equipment, or other assets from related organization(s)**l** Performance of services or membership or fundraising solicitations for related organization(s)**m** Performance of services or membership or fundraising solicitations by related organization(s)**n** Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)**o** Sharing of paid employees with related organization(s)**p** Reimbursement paid to related organization(s) for expenses**q** Reimbursement paid by related organization(s) for expenses**r** Other transfer of cash or property to related organization(s)**s** Other transfer of cash or property from related organization(s)

	Yes	No
1a		X
1b	X	
1c		X
1d		X
1e		X
1f		X
1g		X
1h		X
1i		X
1j		X
1k		X
1l		X
1m		X
1n		X
1o		X
1p		X
1q		X
1r		X
1s		X

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

(a) Name of related organization	(b) Transaction type (a–s)	(c) Amount involved	(d) Method of determining amount involved
(1) OCONEE COUNTY FIRST STEPS PARTNERSH	B	200,000	CASH
(2) ORANGEBURG COUNTY FIRST STEPS PARTN	B	308,055	CASH
(3) PICKENS COUNTY FIRST STEPS PARTNERS	B	259,728	CASH
(4) RICHLAND COUNTY FIRST STEPS PARTNER	B	799,336	CASH
(5) SALUDA COUNTY FIRST STEPS PARTNERSH	B	209,119	CASH
(6) SPARTANBURG COUNTY FIRST STEPS PART	B	678,352	CASH

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.**Note:** Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.**1** During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II–IV?**a** Receipt of **(i)** interest, **(ii)** annuities, **(iii)** royalties, or **(iv)** rent from a controlled entity**b** Gift, grant, or capital contribution to related organization(s)**c** Gift, grant, or capital contribution from related organization(s)**d** Loans or loan guarantees to or for related organization(s)**e** Loans or loan guarantees by related organization(s)**f** Dividends from related organization(s)**g** Sale of assets to related organization(s)**h** Purchase of assets from related organization(s)**i** Exchange of assets with related organization(s)**j** Lease of facilities, equipment, or other assets to related organization(s)**k** Lease of facilities, equipment, or other assets from related organization(s)**l** Performance of services or membership or fundraising solicitations for related organization(s)**m** Performance of services or membership or fundraising solicitations by related organization(s)**n** Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)**o** Sharing of paid employees with related organization(s)**p** Reimbursement paid to related organization(s) for expenses**q** Reimbursement paid by related organization(s) for expenses**r** Other transfer of cash or property to related organization(s)**s** Other transfer of cash or property from related organization(s)

	Yes	No
1a		X
1b	X	
1c		X
1d		X
1e		X
1f		X
1g		X
1h		X
1i		X
1j		X
1k		X
1l		X
1m		X
1n		X
1o		X
1p		X
1q		X
1r		X
1s		X

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

(a) Name of related organization	(b) Transaction type (a–s)	(c) Amount involved	(d) Method of determining amount involved
(1) SUMTER COUNTY FIRST STEPS PARTNERSH	B	347,292	CASH
(2) UNION COUNTY FIRST STEPS PARTNERSHI	B	203,087	CASH
(3) WILLIAMSBURG COUNTY FIRST STEPS PAR	B	203,311	CASH
(4) YORK COUNTY FIRST STEPS PARTNERSHIP	B	566,909	CASH
(5)			
(6)			

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

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

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V—UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1)													
(2)													
(3)													
(4)													
(5)													
(6)													
(7)													
(8)													
(9)													
(10)													
(11)													

Part VII **Supplemental Information.**

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

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Federal Statements

Tax-Exempt Interest on Investments

Description	Amount	Unrelated Business Code	Exclusion Code	Postal Code	Acquired after 6/30/75	InState Muni (\$ or %)
	\$ 194,818		14			
TOTAL	\$ 194,818					

DRAFT

Federal Statements

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

Description	Total Expenses	Program Service	Management & General	Fund Raising
OTHER FEES	\$ 5,294,184	\$ 5,242,535	\$ 51,649	\$
TOTAL	\$ 5,294,184	\$ 5,242,535	\$ 51,649	\$ 0

DRAFT

Federal Statements

Schedule A, Part II, Line 1(e)

Description	Amount
OTHER	\$ 67,557
SC GENERAL ASSEMBLY CASH CONTRIBUTION	35,949,166
SC DEPARTMENT OF HEALTH AND HUMAN CASH CONTRIBUTION	178,280
US DEPARTMENT OF HEALTH AND HUMAN CASH CONTRIBUTION	7,352,281
TOTAL	<u>\$ 43,547,284</u>

Schedule A, Part II, Line 8(e)

Description	Amount
	\$ 194,818
TOTAL	<u>\$ 194,818</u>

DRAFT

March 4, 2019

Walter Fleming
Chair, Finance and Administration Committee
SC First Steps Board of Trustees (BOT)
SC First Steps to School Readiness
1300 Sumter Street, Suite 100
Columbia, SC 29201

Mr. Fleming,

This letter is being submitted to request a waiver regarding the meeting of the 15% match requirement for Fiscal Year 2018. As part of this request I am providing information related to the circumstances that kept Horry County First Steps from meeting the 15% match. Information is also being submitted regarding the progress of HCFS in meeting the requirement in Fiscal Year 2019.

In order to meet the required 15% match during FY18 HCFS needed to show the expenditure of raised or in-kind funds totaling a minimum of \$91,270. The partnership did show a match of \$23,800 within the Child Care Scholarship program. In FY18 we also were able to show an in-kind match of \$15,815 within all other HCFS funded programs. The partnership expended an additional \$23,630 of raised funds within FY18. Therefore, at the end of FY18 we were able to show a match of 10.39%.

Although we were unable to show the required 15% match, HCFS has taken strides to get closer than in years past. We were sure to expend all Fund 20 (raised funds). Program staff worked diligently to ensure all FQE sites submitted documentation related to Fund 25 (in-kind funds).

Additional fund raising activities, as well as, opportunities to collaborate with partnering agencies were areas that didn't receive necessary attention. During FY18 HCFS expanded the role of the Executive Director to ensure programmatic support was addressed. Due to this the ED had limited availability to complete grant writing, event planning, etc. Currently, there are no contracted services with other agencies limiting the access to Fund 25 expenditures.

1511 9TH AVENUE
SUITE B
CONWAY SC 29526



Horry County First Steps
Susan Jones, Partnership Board Chairperson
Amy Breault, Executive Director

FY19 Allocation \$633,926

Required 15% Match \$95,089.00

Fund 20

Fund 20 expended to meet match \$ 2,411.00

Fund 20 Cash on Hand \$14,550.00

Projected additional Fund 20 \$ 2,500.00

Total Fund 20 to be expended by 6/30/19 \$ 19,461.00

Fund 25

Admin (Program 1012) Anticipated \$ 6,221.00

RAR (Program 2042) Anticipated \$ 8,612.00

FQE(Program 6012) Anticipated \$ 3,320.00

CSTD (Program 6052) Anticipated \$ 300.00

CCS (Program 7031) Anticipated \$26,883.00

Total Fund 25 to be processed by 6/30/19 \$ 45,336.00

Total Match 10.2% \$64,797.00

Additional Match amount required: \$30,292.00

HCFS would appreciate any support available from OFS staff in determining ways to raise the additional amounts necessary to meet the Match requirement.

Thank you for your consideration of this waiver request. Amy Breault, Executive Director is available to provide any additional information. I am also available if additional information is necessary.

Sincerely,


Susan Jones

1511 9TH AVENUE
SUITE B
CONWAY SC 29526



Allocation Committee Report: 4/17/2019

The Local Partnership Allocation Committee consisted of members of the SC First Steps Board of Trustees Finance and Administration Committee, 5 Local Partnership Executive Directors, some of them members of the Executive Directors Finance and Administration Committee, and staff from the SC First Steps State Office. The 3 Committee meetings were facilitated by Dr. Max Learner, who had facilitated the prior two allocation processes for the organization since the agency's inception. The Committee reviewed the current allocation method, the current state statutes regarding the requirements, and various methods of allocating the funds. The principles that were included in the evaluation included community needs, transparency, simplicity, fairness, being compliant with state law, accountability, and information availability, among others.

Current Situation

The Allocation model being used by the organization includes 8 factors. Of these 8 factors, only 5 contain information that is currently available. The model is complicated and hard to explain, many people don't understand it.

In 2014 the Statutes were changed to require that we meet three standards as it relates to allocations. Section 59-152-90 of the law states that the model should be based on the:

1. Population of eligible children
2. Population of at-risk children
3. Population with below average income

In addition, with the 2014 changes, SC First Steps is required to promulgate the allocation in regulation.

Recommendation

We evaluated several different options. One of these was an index used by the State Department of Education, which was for all children, not 0 through 5, which is the focus of SC First Steps. The evaluation included WIC allocation methods, population based factors, and the number of children 0 through 5 that were under 185% of poverty, in addition to a number of other possibilities.

We found that of all of these, one factor summed up all of the above. The number of children 0 through 5 living in families whose income was equal to or less than 185% of poverty. This factor is used by many state and federal programs determine eligibility for programs or for their allocations of funds. They include DHHS, DSS, DHEC, State Department of Education, etc.

This one factor more closely identifies the population of children that our Partnerships serve than any other (Eligible Children), represents the population of at-risk children better than any other as income represents the biggest risk factor, and clearly represents the children who are aged 0 through 5 in each county with below average income.

Other critical parts of the model include a minimum amount of \$200,000 in the allocation model so that a basic set of services and support can be provided in each county. Using the funding available for the Local Partnerships, an average amount of available funding for each child was computed. This rate indicated that each county would receive minimum funding for approximately 2,800 children in the factor. Any county with an estimated number of children greater than 2,800, in the factor, would receive additional funding, with that amount based on an average amount of available funding and the number of children.

Some features of the proposed allocation model:

1. Number of children updated annually
2. Based on estimated numbers of children
3. Includes base funding which supports 13% Admin, 12% Core Functions
4. Establishes a base number of children for the minimum allocation
5. Allocates remaining funds based on the number of additional eligible children in the counties
6. Builds in a line to adjust the amount a Local Partnership receives by possible compliance penalties, which would be developed later by the Board of Trustees Program and Grants Subcommittee, and approved by the Board of Trustees.
7. Would include a phase in over three years to start in FY 2020, with the phase in to include 10% in the first year, 40% in the second year, and 50% in the third.

Process and Model Input

The Allocation Committee provided a copy of the proposed Allocation Model to all of the Local Partnership Executive Directors one week prior to the presentation of the Model to the Board of Trustees Finance and Administration Committee. In addition, a webinar for the Executive Directors was held on March 14, one week prior to the presentation to the Board Committee. This webinar went through the model and implications in detail along with the proposed implementation schedule. The webinar included a question and answer session to provide responses and answers to any questions from the Executive Directors.

Action Taken

SC First Steps Staff presented the Allocation Committee recommendations to the Board of Trustees Finance and Administration Committee on March 20, 2019. At that time the Committee reviewed the

recommendations, voted to approve the recommendations and to forward them to the full Board of Trustees Meeting scheduled for April 26, 2019. Public Input was discussed in the meeting and would be pursued by posting the proposed Allocation Model information on the organizations website for at least 10 days, and would include a mechanism for the public to provide feedback.


Request for Public Feedback

The full Allocation Model along with the projected impact for the Local Partnerships over the next three year implementation schedule was posted on the SC First Steps Website from April 1, 2019 through April 10, 2019 along with a mechanism for collecting public input. There were two comments received and they are attached. Email notification to receive public input was sent to the organizations FOI email list, all Local Partnership Executive Directors and Board Chairmen, and all SC First Steps Board of Trustee's members.

Attachment: Allocation Model Draft (2 Pages)

Allocation Public Input: April 1 through 10, 2019

Timestamp	Name	Email	Phone number	Allocation Model Feedback
2019/04/03 8:41:12 AM AST	Derek Lewis	derek@greenvillefirststeps.org	8644235316	<p>Greenville First Steps board and staff are in support of the funding allocation model proposed by the workgroup. Even though we will see a reduction in funds, we think the shift towards true population #s (rather than % of populations) is a far better measure of where children in poverty live.</p> <p>Since population is declining in 20 of our counties, and the majority of population growth is occurring in 7 largest counties, we ask the board to revise the \$200,000 floor, which we feel gives to much % of the state's allocation to smaller counties. We propose the floor be reduced to \$175,000, which would free up nearly \$500,000 that should be awarded to larger counties where population growth of # of children in poverty is occurring.</p>
2019/04/05 11:52:02 AM AST	Greta Young	gyoung@tpupstate.org	864-898-5583	<p>School aged children funding allocation are based on per pupil costs. It would think that the number of children living in poverty should be weighted heavier in the formula</p>

First Steps Local Partnership Allocation											
				20-Mar-19							
<div>Getting children ready for school.</div> <div>Instructions:</div>				Enter total funds for allocation in E 4		Total Funds		DRAFT			
				Enter Initial Base Allocation in E 6		\$14,435,228					
				Enter any noncompliance penalties in Column K		Initial Base Allocation for Each County					
Calculate Adjusted Base Allocation				\$200,000							
Additional allocation for counties with high numbers of children age 0-5 under 185% of poverty is calculated as follows: 1. Select counties that have more than 2800 children age 0-5 under 185% of poverty. Subtract 2800 from estimated number in column D. 2. Calculate percent of the total for each county with more than 2800 children. 3. Multiply percent by the amount available for allocation. 4. Add the adjusted base amount to the additional allocation.				Total Initial Base Allocation				Funds Available for Allocation = Total Funds Minus Total Initial Base		Subtotal Allocation	
				\$9,200,000				\$5,235,228.00		\$0.00	
Sources: U.S. Census Bureau: 2013-2017 American Community Survey 5-Year Estimates, Table 17024				Initial Base Allocation		Low Income		Counties with large numbers of low income children		Percentage for additional allocation	
						County Percent of Population Below Age 6 Less Than 185% Poverty				Additional Allocation	
										Subtotal Allocation	
										Total Noncompliance Penalties	
										Total Adjusted Base Allocation	



DRAFT Allocation Model And Comparison with FY 2019

20-Mar-19

Demonstrates Phase In Period.

Dollar amounts are based on current years formula and the actual numbers for years after 2019-20 may be different from those shown.

				PHASE 1		PHASE 2		PHASE 3	
	New Allocation	FY 2018-19 Funding	Change from FY 2018-19	Impact in SFY 2019-20 10% Impact	Total Allocation 2019-20	Impact in SFY 2020-21 40% Impact	Projected Total Allocation 2020-21	Impact in SFY 2021-22 50% Impact	Projected Total Allocation 2021-22
County									
South Carolina		14,435,228							
Abbeville	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Aiken	431,694	410,115	21,579	2,158	412,273	8,631	420,904	10,789	431,694
Allendale	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Anderson	463,588	452,177	11,411	1,141	453,318	4,564	457,883	5,706	463,588
Bamberg	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Barnwell	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Beaufort	415,550	352,994	62,556	6,256	359,250	25,022	384,272	31,278	415,550
Berkeley	483,849	507,218	-23,369	-2,337	504,881	-9,348	495,534	-11,684	483,849
Calhoun	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Charleston	729,268	736,040	-6,772	-677	735,363	-2,709	732,654	-3,386	729,268
Cherokee	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Chester	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Chesterfield	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Clarendon	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Colleton	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Darlington	204,575	231,261	-26,686	-2,669	228,592	-10,674	217,918	-13,343	204,575
Dillon	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Dorchester	269,475	357,664	-88,189	-8,819	348,845	-35,275	313,570	-44,094	269,475
Edgefield	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Fairfield	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Florence	399,930	396,224	3,706	371	396,595	1,482	398,077	1,853	399,930
Georgetown	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Greenville	1,023,443	1,051,033	-27,590	-2,759	1,048,274	-11,036	1,037,238	-13,795	1,023,443
Greenwood	233,202	220,045	13,157	1,316	221,361	5,263	226,623	6,578	233,202
Hampton	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Horry	692,667	587,818	104,849	10,485	598,303	41,940	640,243	52,425	692,667
Jasper	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Kershaw	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Lancaster	200,000	218,579	-18,579	-1,858	216,721	-7,432	209,290	-9,290	200,000
Laurens	202,026	207,303	-5,277	-528	206,775	-2,111	204,665	-2,638	202,026
Lee	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Lexington	556,527	620,103	-63,576	-6,358	613,745	-25,430	588,315	-31,788	556,527
McCormick	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Marion	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Marlboro	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Newberry	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Oconee	203,399	200,000	3,399	340	200,340	1,359	201,699	1,699	203,399
Orangeburg	293,985	299,069	-5,084	-508	298,561	-2,034	296,527	-2,542	293,985
Pickens	211,176	260,506	-49,330	-4,933	255,573	-19,732	235,841	-24,665	211,176
Richland	874,885	796,304	78,581	7,858	804,162	31,432	835,595	39,291	874,885
Saluda	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Spartanburg	733,777	666,608	67,169	6,717	673,325	26,868	700,193	33,585	733,777
Sumter	355,944	350,957	4,987	499	351,456	1,995	353,450	2,493	355,944
Union	200,000	200,000	0	0	200,000	0	200,000	0	200,000
Williamsburg	200,000	200,000	0	0	200,000	0	200,000	0	200,000
York	456,268	513,211	-56,943	-5,694	507,517	-22,777	484,740	-28,471	456,268
Totals		14,435,228		77	14,435,229	0	14,435,229	0	14,435,228
	\$14,435,228.00	\$14,435,228.00							

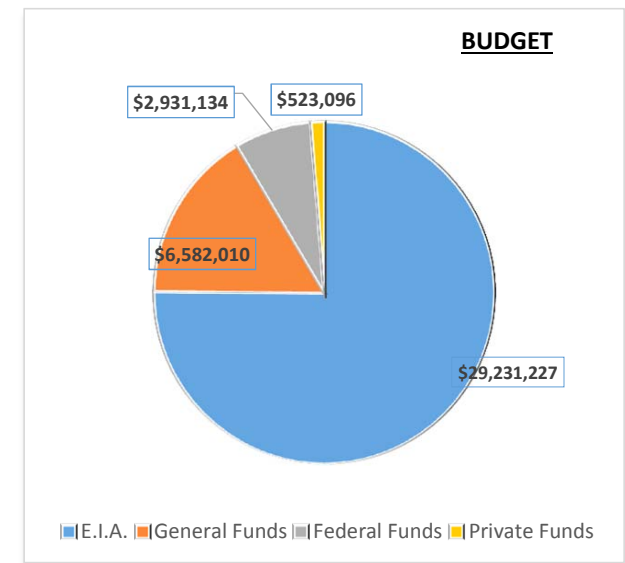
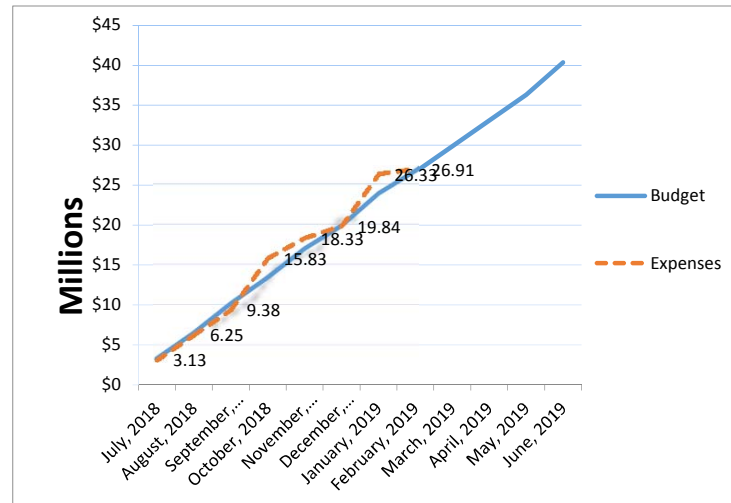


FY 2019 FINANCIAL STATUS REPORT

As of
February 28, 2019

Spending Rates

Projected=67%
Actual = 67%



EIA												
PROGRAMS / OPERATIONS	APPROPRIATIONS			GENERAL FUNDS & FEDERAL GRANTS			PRIVATE FUNDS			GRAND TOTAL		
Description	Budget	Expenses	Balance	Budget	Expenses	Balance	Budget	Expenses	Balance	Budget	Expenses	Balance
LOCAL PARTNERSHIPS	14,898,228	10,803,915	\$ 4,094,313							14,898,228	10,803,915	\$ 4,094,313
LOCAL PARTNERSHIPS SUPPORT & TECH ASST.	1,845,500	1,114,507	\$ 730,993				422,096	121,211.60	\$ 300,884	2,267,596	1,235,718	\$ 1,031,878
PRIVATE 4-K	10,737,864	6,393,774	\$ 4,344,090	6,582,010	6,582,010	\$ -				17,319,874	12,975,784	\$ 4,344,090
EARLY HEAD START CHILD CARE PARTNERSHIP				2,931,134	989,851	1,941,283				2,931,134	989,851	\$ 1,941,283
POLICY & ACCOUNTABILITY	2,824,635	893,732	1,930,903				101,000	7,804	93,196	2,925,635	901,537	\$ 2,024,098
GRAND TOTAL:	30,306,227	19,205,928	11,100,299	9,513,144	7,571,861	1,941,283	523,096	129,016	394,080	40,342,467	26,906,804	13,435,663

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.

30,306,227 E.I.A.
6,582,010 General Funds
2,931,134 Federal Funds
523,096 Private Funds

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

4) 4 K E.I.A Appropriations included proviso authorized carry over cash for quality and technology.



FY 19 DONATIONS

DATE REC'D	GENERAL	SUMMIT	DONOR/PAYOR	FUNDS	PURPOSE / COMMENTS
Jul 27, 2018	\$ 250		Mathematica Policy Research	Unrestricted	General Use
Aug 21, 2018	\$ 1,000		Board Member	Restricted	Honorarium for Ken Wingate
Sep 21, 2018		\$ 10,000	Children's Trust of SC	Restricted	SC Summit on Early Childhood
Oct 1, 2018	\$ 100		Board Member	Unrestricted	General Use
Sep 20, 2018		\$ 1,000	DSS-Head Start Collaboration	Restricted	Parents as Teachers Conference
Oct 3, 2018		\$ 1,500	Institute for Child Success	Restricted	SC Summit on Early Childhood
Oct 16, 2018		\$ 1,500	Lakeshore	Restricted	SC Summit on Early Childhood
Oct 16, 2018		\$ 200	Laurens County First Steps	Restricted	SC Summit on Early Childhood
Nov 1, 2018		\$ 1,000	Save The Children	Restricted	SC Summit on Early Childhood
Nov 5, 2018		\$ 10,000	DHHS	Restricted	SC Summit on Early Childhood
Nov 12, 2018		\$ 2,500	Sisters of Charity	Restricted	SC Summit on Early Childhood
Nov 12, 2018		\$ 1,500	DDSN	Restricted	SC Summit on Early Childhood
Nov 27, 2018		\$ 2,500	Cheryl and David Morley	Restricted	SC Summit on Early Childhood
Nov 27, 2018		\$ 5,000	SCDE	Restricted	SC Summit on Early Childhood
Nov 27, 2018		\$ 2,500	DHEC	Restricted	SC Summit on Early Childhood
Nov 27, 2018		\$ 1,000	Kaplan Early Learning	Restricted	SC Summit on Early Childhood
Nov 28, 2018		\$ 7,500	SC Dept. of Social Services - DECE	Restricted	SC Summit on Early Childhood
Dec 5, 2018		\$ 5,000	Children's Trust of SC	Restricted	SC Summit on Early Childhood
Dec 28, 2018	\$ 1,000		Board Member	Unrestricted	General Use
Dec 30, 2018	\$ 1,000		Board Member	Unrestricted	General Use
Jan 2, 2019	\$ 1,000		Enterprise Holdings	Unrestricted	General Use
Feb 24, 2019	\$ 500		Board Member	Unrestricted	General Use

Sub-Totals \$ 4,850 \$ 52,700

GRAND TOTAL: \$ 57,550



To: First Steps Board of Trustees
From: Jennifer McConnell, Chair, Program and Grants Committee
Date: April 26, 2018

RE: Report of the Program and Grants Committee

1. The Program and Grants Committee met on April 3, 2019 to consider the Funding Formula Grant Application and review process. In addition, the committee reviewed the FY 20 proposed Draft Allocation Model and Partnership Funding Allocation Amounts. The meeting minutes reflect discussion regarding these items and the items listed below.
2. **Information Item: Presentation of Local Partnership new programs/ budget spending plan reallocations for FY19** (attachment - April 2019 Budget Reallocations to P&G Committee)

The Program and Grants Committee brings to the State Board for information only the reallocation of federal funds (Newberry) and addition of new private funds (Greenville), as well as the addition of federal funds through the Pre-school Development Grant for the new programs as listed below.

- **Countdown to Kindergarten:** Abbeville, Beaufort, Berkeley, Cherokee, Chesterfield, Colleton, Georgetown, Greenville, Greenwood, Pickens and Spartanburg
 - **Early Identification and Referral:** Charleston and Lexington
3. **Action Item: Recommendation to add a home visiting program to the State Board Approved list of Evidence Based Programs** (attachments- Home Instruction for Parents of Preschool Youngsters HIPPY, Evidence Based Program List w/ pending April 2019)

Motion: The Program and Grants Committee recommends that the program Home Instruction for Parents of Preschool Youngsters (HIPPY) be designated as Evidence Based and added to the State Board list of Evidence Based Programs.

4. **Action Item: Recommendation for approval of FY20 Partnership and Program Accountability Standards with proposed changes after review by the Program and Grants Committee** (attachments - FY 20 Accountability Standards w/ track changes, Summary of FY20 Accountability Standards Changes)

Motion: The Program and Grants Committee recommends that the State Board adopt the FY20 Partnership and Program Accountability Standards as proposed.



5. Action Item: Local Partnership 15% Match Requirement - State Board options beyond waiver requests for discussion (Requires motion and second –no committee vote)

The committee discussed the Finance and Administration Committee recommendation to grant a 15% match waiver to Horry First Steps for FY18. The committee recognized that in order for Local Partnerships to be prepared for changes in State Board policy, it would be important to give them as much advance notice as possible if financial penalties were to be levied.

The following proposal was drafted by the committee for consideration and vote by the First Steps State Board at their April meeting:

While the Board of SC First Steps may or may not choose to grant a 15% match waiver for a first year request, the Board will not grant a 15% match waiver for 2 consecutive years. If the Board of Trustees does not grant a match waiver, the State Office of First Steps will recapture from the local partnership's current year state funds the amount equal to the matching funds due, but not raised to meet the 15 % match requirement at the conclusion of the prior fiscal year. Once recaptured funds constitute a pool of \$10,000 or more, funds will be distributed through a competitive grants process established by the Board. This policy takes effect for the 2020 Grant Cycle and will be applied to any match requests for waivers beginning with FY 2019.

Attachments:

- Program and Grants Committee Minutes – April 3, 2019
- April 2019 Budget Reallocations to P&G Committee
- Home Instruction for Parents of Preschool Youngsters HIPPY
- Evidence Based Program List w/ pending April 2019
- FY 20 Accountability Standards w/ track changes
- Summary of FY20 Accountability Standards Changes
- FY20 Formula Funding Grant Application
- Formula Funding Grant Cycle Graphic
- FY19 - FY20 Proposed Allocation Comparison



Board of Trustees
Program and Grants Committee Meeting
April 3, 2019
First Steps Small Conference Room and via
Conference Call
1-888-537-7715, code-52045398#
11:30 PM – 1:30 PM

Meeting Minutes

Committee Members Present: Jennifer McConnell (chair), Julie Hussey, Roger Pryor - all via conference call and Dr. Shelley Canright

Staff Present: Debbie Robertson, Georgia Mjartan, Kate Roach

1. Information Item: Review of Local Partnership Formula Funding grant application (previously 'Renewal Plan') and modified approval process for FY20

Staff provided an overview of the FY20 Formula Funding Grant Application (attachment 1) which replaces the Renewal Plan Application used in previous years. A graphic was developed to clearly define the review process (attachment 2). It was explained that the revised approach allows the State Board to consider final fiscal year end results for Local Partnership finances and programs in August rather than receiving projected results at their June meeting which required setting conditional approvals in advance of the fiscal year close out. Corrective action plans will be presented at the August board meeting for those Local Partnerships not meeting the minimum qualification requirements outlined in their grant application. When grant applications are submitted for FY21, issues unresolved in Local Partnership FY20 Corrective Action Plans can be considered for noncompliance penalties.

2. **Action Item: Local Partnership 15% Match Requirement - State Board options beyond waiver requests**

The committee discussed the Finance and Administration Committee recommendation to grant a 15% match waiver to Horry First Steps for FY18. This was the second consecutive year a match waiver was granted to Horry First Steps, as they did not make the match requirement for FY17 either. In addition, it was noted that the projected Funding Allocation Model will provide Horry First Steps with the greatest increase in FY20 funding of all the local partnerships (\$10,485), thus making the match requirement more next year. It was pointed out that although First Steps Legislation gives the board the authority to waive the 15% match requirement, it does not provide guidance on what the board should do if they do not grant a waiver. The committee recognized that in order for Local Partnerships to be prepared for changes in State Board policy, it would be important to give them as much advance notice as possible if financial penalties were to be levied.



The following proposal was drafted by the committee for consideration and vote by the First Steps State Board at their April meeting:

While the Board of SC First Steps may or may not choose to grant a 15% match waiver for a first-year request, the Board will not grant a 15% match waiver for 2 consecutive years. If the Board of Trustees does not grant a match waiver, the State Office of First Steps will recapture from the local partnership's current year state funds the amount equal to the matching funds due, but not raised to meet the 15 % match requirement at the conclusion of the prior fiscal year. Once recaptured funds constitute a pool of \$10,000 or more, funds will be distributed through a competitive grants process established by the Board. This policy takes effect for the 2020 Grant Cycle and will be applied to any match requests for waivers beginning with FY 2019.

3. Action Item: Recommendation to add a home visiting program to the State Board Approved list of Evidence Based Programs

Motion: The Program and Grants Committee recommends that the program Home Instruction for Parents of Preschool Youngsters (HIPPY) be designated as Evidence Based and added to the State Board list of Evidence Based Programs.

The committee reviewed information detailing the process established for First Steps designation as evidence based, and the criteria and research cited for the proposed program (attachment 3). Mr. Pryor moved that the committee recommend the State Board approve add this program to the list of First Steps Board Approved Evidence Based Programs (attachment 4). Dr. Canright seconded the motion and it passed unanimously.

4. Action Item: Recommendation for approval of FY20 Partnership and Program Accountability Standards with proposed changes after review by the Program and Grants Committee.

Motion: The Program and Grants Committee recommends that the State Board adopt the FY20 Partnership and Program Accountability Standards as proposed.

Staff provided a summary of the changes proposed for the FY20 Partnership and Program Accountability Standards (attachment 5). A full set of the standards with track changes was made available to all committee members for reference (attachment 6). These had been distributed to all Local Partnership Executive Directors and Board Chairs. Dr. Canright moved that the committee Recommend adoption of the FY 20 Standards as proposed and Mr. Pryor seconded the motion. The motion passed unanimously.



5. Information Item: Review of proposed Draft Allocation Model and Partnership Funding Allocation Amounts for FY20

Staff reminded the committee members that the proposed Draft Allocation Model for determining state funding distribution to Local Partnerships has been posted on the First Steps website for public comment. In addition, the committee reviewed the Partnership Projected funding amounts for FY19 and FY20 (attachment 7).

6. **Action Item: Presentation of Local Partnership new programs/ budget spending plan reallocations for FY19 (attachment 8)**

The Program and Grants Committee brings to the State Board for information only the reallocation of federal funds (Newberry) and addition of new private funds (Greenville), as well as the addition of federal funds through the Pre-school Development Grant for new programs as listed below.

- **Countdown to Kindergarten:** Abbeville, Beaufort, Berkeley, Cherokee, Chesterfield, Colleton, Georgetown, Greenville, Greenwood, Pickens and Spartanburg
- **Early Identification and Referral:** Charleston and Lexington

The committee adjourned at 1:30 PM.

Attachments:

1. FY20 Formula Funding Grant Application
2. Formula Funding Grant Cycle Graphic
3. Home Instruction for Parents of Preschool Youngsters HIPPY
4. Evidence Based Program List w/ pending April 2019
5. Summary of FY20 Accountability Standards Changes
6. FY 20 Accountability Standards w/ track changes
7. FY19 - FY20 Proposed Allocation Comparison
8. April 2019 Budget Reallocations to P&G Committee



FY 2019-2020 FORMULA FUNDING GRANT APPLICATION

PARTNERSHIP

County First Steps

BOARD CHAIR:

EXECUTIVE DIRECTOR:

MAILING ADDRESS:

PHONE:

FAX:

EMAIL:

APPLICATION DEADLINE

FRIDAY, MAY 10, 2019, 5:00 PM

Email this completed application and ALL required documents to your assigned Program Officer.

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I. Grant Qualifications	

REQUIRED ATTACHMENTS CHECKLIST

The FY20 Formula Funding Grant Application, including the following required attachments, must be submitted by May 10, 2019.

For all partnerships:

- ☐ Resource Development Plan (Appendix A)
- ☐ Proposed Program Strategies (Appendix B)
- ☐ Fiscal Signatories Form (Appendix D) – print, sign and scan this attachment as a PDF file
- ☐ Certification Form (Appendix E) – print, sign, and scan this attachment as a PDF file
- ☐ FY20 Budget Spending Plan – with summary page signed by the board chair
- ☐ (Optional) Community Education & Outreach Plan (Appendix C)

For partnerships contracting with one or more school districts:

- ☐ Letter from school board chair(s) certifying:
 - the need for First Steps funding for the 2019-2020 school year
 - that partnership funds will be used to supplement, not supplant, other federal/state/local funding; and
 - what matching resources will be provided to the partnership's strategy/strategies

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

- ☐ Letter from the school district(s) certifying:
 - that the Power School file of each child enrolled in a First Steps funded classroom during FY19 (2018-19) has been flagged to reflect (as appropriate) that his/her classroom was fully/partially funded by SCFS; and
 - the need for First Steps funding to provide/maintain services to children qualifying for free-or reduced-lunch and/or Medicaid during FY20 (2019-20)

YEAR-END GRANT REPORT CHECKLIST

All required governance documents must be submitted by July 15, 2019. All data must be entered completely and accurately in the First Steps Data Collection system by July 31, 2019.

Due July 15, 2019:

- ☐ FY19 Board Membership & Attendance Form (Appendix F)
- ☐ FY19 Board Minutes – *Submit this attachment as a PDF file containing the minutes of each partnership board meeting held between July 1, 2018 and June 30, 2019.*

Due July 31, 2019:

- ☐ Program Outcomes – Complete and accurate data must be entered in the First Steps Data Collection system. Program performance findings will be based on FSDC system data and reports.



Several resources are available to assist you with this requirement:

- Instructions for Checking Program Minimum Qualifications in the First Steps Data Collection System (Appendix G)
- First Steps Program Accountability Standards (each program has a Data Submission section detailing what should be entered)
- Data check results from your Program Officer

NOTE: It is highly recommended that EDs review data system reports with their program staff in July 2019 after data entry is complete. Contact your Program Officer for assistance.

- ☐ Additional Program Outcome Summary (Appendix H) – *Many programs are not able to enter pre/post tests or assessments in the First Steps Data Collection system, and the system cannot track survey results. Use this form to provide a summary of pre-to-post change and client satisfaction results from your FY19 (2018-19) programs that are NOT captured in the FSDC system.*

FY20 FORMULA FUNDING GRANT APPLICATION

INTRODUCTION

The enclosed Formula Funding Grant Application – formerly known as the Renewal Plan Application – is the process that each First Steps local partnership must complete in order to receive an annual grant from South Carolina First Steps.

The amount that each local partnership is eligible to receive is based on the total amount appropriated to South Carolina First Steps within the state budget for partnership grants, upon which a funding formula is applied that takes into account the requirements within the First Steps legislation and is approved by the South Carolina First Steps State Board of Trustees. The funding formula proposed for adoption by the First Steps state board beginning with the 2019-20 fiscal year (FY20) includes the option of a “noncompliance penalty” in the event that a local partnership fails to meet one or more minimum qualifications to receive a grant, as defined by the First Steps legislation.

As a result, the former “Renewal Plan” process has been redesigned to accomplish three main goals:

1. More effectively assess partnership compliance with **minimum qualifications** for formula grant funding that correspond to § 59-152-90 and § 59-152-70 of the First Steps legislation (excerpted language is included as Appendix I to this application).

Unmet minimum qualifications will become part of a state board approved Corrective Action Plan to the local partnership. Unmet qualifications that are not resolved within the timeframe specified in the partnership’s Corrective Action Plan may result in a future noncompliance penalty to the local partnership’s formula funding amount, to be determined by the state board.
2. Evaluate local partnership performance in meeting the **best practices** contained within the First Steps Partnership and Program Accountability Standards for the year ending June 30.
3. Evaluate the local partnership’s plans for meeting minimum qualifications and best practices for the upcoming program year, as the partnership works to achieve the goals and objectives of its Comprehensive Plan, as well as identify priorities for how South Carolina First Steps can support the local partnership in the coming year.

Unlike past years, the FY20 Formula Funding Grant Application will be due in two phases:

Phase 1:

Grant application and required attachments listed on page 3 of this application must be submitted electronically to the partnership’s assigned Program Officer by the published deadline (May 10, 2019 at 5:00 pm).

Phase 2:

Additional documentation on program outcomes and local board activity, described on page 4 of this application, must be submitted electronically to the partnership’s assigned Program Officer. Local board information will be due July 15, 2019 at 5:00 pm, and program outcomes information will be due July 31, 2019 at 5:00 pm.

FY20 FORMULA FUNDING GRANT APPLICATION

GOVERNANCE

MINIMUM QUALIFICATIONS

Check the boxes below to indicate compliance with the Minimum Qualifications for Governance in FY18 (2017-18) and FY19 (2018-19):

FY18	FY19	Board Composition
<input type="checkbox"/>	<input type="checkbox"/>	Membership between 12-30 members
<input type="checkbox"/>	<input type="checkbox"/>	Elected and appointed members constitute majority of board membership
<input type="checkbox"/>	<input type="checkbox"/>	Designated membership includes one member from: <ul style="list-style-type: none">· County DSS· County DHEC· Head Start or Early Head Start· County Library· Each school district in the county
<input type="checkbox"/>	<input type="checkbox"/>	Board membership includes no more than 4 elected members from any one category
<input type="checkbox"/>	<input type="checkbox"/>	Officers include a Chair, Vice Chair and Secretary
		Board Term Limits
<input type="checkbox"/>	<input type="checkbox"/>	No members have served more than 8 consecutive years (two 4-year-terms)
<input type="checkbox"/>	<input type="checkbox"/>	Board Chair has not served in this office for more than 4 consecutive years (four 1-year terms)
<input type="checkbox"/>	<input type="checkbox"/>	Board Vice Chair has not served in this office for more than 4 consecutive years (four 1-year terms)
		Board Meetings
<input type="checkbox"/>	<input type="checkbox"/>	Meetings held at least quarterly, including a designated Annual Meeting
<input type="checkbox"/>	<input type="checkbox"/>	Attendance policy (no more than 3 consecutive unexcused absences) enforced and, if necessary, members in violation of attendance policy were removed/replaced
<input type="checkbox"/>		Board Minutes for FY18 (2017-2018) were submitted to SC First Steps <i>NOTE: Board Minutes for FY19 must be submitted as part of the year-end report due July 15</i>
		Legal and Ethical Requirements
<input type="checkbox"/>	<input type="checkbox"/>	Board meetings follow FOIA requirements

FY18 FY19 **Legal and Ethical Requirements (cont.)**

- ☐ ☐ Board follows the COI Policy contained in the FY19 grant agreement, including COI recusals reported in board minutes

Use the space below to explain any unmet Minimum Qualifications for Governance, including efforts to address vacant positions on your board:

BEST PRACTICES ALIGNED TO FIRST STEPS GOVERNANCE STANDARDS

Board Composition

It is important that the local partnership board reflects the community it serves. In what areas does your board need to improve its membership in terms of diversity, equity and inclusion (including race/ethnicity, gender, age, geography within the county, area(s) of expertise, etc.)?



To address this issue with your board, consider utilizing the board matrix worksheet and associated 10 Minute Tip.

Policies

Summarize actions taken by your board and staff to review, adopt, and sign—if applicable—the following key policies:

Conflict of Interest Policy - from FY19 grant agreement

- ☐ Reviewed by staff in FY19
☐ Signed by staff
If signed, indicate how often:
☐ upon hiring
☐ annually
☐ other (please specify):

Date last adopted:

- ☐ Reviewed by full board in FY19
☐ Signed by board members
If signed, indicate how often:
☐ upon joining the board
☐ annually
☐ other (please specify):

Whistleblower Policy

- ☐ Reviewed by staff in FY19
- ☐ Signed by staff (not a requirement)

If signed, indicate how often:

- ☐ upon hiring
- ☐ annually
- ☐ other (please specify):

Date last adopted:

- ☐ Reviewed by full board in FY19
- ☐ Signed by board members (not a requirement)

If signed, indicate how often:

- ☐ upon joining the board
- ☐ annually
- ☐ other (please specify):

Confidentiality Policy - from FY19 grant agreement

- ☐ Reviewed by staff in FY19
- ☐ Signed by staff

If signed, indicate how often:

- ☐ upon hiring
- ☐ annually
- ☐ other (please specify):

Date last adopted:

- ☐ Reviewed by full board in FY19
- ☐ Signed by board members

If signed, indicate how often:

- ☐ upon joining the board
- ☐ annually
- ☐ other (please specify):

Document Retention Policy - from FY19 grant agreement

- ☐ Reviewed by staff in FY19
- ☐ Signed by staff (not a requirement)

If signed, indicate how often:

- ☐ upon hiring
- ☐ annually
- ☐ other (please specify):

Date last adopted:

- ☐ Reviewed by full board in FY19
- ☐ Signed by board members (not a requirement)

If signed, indicate how often:

- ☐ upon joining the board
- ☐ annually
- ☐ other (please specify):

Practices

Do your board members sign a board member agreement or commitment form?

☐ YES

☐ NO

If so, indicate how often:

- ☐ upon joining the board
- ☐ annually
- ☐ other (please specify):

How often does your full board meet each year?

Does your board use a consent agenda?

☐ YES

☐ NO

Does your board have a policy for excused vs. unexcused absences?

☐ YES

☐ NO

If so, what are your board's definitions for excused and unexcused absences?

Board Engagement

How often did your board meet without a quorum in 2018-19, or reschedule a board meeting in 2018-19 due to not anticipating a quorum of members present?

Has your board adopted a giving and/or fundraising policy for its membership? ☐ YES ☐ NO

If so, what type(s)?

☐ Personal contribution (specify minimum gift amount, if any): \$

☐ Solicitation (specify minimum fundraising amount, if any): \$

What committees are currently ACTIVE (met one or more times in FY19) on your board? *Check all that apply:*

- ☐ Executive
- ☐ Governance
- ☐ Finance
- ☐ Program
- ☐ Development/Fundraising
- ☐ Other (please specify):

How would you describe your board's committee work?

Has your board within the past 2 years (2017-18 or 2018-19) conducted a self-assessment (board survey or other means) of its functioning and performance? ☐ YES ☐ NO

If so, briefly describe your board's self-identified strengths and weaknesses, as well as any action steps taken to address perceived weaknesses:



A SCFS board survey is available as a resource to all local partnerships. Contact your Program Officer for assistance.

(Optional) Use the space below to discuss any successes and/or challenges related to board engagement:

Board Development

What types of board education took place in FY19 (2018-19)?

- ☐ New member orientation
- ☐ Small-scale training during meetings (e.g. 10 Minute Tips)
- ☐ Full board training

Did your board view one or more 10 Minute Tips provided by SC First Steps?

☐ YES

☐ NO

If so, how many?

What are your priorities for board development training in FY20 (2019-20), and how can SC First Steps assist?

(Optional) Provide feedback on board training resources provided by SC First Steps, including 10 Minute Tips, as well as suggestions for additional training or resources:

FY20 FORMULA FUNDING GRANT APPLICATION OPERATIONS & ACCOUNTABILITY

MINIMUM QUALIFICATIONS

Required documentation must be submitted by the published deadline using the format provided by SC First Steps, be complete and accurate, and be suitable for sharing with external audiences—including publication on the SC First Steps website. Check the boxes below to indicate intended compliance with the following requirements:

- ☐ Submit every 3 years a local (county level) needs and resources assessment.
Upcoming deadline: December 31, 2019
- ☐ Submit for publication to the SCFS website a local partnership comprehensive strategic plan, based on local needs and resources.
Upcoming deadline: December 31, 2020
- ☐ Participate and fully cooperate with all internal and independent evaluations of the First Steps initiative.
Upcoming deadline for external evaluation of the First Steps initiative and child care prevalent programs: November 1, 2019

Check the boxes below to indicate compliance with the Minimum Qualifications for Operations and Accountability in FY18 (2017-18) and FY19 (2018-19):

FY18 FY19

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Submit a complete and accurate Formula Funding Grant Application by the published deadline.
<i>Upcoming deadline: May 10, 2019</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | Enter data in First Steps Data Collection system for each required strategy, following the data requirements and deadlines contained in the First Steps Partnership and Program Accountability Standards.
<i>Upcoming deadline: July 31, 2019</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | Submit for publication to the SC First Steps website a complete and accurate partnership Annual Report.
<i>Upcoming deadline: October 1, 2019</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | Regularly attend Partnership Director meetings and webinars hosted by SC First Steps. |
| <input type="checkbox"/> | <input type="checkbox"/> | Be familiar with and comply with all federal and state laws and First Steps policies pertaining to hiring, discrimination, workplace policies, nepotism, dual employment, conflict of interest, whistleblower, and confidentiality of client information. |
| <input type="checkbox"/> | <input type="checkbox"/> | Maintain continuous Directors and Officers (D&O) liability insurance. |

Use the space below to explain any unmet Minimum Qualifications for Operations & Accountability, including steps that were taken or will be taken to meet the requirement(s):

BEST PRACTICES ALIGNED TO FIRST STEPS OPERATIONS & ACCOUNTABILITY STANDARDS

Check the boxes below if:

- ☐ Your partnership has participated or will participate in the work to create a Birth-through-5 needs assessment and strategic plan for the state's early childhood system
- ☐ Your partnership has participated in the development of the 5-year strategic plan for SC First Steps

How do you see these strategic planning efforts supporting school readiness in your county?

How has your partnership board and staff tracked progress and made changes, if necessary, to the partnership's Comprehensive Plan since its adoption?

In addition to D&O insurance, what other insurance (if any) does your partnership have? Check all that apply:

- ☐ General Liability insurance (please specify coverage amount):
- ☐ Property insurance (please specify coverage amount):
- ☐ Other (please specify):

What are the partnership's priorities for improving partnership operations? Examples may include employee benefits, facilities and office space, technology, etc.

FY20 FORMULA FUNDING GRANT APPLICATION

FISCAL & RESOURCE DEVELOPMENT

MINIMUM QUALIFICATIONS

Check the boxes below to indicate compliance with the Minimum Qualifications for Fiscal & Resource Development in FY17 (2016-17), FY18 (2017-18) and FY19 (2018-19) to date:

FY17 FY18 FY19

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Exercised appropriate fiscal stewardship at the staff and board level, including adhering to policies and procedures outlined in the SC First Steps Operations Manual and SC First Steps legislation. |
| | <input type="checkbox"/> | <input type="checkbox"/> | Did not exceed the maximum administrative overhead rates for local partnerships, set by the SC First Steps Board of Trustees effective July 1, 2017 as 13% of expenditures of state funds allocated to the local partnerships by SC First Steps. <i>Per the South Carolina First Steps to School Readiness Act § 59-152-70(A): "Once the overhead rates are established, the rates may not be amended or revised for at least five years, and the board may not grant a waiver from this provision to the local partnership. <u>Local partnerships that are not part of a multicounty partnership and exceed the overhead cost rate are ineligible to receive state funds.</u>"</i> |
| | | <input type="checkbox"/> | Limited expenditures of state funds for Core Functions to no more than 12% of total state fund expenditures within a fiscal year. |
| | | <input type="checkbox"/> | Within expenditures of state funding for programs, a minimum of 75% was spent for programs designated by the SC First Steps Board of Trustees as evidence-based. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Documented a minimum 15% match (cash and/or in-kind) to state funds appropriated to the partnership by SC First Steps. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Limited carry forward percentage of state funds to 15% or less. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Complied with fiscal year-end deadlines for obligating funds (June 30), submitting invoices and reallocations (July 31), and documenting in-kind match (July 31). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Received no audit findings from the contracted independent auditors. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Exercised appropriate stewardship and due care in the selection, implementation, and monitoring of all contractors, including competitive bidding for all contracts of \$10,000 or more and no bid awards exceeding a total of 5 years. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use of local school district resources was approved by the school district's board of trustees, via a signed letter submitted annually either as part of the partnership's grant application or upon receipt, prior to any services provided. |

FY17 FY18 FY19 **Minimum Qualifications (cont.)**

- ☐ Submit a completed Time Study for a minimum 12-week period to SC First Steps by June 30, 2019.

Use the space below to explain any unmet Minimum Qualifications for Fiscal & Resource Development, including steps that were taken or will be taken to meet the requirements:

FY20 Budget Spending Plan

A board-approved Budget Spending Plan for FY20 (2019-20), with summary page signed by the board chair, must be submitted as a required attachment to this grant application. Check the boxes below to confirm that your FY20 Budget Spending Plan complies with the following requirements:

- ☐ Fund 55 total equals the partnership's proposed allocation amount for FY20
- ☐ All proposed strategies for FY20 are included
- ☐ The percentage of state funds allocated to Evidence-Informed Programs does not exceed 25% (consider the impact of adding Fund 56 later in the fiscal year)
- ☐ Cost allocation percentages align with the partnership's Time Study on file with SC First Steps
- ☐ The percentage of state funds budgeted to Administration (1012) does not exceed 13% (consider the impact of adding Fund 56 later in the fiscal year)
- ☐ The percentage of state funds budgeted to Core Functions (1802) does not exceed 12% (consider the impact of adding Fund 56 later in the fiscal year)

FY20 Budget Spending Plan – Fund 56

Partnerships may include up to 50% of their anticipated carry forward in their budget spending plan for spending beginning July 1, 2019. A partnership that overspends their carry forward for any year will not be eligible for using this process in the future. As soon as the partnership determines that anticipated carry forward varies from their estimate, they should do appropriate budget adjustments so as not to overspend. Once carry forward amounts have been certified, all partnerships can budget and expend all of their carry forward funds. If the partnership board chooses to approve the use of carry forward at this time, the board must specifically approve this decision and acknowledge that the partnership assumes sole responsibility for the accuracy of their estimated carry forward amount. Please check one of the boxes below:

- ☐ Fund 56 is included in the partnership's FY20 Budget Spending Plan
- ☐ Fund 56 is NOT included. The partnership will wait to budget Fund 56 until the carry forward amount is certified by SC First Steps

BEST PRACTICES ALIGNED TO FIRST STEPS FISCAL & RESOURCE DEVELOPMENT STANDARDS

Report on the partnership's Resource Development Plan results for FY19 (2018-19):

Did your partnership submit a FY19 Resource Development Plan to SC First Steps? ☐ YES ☐ NO

Target Match Percentage for 2018-19:

Goal for CASH match: \$

Goal for IN-KIND match: \$

	GOAL		ACTUAL		
FY19 GRANTS	# of Grants	\$ Amount	# of Grant Applications Submitted	# of Grants Received	Total \$ Amount Received
FY19 FUNDRAISING EVENTS	# of Events	\$ Amount	# of Actual Events Held		Total \$ Amount Raised
FY19 BOARD GIVING	% Giving	\$ Amount	% of Board Members who Gave		Total \$ Amount Raised
FY19 STAFF GIVING	# of Donations	\$ Amount	# of Actual Donations		Total \$ Amount Raised
FY19 ONLINE GIVING (Giving Day, website, social media, etc.)	# of Donations	\$ Amount	# of Actual Donations		Total \$ Amount Raised
OTHER (please specify)	# of Additional Efforts	\$ Amount	# of Actual Additional Efforts		Total \$ Amount Raised
	TOTAL GOAL AMOUNT:		TOTAL AMOUNT RAISED:		

Briefly describe your successes and challenges with resource development, including how well you met your goals for the year and how board members and staff share responsibility for resource development.

Submit your partnership's Resource Development Plan for FY20 (2019-20) as an attachment to this grant application (Appendix A). Briefly describe your goals here:

Target Match Percentage for 2019-20:

Goal for CASH match: \$

Goal for IN-KIND match: \$

Do any specific objectives from your Comprehensive Plan require additional funding to implement?

☐ YES

☐ NO

If so, how have you incorporated those funding needs into your FY20 Resource Development Plan?

Does your partnership request assistance from SC First Steps with fiscal requirements or resource development? If so, describe your specific needs:

FY20 FORMULA FUNDING GRANT APPLICATION

PROGRAM STRATEGIES

MINIMUM QUALIFICATIONS

As a condition for receiving a South Carolina First Steps Formula Funding Grant, First Steps partnerships are required to comply with the requirements outlined in the First Steps Program Accountability Standards for each strategy operated by the partnership, regardless of the funding source or whether the program is vendor operated or in-house.

*The following table lists the selected indicators that are used to assess minimum program performance. Check the boxes below for any standard **NOT** met by the partnership in FY17 (2016-17), FY18 (2017-18) and FY19 (2018-19) to date:*

	QUALIFICATION	Did NOT meet in FY17 for one or more strategies	Did NOT meet in FY18 for one or more strategies	Anticipate NOT meeting in FY19 for one or more strategies
CLIENTS SERVED	All strategies must serve at least 75% of projected clients or offer at least 75% of projected training hours. Service slots that are purchased in advance (i.e., scholarships operated through SCDSS) must be used to a) renew a slot for an existing client, or b) serve a new client for the majority of the program year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TARGETING CLIENTS AT RISK FOR EARLY SCHOOL FAILURE	Min. 100% 1 risk, 60% 2+ risks (exceptions: Family Literacy 100% 1 risk, 80% 2+ risks; Scholarships: 100% 2+ risks unless a waiver is granted by SCFS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAFF QUALIFICATIONS	Staff must be certified in the program model and all required screenings and assessments. These certifications must be entered in the FSDC system. Quality Enhancement staff must be a certified TA Provider with CCCCD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SERVICE DELIVERY (frequency of client visits, group meetings or trainings)	Average home visits per client: min. 1.8 per month (exception: Parent-Child Home min. 6 visits per month). Home visit duration: min. 30 minutes PCH, 45 minutes all other models. Child Care TA visits: min. 2.0 per month for each active provider. Group meetings and trainings: program must offer the min. required by the model or as outlined in the partnership's Child Care Training Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONNECTIONS TO OTHER SERVICES (serving as a local portal for client families)	Intensive parenting support, family literacy, EI&R, and scholarship programs: min. 50% of clients must have at least one connection or attempted connection entered in the FSDC system. Connections can include participation in additional programs offered by the partnership or services provided to the child and/or caregiver by outside organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	QUALIFICATION (cont.)	Did NOT meet in FY17 for one or more strategies	Did NOT meet in FY18 for one or more strategies	Anticipate NOT meeting in FY19 for one or more strategies
SCREENINGS	Programs that require developmental screenings (ASQ3, ASQ:SE2) must screen at least 80% of active clients (exception: EI&R strategies must screen all clients with the ASQ3). PAT programs must also document Health Screenings and Well-Child Visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSESSMENTS (per the assessment schedule outlined in the program standards)	HV programs (PAT, PCH, Early Steps) must assess at least 75% of active, eligible clients for changes in parenting skills (KIPS). PAT and PCH programs must assess at least 75% of active, eligible clients for changes in interactive literacy skills (ACIRI). PAT programs must also administer the LSP to at least 75% of active clients. Quality Enhancement programs must assess using the ERS at least 90% of classrooms targeted for TA visits during the program year, or at least 1/3 of all 0-5 classrooms if providing TA center-wide. The ERS assessor cannot be the TA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROVIDER STANDARDS	Child care providers serving scholarship children must be rated B or higher by ABC Quality or participate in the partnership's QE strategy, unless a waiver is obtained by SCFS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOLLY PARTON IMAGINATION LIBRARY	At least 87% of strategy funds must be spent on the purchase of books. At least 25% of strategy funds must be non-state funding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COUNTDOWN TO KINDERGARTEN	At least 50% of parents, home visitors and 5K teachers must complete program surveys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program performance for FY19 will be assessed based on data entered in the First Steps Data Collection system by July 31 and the attached Additional Program Outcome Summary (Appendix H), due July 31.

Do you anticipate NOT meeting one or more program standards for FY19? ☐ YES ☐ NO

If so, what are your plans for meeting those standards next year?

BEST PRACTICES ALIGNED TO FIRST STEPS PROGRAM STANDARDS

How well did your partnership meet the objectives and action steps for programs in your Comprehensive Plan for FY19 (2018-19)?

If you experienced challenges meeting the objectives and action steps for programs in your Comprehensive Plan for FY19, what changes is your partnership making to your approach or to your Comprehensive Plan?

Consider the overall effectiveness of your programs, and indicate how well your programs are performing at the following levels of implementation:



Refer to the self-assessment documents from the Comprehensive Plan process.

Client Level

recruiting clients, client participation in services, retaining clients in the program

How effective are your programs in recruiting, serving, and retaining families and children most in need of services?



Useful First Steps Data Collection system reports for answering this question include the Demographics Report and the Risk Factor Report.

Describe any recent successes and/or challenges in recruiting, serving, and retaining families and children:

Organization Level

staff qualifications, staff retention, and resources

How effective is your infrastructure and staffing in supporting your programs?

Describe any recent successes and/or challenges with infrastructure and/or staffing:

Community Level

How well does your community (including partners and the general public) understand and support your programs?

Describe any recent successes and/or challenges with community understanding and support:

Consider the overall reach of your programs and core functions. Referring to the partnership's FY18 (2017-18) Numbers Served Spreadsheet, enter the following data:

Number of children served by local partnership programs in FY18:

Number of children served by core functions in FY18:

Total children 0-5 served in FY18:

How do you estimate that the overall reach of your programs and core functions in FY19 (2018-19) will compare to that of FY18?

Do you currently keep waiting lists for any of your programs?

☐ YES

☐ NO

If so, indicate the number of clients that could NOT be served in FY19 to date:

PROGRAM	# OF CLIENTS ON WAITING LIST

Describe any recent successes and/or challenges with extending the overall reach of your programs and core functions:

Does your partnership request assistance from SC First Steps with selecting, implementing or improving programs? If so, describe your specific needs:

NOTE: Submit your partnership's FY20 Program Strategies (Appendix B) as an attachment to this grant application.

FY20 FORMULA FUNDING GRANT APPLICATION

CORE FUNCTIONS

MINIMUM QUALIFICATIONS

Check the boxes below to indicate your compliance with the following requirements:

- ☐ The partnership's Comprehensive Plan includes objectives, success metrics, and action items for Core Functions.
- ☐ The partnership documented numbers served for Core Functions in FY18 (2017-18), as reported in the Numbers Served Spreadsheet submitted as part of the partnership's 2017-18 Annual Report.
- ☐ The partnership shared local school district Kindergarten Readiness Assessment (KRA) results with stakeholders, including teachers and parents of programs supported with First Steps funds, in FY19.

BEST PRACTICES ALIGNED TO FIRST STEPS CORE FUNCTIONS STANDARDS



Refer to the self-assessment documents from the Comprehensive Plan process, as well as the Core Functions section of the First Steps Partnership Accountability Standards.

Consider the overall effectiveness of your core functions, and indicate how well your partnership is performing in the following roles:

Community Convener

How effectively did your partnership implement its plans for serving as a community convener around the needs of preschool children and their families, as described in the partnership's FY19 Renewal Plan?

Describe any recent successes and/or challenges with serving as a community convener:

List the names and types of convener activities that occurred (or are planned) during FY19 (2018-19), including any local team meetings:

ACTIVITY	# OF TIMES	LOCAL PARTNERSHIP ROLE

What (if anything) will you do differently in serving as a community convener in FY20, and how will your proposed activities align with your Comprehensive Plan?

Local Portal

How effectively did your partnership implement its plans for serving as local portal for connecting families of preschool children to community-based services, as described in the partnership's FY19 Renewal Plan?

Describe any recent successes and/or challenges with serving as local portal for community-based services:

What (if anything) will you do differently in serving as a local portal in FY20, and how will your proposed activities align with your Comprehensive Plan?

Support for State Level Priorities

How has the partnership presented or shared KRA results in FY19? *Check all that apply:*

- ☐ Partnership board meetings
- ☐ Meetings with stakeholder organizations
- ☐ Parent meetings or trainings
- ☐ Training sessions for teachers (childcare, preschool, or Head Start)
- ☐ Training sessions for K-12 educators or staff
- ☐ Other (please specify):

Has your partnership, or its partner organizations, changed its programs or practices in response to KRA results for children in your county?

☐ YES

☐ NO

If so, in what ways?

Community Education & Outreach

Did your partnership submit a Community Education and Outreach Plan for FY19 ?

☐ YES

☐ NO

Referring to your FY19 Community Education and Outreach Plan, describe the results of the following strategies:

Develop, produce and distribute public education materials to promote the partnership's mission and inform the public of available resources.

Sponsor, co-sponsor and/or participate in community events that reach our target audience and encourage community engagement.

Use effective online and social media to communicate, inform and activate.

Educate and engage local and state policymakers and other community leaders on the local impact of First Steps and the importance of early childhood education.

Network, coordinate and convene local stakeholders to collaboratively build a system of care for early childhood.

Describe any recent successes and/or challenges with community education and outreach:

Volunteer Mobilization

Does your partnership utilize volunteers outside of board functions?

☐ YES

☐ NO

If so, in what ways? Check all that apply:

☐ Program support

☐ Special events

☐ Fundraising

☐ Office assistance

☐ Other (please specify):

Number of volunteers who served once or more in FY19 to date:

What (if anything) will you do differently in regard to community education and outreach in FY20, and how will your proposed activities align with your Comprehensive Plan?

Does your partnership request assistance from SC First Steps with Core Functions? If so, describe your specific needs:



An FY20 Community Education and Outreach Plan template is available as Appendix C and may be submitted as an optional attachment to this grant application.

FY20 FORMULA FUNDING GRANT CYCLE



Programs Requesting Review for First Steps Designation as Evidence Based

Strategy Name & Description	Criteria for Evidence Based ¹	Research Study	Study Outcomes
Home Instruction for Parents of Preschool Youngsters (HIPPY): home-visitation program to teach parents educational activities for their 4 & 5 year olds	A-2 <i>ChildTrends' Lifecourse Interventions to Nurture Kids Successfully (LINKS)</i>	Baker et al. (1998)	Sustained cognitive and academic impacts in children

FIRST STEP LEGISLATION - SECTION 59-152-25. Definitions.

(A) "Evidence-based program" means a program based on a clear and consistent program model that is designated as such by the South Carolina First Steps to School Readiness Board of Trustees because the program:

- (1)** (a) is grounded in published, peer-reviewed research that is linked to determined outcomes;
 (b) employs well-trained and competent staff to whom the program provides continual professional development that is relevant to the specific model being delivered;
 (c) demonstrates strong linkages to other community-based services; and
 (d) is operated to ensure program fidelity; or
- (2)** is commonly recognized by experts in the field as such a program.

Research Study Reference

Baker, A. J. L., Piotrkowski, C. S., & Brooks-Gunn, J. (1998). The effects of the Home Instruction Program for Preschool Youngsters (HIPPY) on children's school performance at the end of the program and one year later. *Early Childhood Research Quarterly*, 13(4), 571-588.

¹ Note that all strategies will 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.

Registries/Clearinghouses of Evidence-Based Programs

ChildTrends' Lifecourse Interventions to Nurture Kids Successfully (LINKS): Child Trends' What Works is a searchable register of over 700 programs that have had at least one randomized evaluation to assess child or youth outcomes related to education, life skills, and social/emotional, mental, physical, behavioral, or reproductive health. Evaluations of programs consider the population and participants, the program evaluations methodology, its results, and its impacts.

<https://www.childtrends.org/links-syntheses/>

<https://www.childtrends.org/what-works/>



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
Conscious Discipline	8/17/18
Strengthening Families (3 – 5, 6 – 11)	8/17/18
Motheread/Fatheread	2/21/19
Quality Counts	2/21/19
RECOMMENDED PROGRAM	APPROVAL PENDING
Home Instruction for Parents of Preschool Youngsters (HIPPY)	

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



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.

Changes to FY20 First Steps Program and Partnership Standards

The following list details the additions and changes that have been made to the FY20 First Steps Program and Partnership Standards.

- The following evidence-based programs were added to the program standards:
(**Page numbers refer to the FY20 First Steps Standards viewed in “Tracked Changes”)
 - MotherREAD/FatherREAD Pages **18-20**
 - Healthy Families America **Pages 24 – 27**
 - Reach Out and Read **Pages 39 – 41**
 - Incredible Years **Pages 44 - 47**
 - Quality Counts **Page 57 – 61**

Partnership Accountability Standards Changes:

- In prior years, the introduction to the program accountability standards briefly described the process for reviewing the partnership’s Renewal Plan Application and the consequences for noncompliance, formerly known as “Conditional Approvals.” Changes to the FY20 standards include a clarification that the Renewal Plan Application will now be called the “Formula Funding Grant Application” and an explanation that unmet minimal qualifications for formula grant funding, to include findings of non-compliance with Partnership Accountability Standards or Program Accountability Standards, will become part of a state board-approved Correction Action Plan to the local partnership. **Page 3**
- Throughout the standards “Renewal Plan Application” has been changed to “Formula Funding Grant Application.”
- **Governance and Operations:**
 - Updated deadlines for entering data in the First Steps Data System. **Page 5**
 - Removed signature requirements for local partnership board minutes. **Page 6**
 - Annual board member agreements are now required to be signed by board members. **Page 6**
 - Annual board member agreements must now include an, “Attendance Policy outlining minimum board meeting attendance requirements, to include definitions of unexcused and excused absences, per partnership bylaws.” **Page 7**
 - Added - Partnership boards must abide by the composition requirements contained in the First Steps legislation. (Section 59-152-60(C)(1-3)) **Page 7**
- **Fiscal Accountability:**
 - Updated state board policy that partnerships with carry forward exceeding 15% for more than two consecutive years will relinquish excess carry forward to SC First Steps. **Page 8**
- **Core Functions:**
 - Added information to mirror the language from SC First Steps legislation (Section 1.Section 59 -152-33(D)) on supporting the implementation of the school readiness assessment (the KRA). **Page 10**

Program Accountability Standards Changes:

General:

- Added - Partnerships are expected to keep a waiting list of all program applicants who cannot be served due to the program's reaching its service capacity. **Page 13**
- Added (to all programs that require client risk factor criteria) - To readiness risk factors list - "Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years."
- Deleted (from all programs that require client risk factor criteria) - The risk factor, "English is not the primary language spoken in the home." No longer needs to be combined with one or more additional risk factors to qualify.
- **Parents as Teachers:**
 - Added - Quarterly data webinars to assist vendors with appropriate PAT program "start up" procedures. **Page 15**
 - Added - For participating PAT families, all children in the household under the age of 6 will be served in the program. **Page 15**
 - Added - The following sentence, "Beginning July 2019 all PAT forms shall be used while delivering the model per PAT National Requirements." **Page 15**
 - Added - 2nd program outcome measure now specified as the American Academy of Pediatrics' Bright Futures schedule of recommended dates for well-child visits as documented in the PAT Child Health Record. **Page 18**
 - Added - This summary information (re: feedback from families about the services they've received via PAT) shall be shared with the SCFS State Office for purposes of providing support to affiliates. Partnerships are already gathering and summarizing this feedback annually. **Page 18**
- **Early Identification and Referral:**
 - Added - The following sentence, "Partnerships are encouraged to provide parents with information and strategies to help them both monitor and promote healthy child development." **Page 52**
 - Added - The following sentence, "Partnerships are encouraged to promote public awareness of services available and importance of universal developmental screenings." **Page 52**
- **Child Care Quality Enhancement:**
 - Removed all references to SC First Steps Early Head Start (no longer grantees)
 - Remove example list of other state entities delivering child care technical assistance to, "...[coordination with] other state/community-level entities offering similar child care technical assistance services." **Page 56**
 - Removed "quarterly" from SC First Steps Quality Enhancement network meeting frequency (these meetings take place throughout the year, with more or less frequency at certain points during the year based on need). **Page 56**
- **Child Care Quality Enhancement and Quality Counts**
 - Added that SC First Steps funded TA providers must also support the implementation of the state's ABC Quality Assessment process and shall receive training ABC Quality's Intentional Teaching Tool (ITT) as it becomes available. **Page 56 and 60**

SC First Steps to School Readiness FY20 Partnership and Program Accountability Standards

Effective July 1, 2019 – June 30, 2020

This document outlines the standards, or expectations, of local First Steps Partnerships with regard to all programmatic, operational, financial, and administrative activities of the partnership. This document will be attached to the 2019-20 grant agreement between local partnerships and South Carolina First Steps as a condition for receiving an annual funding allocation from the South Carolina First Steps Board of Trustees. It is the responsibility of the local partnership board and staff to comply with all partnership and program accountability standards (Section 19. Section 59-125-160(A)).

1. Partnership Accountability Standards:

Partnership standards are organized into the following sub-sections:

Governance and Operations
Fiscal Accountability
Core Functions
Resource Development

Additionally, partnership standards reference the partnership's annual grant agreement with SC First Steps, the SC First Steps Operations Manual, First Steps legislation, local partnership by-laws and other important documents. It is the responsibility of the local partnership board and staff to be familiar with and comply with the terms and conditions, policies and procedures contained in these documents.

Partnership standards and supporting documents shall be reviewed with board members and staff on at least an annual basis.

2. Program Accountability Standards:

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

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

<p>Raising a Reader - Enhanced</p> <p>LENA</p> <p>Family Literacy</p> <p><u>Reach Out and Read</u></p> <p>Nurturing Parenting</p> <p><u>Incredible Years</u></p> <p>Triple P Levels 3 and 4</p> <p>Early Identification and Referral</p> <p>Child Care Quality Enhancement</p> <p><u>Quality Counts</u></p> <p>Child Care Training</p> <p>Child Care Scholarships</p> <p>Public School Four-Year Old Kindergarten</p> <p>Other Early Education</p> <p>Countdown to Kindergarten</p> <p>Other Strategies (<i>for all strategies not listed above</i>)</p>
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Program standards shall be reviewed with board members and staff on at least an annual basis. Partnership staff should also review applicable standards with vendors on an ongoing basis as part of program monitoring.

Self-Assessment Checklists:

To assist local partnerships in complying with partnership and program standards, the State Office of First Steps has created **Self-Assessment Checklists** for each section of the standards, including if applicable, the data source for determining compliance. These checklists are located on the SC First Steps web site under Local Partnership Resources and are updated annually to reflect the current year's standards. Local partnerships are encouraged to use these checklists with their staff and, as appropriate, board members to identify both strengths and areas for improvement.

Monitoring and Compliance:

On behalf of the First Steps Board of Trustees, the State Office of First Steps will monitor local partnerships on an ongoing basis throughout the year for compliance with partnership and program accountability standards (Section 19. Section 59-125-160(A)).

SECTION 10. Section 59-152-50

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

SECTION 12. Section 59-152-70

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

SECTION 19. Section 59-125-160

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

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

This feedback may include:

Corrective Actions Plans:

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

~~During the review of local partnership Renewal Plans, the State Office of First Steps will provide feedback to local partnerships regarding partnership functioning and performance, including progress toward achieving the objectives within the partnership's Comprehensive Plan. (Section 12. Section 59-152-70(F)).~~

~~This feedback may include:~~

~~Areas for Improvement~~

~~Areas for Improvement will include findings of non-compliance with Partnership Accountability Standards or Program Accountability Standards that, while not severe enough to be a Conditional Approval, are issues that need to be addressed by the local partnership.~~

~~Should the partnership not become compliant with one or more Areas for Improvement findings by the end of the program year, the finding(s) may become a Conditional Approval for the program or partnership for the subsequent program year.~~

~~Conditional Approvals~~

~~Conditional Approvals are findings of non-compliance, issued by the SC First Steps Board of Trustees upon recommendation by the State Office of First Steps, for which the local partnership must achieve 100% compliance by the end of the following program year.~~

~~Conditional Approvals will also be attached to the partnership's grant agreement for the coming year as a contractual obligation. Partnerships receiving one or more Conditional Approvals shall adopt a Conditional Approval Plan by September 30, approved by the partnership board, and demonstrate significant progress towards compliance by mid-year or potentially face further action by the SC First Steps Board of Trustees.~~

~~Conditional Approvals may be issued due to:~~

- ~~Areas for Improvement findings for which the partnership has not come into compliance with program or partnership accountability standards by the end of the program year, may result in a Conditional Approval for the subsequent program year.~~
- ~~Non-compliance issues that are determined to have a significant negative impact on program implementation, partnership governance, or fiscal accountability. These issues include, but are not limited to:~~

~~Program Accountability Standards:~~

- ~~Non-implementation of a program strategy that was included in the partnership's Renewal Plan~~
- ~~Serving less than 75% of projected clients, as proposed in the partnership's Renewal Plan~~
- ~~*Not meeting standards for client targeting~~
- ~~*Not meeting standards for staff qualifications~~
- ~~*Not meeting standards for intensity of services (i.e., home visits, technical assistance visits, program service delivery)~~
- ~~*Not meeting standards for screenings and assessments~~
- ~~*Not meeting standards for data collection and evaluation~~

~~**For "Other" strategies, the strategy information provided in the partnership's strategy plan pertaining to strategy objectives, client targeting, staff qualifications, service intensity, screenings and assessments, and data collection and evaluation will serve in place of program standards.*~~

~~Partnership Accountability Standards:~~

- ~~Significant governance issues~~
- ~~Not meeting the matching funds percentage required by First Steps legislation; not submitting appropriate documentation for matching funds to the Finance Manager~~
- ~~Not complying with deadlines for contractual or legislative requirements, or with fiscal deadlines relating to submitting reallocations, allocating carry forward, submitting invoices, and providing requested information to partnership auditors~~

~~Partnerships failing to correct Conditional Approvals — or receiving Conditional Approvals for the same strategy area or partnership standard in consecutive years — may be subject to penalties up to and including the suspension of grant funds at the discretion of the First Steps Board of Trustees (Section 12. Section 59-152-70(F); Section 19. Section 59-125-160(A-B)).~~

SECTION 1:

FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS

FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS GOVERNANCE AND OPERATIONS

REQUIREMENTS FOR FY20:

OPERATIONS

At minimum, the local partnership board and staff shall:

1. Exercise appropriate operational stewardship by adhering to the practices and procedures outlined in the SC First Steps Operations Manual (Section 12. Section 59-152-70(6)) and the partnership's annual grant agreement with SC First Steps.
2. Comply with all contractual and legislative deadlines for submitting documents to the State Office of First Steps, including but not limited to:
 - An **Annual Report** by October 1 (Section 12. Section 59-152-70(A)(8));
 - An ~~a~~Annual **Renewal Plan Formula Funding** -Grant Application by the published deadline (Section 13. Section 59-152-90(B)),
 - A **Needs and Resources Assessment** every three years (Section 12. Section 59-152-70(A)(5)); and
 - A three-year **Comprehensive Plan** (Section 12. Section 59-152-70(A)(2)).
3. Participate and cooperate fully in all internal and independent evaluations of the First Steps initiative (Section 19. Section 59-125-160(A-C)).
4. Data shall be collected and entered timely in the First Steps Data Collection System for all programs/strategies, according to the First Steps Program Accountability Standards for that strategy. Partnerships must complete program and vendor registration for all funded strategies, enter projected to serve numbers for each strategy, and begin data entry by September 1 of each program year. Partnership and vendor staff are expected to adhere to the standard for timely data submission, which is within 30 days of the date of service with the exception of personal home visits, which are to be entered within 14 days of service. SC First Steps reserves the right to view partnership and vendor data in the system at any time, including but not limited to the following data checkpoints: 30 days after Quarter 1 (Oct. 31); 30 days after Quarter 2 (Jan. 31); ~~on or after the published deadline for submitting partnership Renewal Plans~~30 days after Quarter 3 (April 30); and ~~the published data deadline for final determination of strategy approvals (June 1)~~ 30 days after Quarter 4 (July 31). Data will be used to evaluate overall program performance and sustainability.
5. Make every effort to participate in scheduled meetings and teleconferences/webinars with SC First Steps. In the event the partnership executive director is unable to attend, a board member or staff member should attend if possible. Partnerships are responsible for the content presented.
6. Ensure an equitable work environment that is supportive of organizational productivity, diversity, and stability.
 - Partnerships shall adhere to the State Office Hiring Policy, as outlined in the partnership grant agreement.
 - The local partnership board and staff shall not unlawfully discriminate against any person or category of persons for services or employment.
 - The local partnership shall comply with all applicable federal and state laws and regulations regarding employee discrimination and workplace policies, as outlined in the partnership's annual grant agreement with SC First Steps.
 - The local partnership board and staff shall prohibit preferential treatment and nepotism with regard to hiring, supervision, and promotion. Per the Conflict of Interest Policy, no immediate family member may work under a partnership employee's supervision or chain of command.
 - The partnership shall have human resource policies adopted by the partnership board.

- Partnerships shall provide to all partnership employees a copy of the partnership's current human resource policies, Whistleblower Policy and the SC First Steps Conflict of Interest policy. It is recommended that these policies be reviewed with staff. It is also recommended that COI and Whistleblower policies be shared with staff of vendor-operated programs.
 - The partnership board must approve any salary increase for the partnership director, per the partnership's grant agreement with SCFS.
 - The partnership shall abide by the Dual Partnership Employment policy contained in the partnership's grant agreement with SCFS.
7. Partnerships and all its employees, agents, contractors and representatives shall safeguard confidential information and comply with all Confidentiality/Safeguarding Information requirements contained in the partnership's grant agreement with SCFS. Per the partnership grant agreement, partnership employees shall sign annually the Confidentiality Form attached to the partnership grant agreement, and it is recommended that partnership board members and vendor staff also sign a Confidentiality Form annually.

GOVERNANCE AND OVERSIGHT

The local partnership board shall:

1. Operate in accordance with local partnership bylaws, the current First Steps legislation, and with all applicable state and federal laws pertaining to non-profit organizations and ensure the partnership board and staff meet all requirements to maintain the partnership's non-profit status with the IRS.
2. Maintain continuous Directors' and Officers' liability insurance.
3. Provide Planning and Oversight
 - Coordinate a collaborative effort at the county or multicounty level to identify area needs related to the First Steps legislative goals, and develop a strategic long-term plan (i.e., Comprehensive Plan) for meeting those needs (Section 12. Section 59-152-70(A)(2)). The partnership's Comprehensive Plan should align with the priorities identified in the state strategic plan adopted by the SC First Steps Board, as well as the state board's adopted readiness benchmarks (Profile of the Ready Kindergartner) and the First Steps legislative goals. Per Section 59-152-70, Comprehensive Plans shall include the three core functions of local partnerships (local portal, community convener, and support for state level priorities). Comprehensive Plans shall be for three years' duration, to align with legislative requirements for updating community needs and resources assessments every three years. Local partnership Comprehensive Plans, as well as any annual updates, are to be posted to the SC First Steps web site by December 1 each year, per First Steps legislation (Section 12. Section 59-152-70(A)(8)). To meet this requirement, future Comprehensive Plans will be due to SC First Steps by November 1 in the year in which the partnership's current plan expires.
 - ~~Implement~~ Oversee program strategies in accordance with SC First Steps Partnership and Program Accountability Standards, exercise due diligence when selecting program strategies and, when establishing new program strategies, commit to allowing sufficient time for successful implementation (min. 2 years recommended).
4. Ensure effective board functioning:
 - Meet as a full board at least once every fiscal quarter, with one full board meeting each year designated as the Annual Meeting.
 - Maintain all current approved policies/procedures/standards for conducting meetings and elections and disclosing records comparable to those provided for in the Freedom of Information Act and IRS disclosure requirements.
 - Maintain records of meeting announcements, sign-in sheets and minutes for all full board and committee meetings. Maintain signed board minutes and records of all full board and board committee meetings (e.g. notices, sign-in sheets, and documentation of conflict of interest). ~~E~~Signed, electronic copies of board minutes for the prior fiscal year will be submitted to SCFS, on behalf of the state board, ~~at the time when board minutes are requested by the partnership auditor~~ by July 15 (Section 12. Section 59-152-70(A)(7)).
 - Follow the records retention policy contained in their grant agreement with SCFS, as well as the retention policy for Corporate Records contained in the partnership by-laws.
 - Review ~~and~~ adopt ~~and sign~~ an Annual Board Member Agreement that at minimum includes an annually reviewed and adopted:

- Conflict of Interest Policy (must align to the policy contained in the partnership's current year grant agreement with SCFS). Prior to every vote taken by the board, members must abstain from voting if the issue being considered would result in a conflict of interest. The abstention must be noted in the minutes of the meeting (Section 11. Section 59-152-60(G)).
 - Confidentiality Form (contained in annual grant agreement). ~~It is recommended that partnership board members also sign a Confidentiality Form annually.~~
 - Whistleblower Policy.
 - Attendance Policy outlining minimum board meeting attendance requirements, to include definitions of unexcused and excused absences, per partnership bylaws.
5. Practice Ongoing Board Development/New Member Orientation:
- Use Board Matrix/Planning Documents/Board Evaluation Tools to annually assess the composition and functioning of the board to identify gaps and develop recruitment strategies. Partnership boards must abide by the composition requirements contained in the First Steps legislation (Section 59-152-60(C)(1-3))
 - Hold annual elections for partnership board officers (Chair, Vice Chair, Secretary). Officer terms are for one year. Board chair and vice chair terms cannot exceed 4 years (4 consecutive, one-year terms).
 - Ensure Board Members adhere to a current term on the board not to exceed 8 years (2 consecutive four-year terms) and regularly attend meetings in accordance with local partnership By-Laws.
 - Provide new members a comprehensive board orientation that addresses, at minimum:
 - First Steps mission/vision, structure, policies/procedures/standards for operation.
 - Local partnership administrative, financial and planning documents, including a summary of current program strategies.
 - Nonprofit Board Member Roles and Responsibilities.
 - Publish board member rosters in the Partnership's Annual Report and ensure they are reported annually to the partnership's legislative delegation and be on file with the Office of First Steps (Section 11. Section 59-152-60(A)).

FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS FISCAL ACCOUNTABILITY

REQUIREMENTS FOR FY20:

1. The local partnership board and staff shall exercise appropriate fiscal stewardship by adhering to the policies and procedures outlined in the SC First Steps Operations Manual and the current SC First Steps legislation. (Section 18. Section 59-152-150(A)).
2. The local partnership board and staff shall monitor on an ongoing basis the financial condition of the partnership, to include but not limited to: revenue, expenditures and balances within all strategy areas, budget codes and funding sources. The local partnership board and staff shall comply with requirements for limiting administrative expenditures to at or below the rate established by the SC First Steps Board of Trustees. The maximum administrative rate for local partnerships, set by the SC First Steps Board of Trustees effective July 1, 2017, is 13% of expenditures of state funds allocated to the local partnership by SC First Steps.
3. The local partnership board and staff shall comply with fiscal policies set by the SC First Steps Board of Trustees for state funding of evidence-based and evidence-informed programs, per First Steps legislative requirements.
4. The local partnership board and staff shall ensure that funds granted to the partnership by the SC First Steps Board of Trustees are spent in a timely manner in service to children pre-birth to school entry within the partnership's service area. Partnerships shall monitor their formula allocated budget and

expenditures closely to estimate the partnership's projected carry forward budget and submit a plan for how carry forward will be used in the next fiscal year as part of the partnership's board-approved Renewal Plan Formula Funding grant application. The SC First Steps Finance Office will certify and notify partnerships of all prior fiscal year available carry forward budgets between October 1st and October 15th. Each partnership must submit budget reallocation requests to OFS before December 31 to add all carry forward to its Budget Spending Plan. Partnerships whose certified carry forward amount is 15% or more than its original formula allocated budget, OR have changed their use of carry forward funds since their last approved budget change, must submit updated board minutes reflecting these changes. Partnerships whose certified carry forward budget exceeded 15% of the prior fiscal year's formula allocated budget must also submit written justification to their SC First Steps TASC First Steps Program Officer with a plan to reduce their amount of carry forward budget to under 15% for the next fiscal year. Partnerships whose carry forward budget exceeds 15% for ~~two or more~~ more than two consecutive fiscal years will be subject to ~~conditional approval and~~ potential withholding of their ~~current fiscal year's grant excess carry forward~~ funds at the discretion of the SC First Steps Board of Trustees.

5. The local partnership staff should process vendor invoices for payments upon receipt, obtain board member signature according to the SC First Steps Operations Manual and immediately forward to the contracted finance manager for payment. Fees and/or penalties due to late payments are unacceptable and will be captured in a separate model code and monitored by SC First Steps Finance staff.
6. The local partnership board and staff shall exercise appropriate stewardship and due care in the selection, implementation, and monitoring of all contractors and the administration of all contracts. It is the partnership's responsibility to ensure contractors comply with all programmatic and financial requirements contained in the partnership and program standards, partnership grant agreement with SC First Steps, and the SC First Steps Operations Manual.
7. Financial reports should be presented at all local partnership board meetings.
8. The local partnership board and staff should review internal financial controls annually.
9. The local partnership board and staff shall adhere to the fiscal calendar deadlines outlined in the SC First Steps Operations Manual. In summary, funds must be obligated by June 30. Local partnerships must adhere to the SC First Steps written financial year-end closing process.
10. The local partnership board and staff shall respond in a timely manner to all requests from the contracted finance manager. The contracted finance manager shall support local partnerships' financial operations as outlined in its contract with SC First Steps.
11. A financial audit shall be conducted annually. The local partnership board and staff shall respond in a timely manner to requests from the independent contracted auditors. The auditor shall periodically conduct on-site visits to the local partnership to test internal procedures and controls.
12. For equipment or furnishing costing \$1,000 or more, the partnership shall implement controls and procedures contained in its partnership grant agreement (13: Title to Equipment). This equipment and furnishing must be coded-classified in accordance with the SC First Steps Operations Manual, Chapter 5, Model Titles and Codes, Equipment and Furnishing – Purchased, code 5401.

FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS CORE FUNCTIONS

REQUIREMENTS FOR FY20:

1. The local partnership board shall update its community Needs and Resources Assessment every three years, in accordance with First Steps legislation (Section 12. Section 59-152-70(A)(5)) as a basis for community-wide planning efforts to support at-risk children and the partnership's Comprehensive Plan. This document shall be submitted to SCFS by December 31 of the year in which the previous needs and resources assessment expires.
2. The local partnership board shall participate in and document efforts to mobilize communities (all stakeholder groups including but not limited to: families, community leaders, businesses, faith-based organizations, civic organizations, elected officials and government agencies, health care entities, school personnel and other early childhood agencies/organizations) to focus efforts on providing enhanced services to support families and their young children so as to enable every child to reach school healthy and ready to succeed (Section 8. Section 59-152-30(5)).
 - a) As a component of community mobilization, starting July 1, 2016 local partnerships shall serve as a **community convener around the needs of preschool children and their families** (Section 12. Section 59-152-70(4)(b)). This function shall be represented in the partnership's Comprehensive Plan and include, at minimum:
 - i. The partnership board identifying one or more unmet needs within the partnership's service area impacting preschool children and their families, as a result of the partnership's needs and resource assessment and/or school readiness priorities as determined by the SC First Steps Board's strategic plan.
 - ii. The partnership leading or serving as a collaborating partner in establishing and coordinating a community-wide effort to address the identified need(s), with the active involvement of partnership board members and staff.
 - iii. **Local Team Meetings:** it is recommended that the local partnership convene, at least annually, a meeting of the local partnership staff with a member of the SCFS local partnership **TA-Program Officer** team, as well as representatives from state First Steps programs located within the partnership's service area (if applicable), for the purpose of improving coordination and collaboration across state and local First Steps programs and with other programs and services in the community (Section 12. Section 59-152-70 (A)(4)(c)). Partnerships are encouraged to expand these meetings to include representatives from partner organizations and other community stakeholders.
 - iv. The partnership board developing goals and objectives for its role as a community convener, and evaluating and reporting on progress to its membership and the public on a regular basis.
3. Effective July 1, 2016, the local partnership **shall serve as a local portal connecting families of preschool children to community-based services they may need or desire to ensure the school readiness of their children** (Section 12. Section 59-152-70(4)(a)). These services shall be represented in the partnership's Comprehensive Plan and include, at minimum:
 - a) Accessibility and responsiveness to requests for assistance, including but not limited to: publicized hours of operation in a location accessible to the public, and the capability to receive and return messages (phone, text, email, etc.) in a timely manner.
 - b) An up to date inventory of available programs and services for referring families. Partnership staff and volunteers who provide these services shall possess the requisite knowledge of and relationships with providers in order to connect families.
 - c) Participation in local/county/regional coalitions, committees etc. of child-serving agencies and organizations,
 - d) Inclusion of local partnership programs and services in local/regional print or online resource directories (211, etc.).
 - e) Data collection: in cases where the child/family is participating in one or more partnership strategies, the partnership shall enter into the First Steps Data System connections to community-based services and the outcome of those connections.
4. Effective July 1, 2016, the local partnership shall **support the state-level school readiness priorities as determined by the State Board** (Section 12. Section 59-152-70(A)(c)). These priorities shall be represented in the partnership's Comprehensive Plan and **must** include:
 - a) Increasing community awareness, education and outreach for programs and activities based on school readiness benchmarks as established by the State Board (Section 1. Section 59 -152-32(A)(2)), e.g., Profile of the Ready Kindergartner and the South Carolina Early Learning Standards

- b) Programs and activities based on priorities in the SC First Steps Strategic Plan approved by the state First Steps board and legislative goals of SC First Steps (Section 1. Section 59 -152-32(A)(2))
 - c) Support and collaboration with state First Steps programs, including First Steps 4K ~~and Early Head Start Child Care Partnership~~ programs
 - d) Supporting the implementation of the Kindergarten Readiness Assessment (KRA) to include sharing local school district KRA results with stakeholders, including teachers and parents of programs supported with First Steps funds (Section 1. Section 59 -152-33(D))
 - b)e) Other state level priorities as may be determined by the State Board
5. The local partnership board shall develop an annual Community Education and Outreach Plan in order to raise awareness, knowledge, engagement, participation and support for early childhood programs and services, including First Steps and in support of required Core Functions. Partnerships are strongly encouraged to engage in online and social media and to have a social media policy as a part of their plan.
- a) Potential plan components include:
 - i. Increasing awareness and engagement of target audiences in supporting early childhood programs and the Profile of the Ready Kindergartner (i.e., [I CAN] campaign)
 - ii. Supporting the partnership's core function as a local portal
 - iii. Supporting the partnership's core function as a community convener
 - iv. Supporting the partnership's core function to address one or more state-level school readiness priorities
 - v. Increasing the knowledge and skills, and/or changing behaviors of target audiences in one or more areas of school readiness, child development best practices, etc. Refer to the Community Education and Outreach Plan Template for additional strategies/activities and examples.
 - vi. Outreach to target audiences to increase their participation in programs and services supporting children 0-5 and their families
 - vii. Increasing financial and other support for early childhood programs and services
 - viii. Engaging target audiences in working to improve community performance on school readiness benchmarks (Profile of the Ready Kindergartner, Palmetto Basics) and/or the state's readiness assessment
 - b. Within the ~~Renewal Plan~~Formula Funding Grant -and Application and Budget Spending Plan, the partnership must provide information regarding the activities to be funded in support of Core Functions.
 - c. Maintain data collection records on Core Function and Community Education/Outreach activities. SC First Steps will provide a template for annual reporting of Core Function outputs. Cases Data entry may be required if Core Function activities are to include ongoing services to children and families.
6. Partnerships providing – or seeking to provide - services within another First Steps partnership's designated coverage area are encouraged to communicate and collaborate with the affected partnership(s) and to document these collaborative efforts formally.

FIRST STEPS PARTNERSHIP ACCOUNTABILITY STANDARDS RESOURCE DEVELOPMENT

REQUIREMENTS FOR FY20:

1. The local partnership board shall engage in resource development responsibilities that maximize the use of in-kind (volunteers, goods, services, and facilities) and cash contributions to the partnership. Partnerships must document a minimum 15% match (cash and/or in-kind) to state funds appropriated to the partnership in the current fiscal year by SC First Steps (Section 16. Section 59-152-130(A)). Partnerships that do not meet the minimum match requirement may be subject to Conditional Approval and/or additional actions by the SC First Steps Board of Trustees, including the suspension of grant funding.

Responsibilities include:

- Develop and submit an updated Resource Development Plan annually as part of the local partnership's [Renewal Plan Formula Funding Grant Application](#), which includes shared responsibility for resource development by board members and staff.
 - Assurance of adequate resources to support the local partnership board's strategies/programs.
2. The local partnership board shall conduct fundraising activities in an ethical and fiscally responsible manner. A written process shall be developed to address the handling and acknowledgement of contributions and respect for donor confidentiality requests.
 3. The local partnership board shall:
 - Accurately describe the purpose for fundraising activities.
 - Expend funds for the purpose they were solicited.
 - Maintain accounting segregation for restricted funds.
 - Raise funds in accordance with applicable local, state, and federal requirements.
 4. The local partnership board will seek opportunities to collaborate with other partnerships and/or agencies/organizations to raise funds to meet the needs of at-risk children.
 5. The partnership board and staff shall document in-kind contributions to the partnership in the format specified in the SC First Steps Operations Manual, and provide timely submission of in-kind documentation to the Finance Manager. All in-kind documentation and budget reallocations of in-kind funds must comply with fiscal year-end deadlines (Section 16. Section 59-152-130(B)).

SECTION 2:

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS



FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS GENERAL

REQUIREMENTS FOR FY20:

1. Implement program strategies in accordance with SC First Steps Partnership and Program Accountability Standards, exercise due diligence when selecting program strategies and, when establishing new program strategies, commit to allowing sufficient time for successful implementation (min. 2 years recommended).
2. Program strategies, including those funded by private and non-state funds, must support one or more First Steps goals (Section 13. Section 59-152-90(C)(c); Section 18. Section 59-152-150(C)) and address unmet needs identified in the partnership's needs and resource assessment and Comprehensive Plan. Partnership funds granted by the SC First Steps Board must comply with provisions for use of grant funds contained in the First Steps legislation (Section 14. Section 59-152-100(A)).
3. Program strategies must utilize the SC First Steps to School Readiness benchmarks and objectives (Profile of the Ready Kindergarten) (Section 13. Section 59-152-90(C)(b)).
4. At least 75% of state funds appropriated for programs must be used by the local partnership for "evidence-based" programs. Not more than 25% of state funds appropriated for programs to a local partnership may be used for "evidence-informed" programs (Section 14. Section 59-152-100(B)). Per First Steps legislation, this provision is based upon the list of evidence-based and evidence-informed programs adopted by the SC First Steps Board of Trustees, posted to the SC First Steps web site.
5. Program strategies must be adequately resourced (staff, funding).
6. Partnerships must closely monitor program vendors/contractors to ensure compliance with Program Accountability Standards. Partnerships should review contract provisions and the scope of work each year to ensure all program model components and program standards are addressed. Vendor contracts for program strategies shall include as an attachment, the applicable current year's First Steps Program Accountability Standards for that strategy.
7. State funds appropriated for Partnership services are intended for use within the geographical boundaries of each individual partnership. Partnership strategies may - on a limited basis and with approval by the partnership's board - serve clients not geographically located within the partnership's service area if strong justification exists for such services to be provided. Examples

include but are not limited to: high-risk families living just outside the county but within close proximity to partnership programs; and child care providers not located within the county but serving a substantial number of high-risk children from the partnership's service area. In such cases, partnership staff shall inform, coordinate, and collaborate with the local First Steps partnership in which the client is located.

8. Partnership executive directors and staff must ensure complete and accurate data is collected to measure program results and client satisfaction, including accurate and complete data entered in the First Steps Data Collection System as required.
9. Program strategies using local district resources within a school district must be conducted only with approval of the district's board of trustees (Section 14. Section 59-152-100(D)).
10. Partnership staff and volunteers who work directly with children shall be subject to SLED checks prior to hiring. Contractors must be able to provide this documentation upon request.
11. Per the partnership's grant agreement with SC First Steps, partnerships are responsible for reporting suspected child abuse, neglect or dependency, as defined and required by applicable law.

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

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS PARENTS AS TEACHERS (201)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

First Steps' parent home visitation strategies are designed to equip adult clients with the knowledge and skills necessary to promote the school readiness, healthy development and long-term success of their preschool-aged children. Partnerships funding these strategies shall ensure vendor compliance with each of the following:

Partnerships funding Parents as Teachers shall work in collaboration with SC First Steps (in its capacity as South Carolina's State Office for Parents as Teachers) to ensure full compliance with national model guidelines. **Fidelity of implementation in SC includes meeting the 20 Essential Requirements of the Evidence Based Model along with a few SC-specific additions.** The following standards include a mix of both; however, the expected Measurement Criteria for PAT National Center is attached for clarity.

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

At least 60% of home visitation clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home.
- ~~when combined with one or more additional risk factors~~
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

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

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

- ~~Recent Immigrant or Refugee Family – One or both parents are foreign-born and entered the country within the past 5 years.~~
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) Targeting By Age (Early Intervention)

At least 70% of newly enrolled client households shall contain an expectant mother and/or a child under thirty-six months of age. In the event that unique and/or emergency circumstances warrant, Partnerships may enroll additional clients aged three-years or older with the provision of written justification to SC First Steps.

c) Client Retention

In order for home visitation to be effective, it is critical that client families remain in the program long enough to benefit from the planned intervention. Each partnership will be required to demonstrate its successful, long-term retention of 75% of its home visitation clients across nine or more months of program participation. **Pursuant to national model guidelines PAT affiliates must be designed to provide at least two full years of service to eligible families (ER 1)**

2) SERVICE DELIVERY:

Fidelity to a published, research-based model

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded parenting/family strengthening strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

a) Home Visit Intensity and Delivery:

- **Programs shall match the intensity of their service delivery to the specific needs of each family and case load of families per Parent Educator, with no client being offered less than 2 visits monthly. Clients identified as possessing two (2) or more board-approved risk factors (family stressors) shall receive home visitation up to weekly as the needs and availability of the family dictate. (ER 11)** (For purposes of grant renewal, conditional approvals may be issued to Partnerships averaging fewer than 2.0 visits per family, per month. For each family served, 1.8 average is considered the minimal threshold for visits per month, 2.0 is the targeted expectation, and 2.5 and above is considered outstanding intensity.)
- ~~First Steps funded PAT programs shall maintain formal affiliate status via the Parents as Teachers National Center. SC First Steps and/or PAT National SC Implementation Specialist will continue hosting regular supportive Technical Assistant conference calls or webinars to assist vendors/affiliates with tracking and meeting all model requirements. Supervisors are expected to attend these webinars each month.~~
- Quarterly Data Webinars will be provided to ensure that all vendors are able to roll over families, get their program registered and begin entering family visits and other required data.
- **All Affiliate Programs should complete a minimum of 24 visits per year, per family, as is required from the National PAT Center. (ER 11)**
- In households in which two or more preschool-aged children reside, vendors are permitted – but not required – to conduct separate visits designed to address the development of individual children. Alternately, curriculum information relating to the needs of each child may be combined into a single visit of greater duration. All children in the home under age 6 shall be served in the program.
- While PAT is ideally suited for delivery within the home (and home-based visitation expected as the primary method of service delivery), visits may be approved for delivery at an alternate location (a childcare center, family resource center, ~~eteetc.~~) as either the documented needs of the family or safety of the visitor dictate. The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of clients is maintained. Regardless of location, all visits must be one-on-one (First Steps-funded PAT visits may not be delivered in group settings); entail the use of PAT-specific foundational plans and planning forms and last at least 45 minutes.
- Parent Educators shall use the foundational visit plans and planning guide from the curriculum to design and deliver personal visits to families. (ER 10)
- Beginning July 2019 all PAT forms shall be used while delivering the model per PAT National Requirements.
- Data on each home visit shall be entered into the FSDC client database system within 14 days of completion. In the event that the Partnership has identified an individual responsible for all

client data entry, vendors shall formally submit this information to the Partnership within this same 14 day window for subsequent entry.

- **No Parent Educator may carry a caseload of more than twenty (20) active families. Smaller caseloads may be necessary based upon the intensity of services provided (ex: weekly home visits) or as determined by individual family needs. One Full time parent educator should serve no less than 15 families unless specifically discussed and approved by South Carolina First Steps TA-PO Team. (ER 12)**
- **No supervisor or lead Parent Educator may be assigned more than 12 Parent Educators, regardless of whether the Parent Educators are full or part time employees. (ER 5)**
- Supervisors/Lead Parent Educators who are also serving families should serve 10 families or less, depending on the number of Parent Educators supervised. For example, if a Supervisor/Lead Parent Educator supervises 6 or more Parent Educators then she/he should serve no more than 5 families.

b) Group Connections:

- **At least one parent education group connection (per vendor or area of service if large program) shall be offered monthly, for a total of 12 per program year. (ER 13)**

c) Screenings and Referrals:

- **Parenting vendors shall document the completion of all model-related health and developmental screenings to include hearing, vision, use of milestone checklists, dental checks, etc. This should be completed by 7 months of age or within 90 days of enrollment and annually thereafter. (ER 14)**
- Vendors shall seek to ensure that each participating client family is connected with a pediatric medical home and other community services as appropriate.
- **Each client child shall be assessed using the age-appropriate developmental screening tools Ages & Stages 3 and Ages and Stages SE2 at birth, by 7 months of age or within 90 days of enrollment and annually thereafter. (ER 15) Child Development Surveillance shall take place during each personal visit and shall be recorded on the PAT Milestone Check Form. (ER 16)** In the event that a developmental screening (conducted in association with any First Steps-funded program) indicates a possible developmental delay, the vendor shall collaborate with parents/guardians to seek the consensual provision of these results to: (a) the child's pediatric care provider, and (b) either BabyNet (ages 0-3) or the child's zoned school district and Disabilities and Special Needs Board (ages 3-5) for additional diagnostic evaluation. Vendors shall maintain (within the First Steps Data Collection System) referral records to include information on the outcome/disposition of each First Steps-initiated referral.
- **Partnerships and their funded vendors shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up as feasible to ensure that appropriate connections have been established. 60% of families that receive at least one personal visit shall be connected to at least one community resource in the program year, per PAT model standards. (ER 17) Active and sustained efforts to connect client families to pediatric medical homes shall be a priority.**

d) Family Assessment and Goal Setting:

- **First Steps PAT vendors shall adhere to national model requirements pertaining to use of the Life Skills Progression (LSP), an approved family needs assessment tool. It is completed every six months or annually on the focus parent/caregiver and is used for Parent Educator Information only. (ER 8)** All LSP items shall be entered into the First Steps Data System.
- **All parenting and family strengthening vendors shall develop well-documented Family Goal Plans between the home visitor and at least 60% of families (using the PAT Goal Setting form) within 3 months of the enrollment of each within the program, and subsequently update these plans at least semi-annually to gauge progress and goal attainment. (ER 9)**

e) Integrated Service Delivery and Referrals:

- Partnerships shall utilize the Life Skills Progression and/or other formal and informal needs assessments to refer/ link families to additional interventions as necessary and beneficial –

either simultaneously or as part of a planned, multi-year service continuum. All referrals to other services shall be entered into the First Steps Data System.

- **Each PAT Affiliate shall convene an advisory committee at least twice yearly. (ER 3)** These meetings shall incorporate community stakeholders in an effort to identify service gaps, and increase collaborative service referrals. This committee also advises, provides support for and offers input to the affiliate program for planning and evaluation purposes.

f) Staff Qualifications and Training:

- All Parent Educators and Supervisors in SC must possess at least a two-year degree in early childhood education, comparable experience or a closely related field and document successful completion of initial certification in PAT's *Foundational and Model Implementation Training*. Educators whose caseloads include children aged 3-5 must also maintain the *Foundational 2 (3-5)* certification. (ER 2 and ER 6)
- Each PAT Affiliate shall be overseen by one or more individuals certified as PAT Supervisors. New Supervisors shall attend the Foundational Curriculum and Model Implementation Training. (ER 6)
- Each Parent Educator shall successfully complete his/her annual recertification ~~and~~ an additional three hours of professional development. (ER 7)
- Each Parent Educator shall maintain annual re-certification in the Keys to Interactive Parenting Scale (KIPS).
- All annual training and/or recertification (for both program and individual staff members) must be documented on-site by the PAT vendor.

g) Ongoing Program Quality Improvement and Professional Development

- Each PAT vendor shall participate in the PAT affiliate National Quality Endorsement process every 5th year and make ongoing use of the *PAT Parent Evaluation* (annually), *Parent Educator Performance Evaluation* (annually), *Parent Educator and Supervisor Self-Evaluations* (annually), *Program Evaluation by Parent Educators* (annually) and *Peer Mentor Observation* (optional). Each program must submit an Affiliate Performance Report to PAT and South Carolina First Steps by July of each year. All Performance Measurement Reports generated by PAT National and State Offices are to be used to develop Continuous Quality Improvement Plans. (ER 19)
- Each participating First Steps Partnership PAT program shall convene a monthly staff meeting of all pertinent program/vendor staff (to include those staff members providing both supervision and direct service to families) to review recruitment, standards compliance, programmatic data and other issues related to strategy success. A minimum of 2 hours of staff meetings per month for full-time Parent Educators and a minimum of 1 hour of staff meetings for part-time Parent Educators. (ER 4)
- Full-time Parent educators shall participate with their supervisor in individualized reflective supervision meetings at a minimum of 2 hours per month. No less than 18 hours of individualized reflective supervision during the program year is expected. Part-time Parent Educators shall participate at a minimum of one hour of reflective supervision per month. (ER 4)

3) ASSESSMENT AND DATA SUBMISSION:

- All PAT Affiliate vendors shall complete, at minimum, baseline and post assessments of the *primary adult client* identified within each enrolled case using the Keys to Interactive Parenting Scale (KIPS). The initial KIPS should be completed within 45 days of enrollment if the child is older than 2 months; if less than 2 months old at enrollment, the initial KIPS should be done immediately after (not before) the child's 2-month birthday. (ER 20)
- Thereafter, KIPS should be done at the following intervals during the first program year of enrollment: A 2nd KIPS should be done before the current year's data deadline if the case was enrolled by December 31 AND the child was age-eligible for KIPS by December 31. If not, then a 2nd KIPS is not required for data compliance, but highly recommended if there is any reason to believe the family may leave the program before the next program year starts.
- For the 2nd and subsequent years of enrollment, KIPS needs to be scheduled for the beginning and end of the program year (prior to the data deadline), IF the case only received one KIPS

during the first year of enrollment. If the case received 2 or more KIPS during the first year of enrollment, only one KIPS is required per year thereafter.

- Regardless of how long a family has been served, or how long it has been since the family last received a KIPS, it is important to assess the family one final time within 30 days of exiting the program, if possible.
- In addition to the KIPS, each family containing children aged 30 months or older shall have their interactive literacy behaviors assessed by a trained evaluator using the Adult-Child Interactive Reading Inventory (ACIRI). Each family educator making use of the ACIRI shall document his/her attendance at a First Steps sponsored training on the instrument. An initial ACIRI shall be performed within 45 days of enrollment if the child is 30 months or older; if less than 30 months old at enrollment, the initial ACIRI should be done immediately after (not before) the child's 30-month birthday.
- Thereafter, ACIRI should be done at the following intervals during the first program year of enrollment: A 2nd ACIRI should be done before the current year's data deadline if the case was enrolled by December 31 AND the child was age-eligible for ACIRI by December 31. If not, then a 2nd ACIRI is not required for data compliance, but highly recommended if there is any reason to believe the family may leave the program before the next program year starts.
- For the 2nd and subsequent years of enrollment, an ACIRI needs to be scheduled for the beginning and end of the program year (prior to the data deadline) IF the case only received one ACIRI during the first year of enrollment. If the case received 2 or more ACIRIs during the first year of enrollment, only one ACIRI is required per year thereafter.
- Regardless of how long a family has been served, or how long it has been since the family last received a ACIRI, it is important to assess the family one final time within 30 days of exiting the program, if possible.
- SC First Steps may conduct randomized KIPS/ACIRI reliability monitoring. Sample client videos may be requested for confidential scoring review and shall be maintained on site for potential review for a period spanning four months from the date of original administration.
- Note that both the KIPS and ACIRI are utilized as assessments of adult behaviors and thus need not be completed with each adult-child pairing in the household. Post assessments should, however, assess the interactions of the same adult-child pairing observed during the baseline assessment.
- ~~At least one additional approved outcome that aligns with individual affiliate goals shall be used with eligible families. It shall be chosen by July 1, 2018 by SC First Steps from a list of approved PAT Measures. (ER-20)~~
- All PAT Affiliate vendors shall complete as a second outcome the American Academy of Pediatrics' Bright Futures schedule of recommended dates for well-child visits as documented in the PAT Child Health Record. This will be entered into the First Steps Data Collection System to determine the percentage of children who received the last recommended well-child visit on the Bright Futures Schedule. (ER-20)
- Client demographic data, visits and group connections, program referrals, connections to services, screenings, well-child visits, assessments and family needs assessment data shall be collected within the First Steps Data Collection System (FSDC). **At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement. This summary information shall be shared with the SCFS State Office for purposes of providing support to affiliates. (ER 18)**

SEE ATTACHMENT 1 FOR A LIST OF PAT ESSENTIAL REQUIREMENTS.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS MOTHEREAD/FATHEREAD (202)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

SUMMARY:

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

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

At least 60% of clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

Readiness Risk Factors:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years

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

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

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

b) Client Retention

In order for a family literacy model to be effective, it is critical that client families remain in the program long enough to benefit from the planned intervention. Each partnership will be required to demonstrate its successful, long-term retention of 75% of its family literacy clients with both parent and child. Motheread/Fatheread standards call for a minimum of 20 hours of instruction. Groups last 8 to 10 weeks.

2) SERVICE DELIVERY:

Fidelity to a published, research-based model

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

a) Intensity and Delivery:

- Group meetings are to adhere to the Motherread/Fatheread Teacher's Guide
- Group size ranges from 5 to 15 participants
- Data on program activities (other than home visits) shall be entered into the FSDC client database system within 30 days of completion. In the event that the Partnership has identified an individual responsible for all client data entry, vendors shall formally submit this information to the Partnership within this same 30 day window for subsequent entry (14 days for home visits).

b) Screenings and Referrals:

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

c) Integrated Service Delivery and Connections to Resources:

- As part of the local First Steps partnership's core function as a local portal, program staff shall utilize client risk factors, as well as screening/assessment results and results of client interactions, to refer and connect clients to services they may need or want in order to strengthen their families and provide optimal development for their preschool children.
- Given the risk factor profile of clients/families served by First Steps, it is expected that a **majority of clients** will be connected to services in addition to this program. Pre-existing connections made prior to the client's involvement with First Steps may count toward this standard.
- Attempted and successful connections (interventions and referrals), shall be entered into the FSDC within 30 days of the connection. Pre-existing connections should be entered within 30 days of client entry into the program.

d) Staff Qualifications and Training:

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

3) ASSESSMENT:

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

4) DATA SUBMISSION:

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

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

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

First Steps' parent home visitation strategies are designed to equip adult clients with the knowledge and skills necessary to promote the school readiness, healthy development and long-term success of their preschool-aged children. Partnerships funding these strategies shall ensure vendor compliance with each of the following:

Partnerships funding the Parent-Child Home Program shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines. Fidelity of implementation in SC includes meeting PCHP requirements along with additional SC-specific additions. The following standards include a mix of both; however, the inserted PCHP fidelity requirements are included for clarity.

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

At least 60% of home visitation clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications
- English is not primary language spoken in the home, ~~when combined with one or more additional risk factors~~
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- ~~Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)~~
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

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

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

- ~~Recent Immigrant or Refugee Family One or both parents are foreign born and entered the country within the past 5 years.~~
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) Targeting By Age (Early Intervention)

PCH is designed for children aged 16-48 months of age. At least 70% of newly enrolled PCH client households shall contain a child between 16-36 months of age. The model is designed for use only once within a family unit. Exceptions to this "one time" rule may be sought by providing a detailed justification to SC First Steps

c) Client Retention

In order for home visitation to be effective, it is critical that client families remain in the program long enough to benefit from the planned intervention. Each partnership will be required to demonstrate its successful, long-term retention of 75% of its home visitation clients across two years of program participation.

2) SERVICE DELIVERY:

Fidelity to a published, research-based model

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded parenting/family strengthening strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

a) Home Visit Intensity and Delivery:

- Parent Child Home (PCH) programs shall be designed to incorporate visits twice weekly for a minimum of 23 weeks or 46 home visits annually across a period of two years (46 weeks/92 visits total).
- While home visitation models are ideally suited for delivery within the home (and home-based visitation expected as the primary method of service delivery), PCH visits may be approved for delivery at an alternate location (a childcare center, family resource center, etc.) as either the documented needs of the family or safety of the visitor dictate. The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of clients is maintained. Regardless of location, all visits must be one-on-one (PCH may not be delivered in group settings), entail the use of PCH-specific lesson plans and last at least 30 minutes apiece
- Data on each home visit shall be entered into the FSDC client database system within 14 days of completion. In the event that the Partnership has identified an individual responsible for all client data entry, vendors shall formally submit this information to the Partnership within this same 14 day window for subsequent entry.
- No PCH home visitor may carry a caseload of more than sixteen (16) active families. Smaller caseloads may be necessary based upon the intensity of services provided (or as determined by individual family needs).

b) Screenings and Referrals:

- Parenting vendors shall document the completion of all developmental screenings within 90 days of enrollment.
- Vendors shall seek to ensure that each participating client family is connected with a pediatric medical home and other community services as appropriate.
- Each client child shall be assessed using an age-appropriate developmental screening tool (e.g. Ages & Stages, Brigance, DIAL-3, etc.). In the event that a developmental screening (conducted in association with any First Steps-funded program) indicates a possible developmental delay, the vendor shall collaborate with parents/guardians to seek the consensual provision of these results to: (a) the child's pediatric care provider, *and* (b) either BabyNet (ages 0-3) or the child's zoned school district and Disabilities and Special Needs Board (ages 3-5) for additional diagnostic evaluation. Vendors shall maintain (within the First Steps Data Collection System) referral records to include information on the outcome/disposition of each First Steps-initiated referral.
- Partnerships and their funded vendors shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services

as necessary, and follow up as feasible to ensure that appropriate connections have been established. Active and sustained efforts to connect client families to pediatric medical homes shall be a priority.

c) Staff Qualifications and Training:

- All PCHP Home Visitors must possess at least a two-year degree in early childhood education or a closely related field and document successful completion of 16 hours of training prior to their first home visit.. Each PCHP educator shall meet the minimum education requirements above and be trained and supervised by a site coordinator approved by the PCHP National Center.
- PCHP vendors must each employ at least one Site Coordinator trained by the PCHP National Center or a certified local trainer (with sites serving 60 or more families employing a second Site Coordinator).
- Each home visitor shall successfully complete at least two hours of weekly professional development/training and supervision meetings from the site Coordinator. Each home visitor shall maintain annual re-certification in the Keys to Interactive Parenting Scale (KIPS).

d) Ongoing Program Quality Assessment:

- PCHP vendors shall utilize *Parent and Child Together (PACT) Observations* to guide family goal setting and evaluate changes in parent behavior, as required, report all required data within the national PCHP Management Information System and administer the *Evaluation of Child Behavior Traits (CBT)* as required.
- Each participating PCHP program shall convene a supervisory meeting of all pertinent program/vendor staff (to include those staff members providing both supervision and direct service to families) no less than quarterly to review recruitment, standards compliance, programmatic data and other issues related to strategy success.

e) Family Assessment and Goal Setting:

- Partnerships or PCHP Vendors shall utilize the PCHP family-centered assessment and/or other formal and informal needs assessments to refer/ link families to additional interventions as necessary and beneficial – either simultaneously or as part of a planned, multi-year service continuum.
- All parenting and family strengthening vendors shall develop well-documented Family Goal Plans between the home visitor and families (using the SCFS-issued template if needed) within 3 months of the enrollment of each within the program, and subsequently update these plans at least semi-annually to gauge progress and goal attainment.

f) Integrated Service Delivery:

- Partnerships shall utilize the Life Skills Progression and/or other formal and informal needs assessments to refer/ link families to additional interventions as necessary and beneficial – either simultaneously or as part of a planned, multi-year service continuum.

3. ASSESSMENT AND DATA SUBMISSION:

- All First Steps-funded vendors shall complete, at minimum, baseline and post assessments of the *primary adult client* identified within each enrolled case using the Keys to Interactive Parenting Scale (KIPS). The initial KIPS should be completed within 45 days of enrollment if the child is older than 2 months; if less than 2 months old at enrollment, the initial KIPS should be done immediately after (not before) the child's 2-month birthday.
 - Thereafter, KIPS should be done at the following intervals during the first program year of enrollment: A 2nd KIPS should be done before the current year's data deadline if the case was enrolled by December 31 AND the child was age-eligible for KIPS by December 31. If not, then a 2nd KIPS is not required for data compliance, but highly recommended if there is any reason to believe the family may leave the program before the next program year starts.
 - For the 2nd and subsequent years of enrollment, KIPS needs to be scheduled for the beginning and end of the program year (prior to the data deadline), IF the case only received one KIPS during the first year of enrollment. If the case received 2 or more KIPS during the first year of enrollment, only one KIPS is required per year thereafter.

- Regardless of how long a family has been served, or how long it has been since the family last received a KIPS, it is important to assess the family one final time within 30 days of exiting the program, if possible.
- In addition to the KIPS, each family containing children aged 30 months or older shall have their interactive literacy behaviors assessed by a trained evaluator using the Adult-Child Interactive Reading Inventory (ACIRI). Each family educator making use of the ACIRI shall document his/her attendance at a First Steps sponsored training on the instrument. An initial ACIRI shall be performed within 45 days of enrollment if the child is 30 months or older; if less than 30 months old at enrollment, the initial ACIRI should be done immediately after (not before) the child's 30-month birthday.
- Thereafter, ACIRI should be done at the following intervals during the first program year of enrollment: A 2nd ACIRI should be done before the current year's data deadline if the case was enrolled by December 31 AND the child was age-eligible for ACIRI by December 31. If not, then a 2nd ACIRI is not required for data compliance, but highly recommended if there is any reason to believe the family may leave the program before the next program year starts.
- For the 2nd and subsequent years of enrollment, an ACIRI needs to be scheduled for the beginning and end of the program year (prior to the data deadline) IF the case only received one ACIRI during the first year of enrollment. If the case received 2 or more ACIRI during the first year of enrollment, only one ACIRI is required per year thereafter. Regardless of how long a family has been served, or how long it has been since the family last received a ACIRI, it is important to assess the family one final time within 30 days of exiting the program, if possible.
- SC First Steps may conduct randomized KIPS/ACIRI reliability monitoring. Sample client videos may be requested for confidential scoring review and shall be maintained on site for potential review for a period spanning four months from the date of original administration.
- Note that both the KIPS and ACIRI are utilized as assessments of adult behaviors and thus need not be completed with each adult-child pairing in the household. Post assessments should, however, assess the interactions of the same adult-child pairing observed during the baseline assessment.
- Client demographic, program, referrals, connections to services, screening and assessment data shall be collected within the First Steps Data Collection System (FSDC).

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS HEALTHY FAMILIES AMERICA (207)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

SUMMARY:

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

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

At least 60% of home visitation clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

Readiness Risk Factors:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)

- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home, ~~when combined with one or more additional risk factors~~
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

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

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

- ~~Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.~~
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

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

b) Targeting By Age (Early Intervention)

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

c) Client Retention

In order for home visitation to be effective, it is critical that client families remain in the program long enough to benefit from the planned intervention. Each partnership will be required to demonstrate its successful, long-term retention of 75% of its home visitation clients across nine or more months of program participation.

2) SERVICE DELIVERY:

Fidelity to a published, research-based model

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

a) Intensity and Delivery:

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

- HFA is an intensive home visitation model consisting of at least one 60-minute home visit per week for 6 months after the child's birth. After the first 6 months, visits may be less frequent and may continue until the child is 3 to 5 years of age. At least 75% of families must receive 75% of expected home visits. Family progress is used to determine family readiness to move to less frequent home visits.
- Services are offered at a minimum of three years and up to five years after the birth of the baby.
- An HFA Service Plan is developed to address family needs throughout the course of services.
- Data on program activities (other than home visits) shall be entered into the FSDC client database system within 30 days of completion. Home visits shall be entered within 14 days. In the event that the Partnership has identified an individual responsible for all client data entry, vendors shall formally submit this information to the Partnership within this same 30 day window for subsequent entry (14 days for home visits).

b) Screenings and Referrals:

- Parenting vendors shall document the completion of all developmental screenings within 90 days of enrollment.
- Vendors shall seek to ensure that each participating client family is connected with a pediatric medical home and other community services as appropriate.
- Each client child shall be assessed using an age-appropriate developmental screening tool (e.g. Ages & Stages) Administration of the ASQ-SE2 is recommended as well. In the event that a developmental screening (conducted in association with any First Steps-funded program) indicates a possible developmental delay, the vendor shall collaborate with parents/guardians to seek the consensual provision of these results to: (a) the child's pediatric care provider, and (b) either BabyNet (ages 0-3) or the child's zoned school district and Disabilities and Special Needs Board (ages 3-5) for additional diagnostic evaluation. Vendors shall maintain (within the First Steps Data Collection System) referral records to include information on the outcome/disposition of each First Steps-initiated referral.
- Partnerships and their funded vendors shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up as feasible to ensure that appropriate connections have been established. Active and sustained efforts to connect client families to pediatric medical homes shall be a priority.

Integrated Service Delivery and Connections to Resources:

- As part of the local First Steps partnership's core function as a local portal, program staff shall utilize client risk factors, as well as screening/assessment results and results of client interactions, to refer and connect clients to services they may need or want in order to strengthen their families and provide optimal development for their preschool children.
- Given the risk factor profile of clients/families served by First Steps, it is expected that a **majority of clients** will be connected to services in addition to this program. Pre-existing connections made prior to the client's involvement with First Steps may count toward this standard.
- Attempted and successful connections (interventions and referrals), shall be entered into the FSDC within 30 days of the connection. Pre-existing connections should be entered within 30 days of client entry into the program.

d) Staff Qualifications and Training:

- All staff receive Orientation training on specific topics prior to working with families. These trainings are typically provided by HFA supervisor and/or Program Manager.
- All staff receive wraparound training topics (topics outlined in best practice standards) within 3 months, 6 months and 12 months of hire. These trainings are available to HFA affiliates through 35 hours of distance learning modules. Sites are also encouraged to receive training locally from community partners (i.e., domestic violence shelters, mental health facilities, etc.).
- All staff must receive ongoing training based on their current skill set in an effort to build skills and competencies. These trainings are typically achieved through conferences, webinars, and trainings offered at local or state level.
- HFA requires ongoing access to high quality supervision.

3) ASSESSMENT:

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

4) DATA SUBMISSION:

- Client demographic, program, referrals, connections to services, screening and assessment data shall be collected within the First Steps Data Collection System (FSDC).

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS EARLY STEPS TO SCHOOL SUCCESS (213)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

First Steps' parent home visitation strategies are designed to equip adult clients with the knowledge and skills necessary to promote the school readiness, healthy development and long-term success of their preschool-aged children. Partnerships funding these strategies shall ensure vendor compliance with each of the following:

Partnerships funding Early Steps to School Success shall work in collaboration with SC First Steps to ensure full compliance with national model guidelines. Fidelity of implementation in SC includes meeting ESSS requirements along with a few SC-specific additions. The following standards include a mix of both; however, the inserted ESSS fidelity requirements are included for clarity.

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

At least 60% of home visitation clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home

- Low birth weight (under 5.5 lbs.) in association with serious medical complications
- English is not primary language spoken in the home, ~~when combined with one or more additional risk factors~~
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- ~~Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)~~
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

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

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

- ~~Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.~~
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) Targeting By Age (Early Intervention)

ESSS home visitation is designed for expectant mothers and/or children under 36 months of age. Supplemental group meetings and transition activities may be incorporated for children older than 36 months.

c) Client Retention

In order for home visitation to be effective, it is critical that client families remain in the program long enough to benefit from the planned intervention. Each partnership will be required to demonstrate its successful, long-term retention of 75% of its home visitation clients across nine or more months of program participation. ESSS vendors shall provide services to families for 12 months in a program year.

2) SERVICE DELIVERY:

Fidelity to a published, research-based model

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded parenting/family strengthening strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

a) Home Visit Intensity and Delivery:

- Programs shall match the intensity of their service delivery to the specific needs of each family, with no client offered less than 2 visits monthly. Clients identified as possessing two (2) or more board-approved risk factors shall receive home visitation 2 times per month. (For purposes of grant renewal, conditional approvals may be issued to Partnerships averaging fewer than 2.0 visits per family, per month.) For each family served, 1.8 average is considered the minimal threshold for visits per month, 2.0 is the targeted expectation, and 2.5 and above is considered outstanding service delivery.
- While the ESSS model is ideally suited for delivery within the home (and home-based visitation expected as the primary method of service delivery), visits may be approved for delivery at an alternate location (a childcare center, family resource center, etc.) as either the documented needs of the family or safety of the visitor dictate. The alternative location must be suitable to delivery of parenting services such that integrity of the session and confidentiality of clients is maintained. Regardless of location, all visits must be one-on-one (ESSS visits may not be delivered in group settings), entail the use of model-specific lesson plans, and last at least one hour per visit for 24 hours of home visits per program year.
- Data on each home visit shall be entered into the ESSS data system and the First Steps data system each week by the following Monday, close of business. Every home visitor is required to have 20 children enrolled per model standards. (Up to 30 additional children per home visitor may participate in the model's group meetings and transition activities (book bag exchange) for children older than 36 months.)

b) Group Meetings:

- At least one parent education group meeting shall be offered each month (12 per year, per vendor or area of service if large program) for parents receiving home visits and those participating in the three-year-old book bag exchange.

c) Screenings and Referrals:

- Vendors shall document the completion of the ESSS HOME assessment within 90 days of enrollment and at least annually thereafter
- Vendors shall seek to ensure that each participating client family is connected with a pediatric medical home and other community services as appropriate.
- Each client child shall be assessed using an age-appropriate developmental screening tool (e.g. Ages & Stages, Ages and Stages- SE, Brigance, DIAL-3, etc.). In the event that a developmental screening (conducted in association with any First Steps-funded program) indicates a possible developmental delay, the vendor shall collaborate with parents/guardians to seek the consensual provision of these results to: (a) the child's pediatric care provider, *and* (b) either BabyNet (ages 0-3) or the child's zoned school district and Disabilities and Special Needs Board (ages 3-5) for additional diagnostic evaluation. Vendors shall maintain (within each client file) referral records to include information on the outcome/disposition of each First Steps-initiated referral.
- Partnerships and their funded vendors shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up as feasible to ensure that appropriate connections have been established. Active and sustained efforts to connect client families to pediatric medical homes shall be a priority.

d) Staff Qualifications and Training:

- Each home visitor in a First Steps-funded ESSS program shall successfully complete at least four hours minimum of professional development each month. This shall be documented and approved by Save the Children. Annual training (for both the program and individual staff members) must be documented on-site by each vendor.
- Each Home Visitor shall maintain annual re-certification in the Keys to Interactive Parenting Scale (KIPS).

e) Ongoing Program Quality Assessment:

- ESSS vendors shall utilize the PPVT and HOME Inventory as prescribed by the Early Steps National Model and any other quality assessments as required for evaluation.
- Each ESSS program shall convene a supervisory meeting of all pertinent program/vendor staff (to include those staff members providing both supervision and direct service to families) no less than quarterly to review recruitment, standards compliance, programmatic data and other issues related to strategy success.

f) Family Goal Plans:

- All home visitors shall develop well-documented Family Goal Plans between the home visitor and families within 3 months of the enrollment and subsequently update these plans at least semi-annually to gauge progress and goal attainment.

g) Integrated Service Delivery:

- Partnerships shall utilize the ESSS HOME assessment and Risk and Resource assessment to refer/ link families to additional interventions as necessary and beneficial – either simultaneously or as part of a planned, multi-year service continuum.

3. ASSESSMENT AND DATA SUBMISSION:

- All First Steps-funded vendors shall complete, at minimum, baseline and post assessments of the *primary adult client* identified within each enrolled case using the Keys to Interactive Parenting Scale (KIPS). The initial KIPS should be completed within 45 days of enrollment if the child is older than 2 months; if less than 2 months old at enrollment, the initial KIPS should be done immediately after (not before) the child's 2-month birthday.
 - Thereafter, KIPS should be done at the following intervals during the first program year of enrollment: A 2nd KIPS should be done before the current year's data deadline if the case was enrolled by December 31 AND the child was age-eligible for KIPS by December 31. If not, then a 2nd KIPS is not required for data compliance, but highly recommended if there is any reason to believe the family may leave the program before the next program year starts.

- For the 2nd and subsequent years of enrollment, KIPS needs to be scheduled for the beginning and end of the program year (prior to the data deadline), IF the case only received one KIPS during the first year of enrollment. If the case received 2 or more KIPS during the first year of enrollment, only one KIPS is required per year thereafter.
- Regardless of how long a family has been served, or how long it has been since the family last received a KIPS, it is important to assess the family one final time within 30 days of exiting the program, if possible.
- In addition to the KIPS, each family must be assessed with the HOME Inventory per ESSS model requirements.
- SC First Steps may conduct randomized KIPS reliability monitoring. Sample client videos may be requested for confidential scoring review and shall be maintained on site for potential review for a period spanning four months from the date of original administration.
- Note that the KIPS is utilized as an assessment of adult behaviors and thus need not be completed with each adult-child pairing in the household. Post assessments should, however, assess the interactions of the same adult-child pairing observed during the baseline assessment.
- Client demographic information, home visit dates and durations, developmental screening results and KIPS assessment data shall be collected within the First Steps Data Collection System (FSDC).

SEE ATTACHMENT 2 FOR A COPY OF ESSS STANDARDS.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS NURSE-FAMILY PARTNERSHIP (214)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

Partnerships funding Nurse Family Partnership (NFP) strategies shall work in collaboration with SC First Steps (in its capacity as South Carolina's NFP sponsor agency) to ensure full compliance with national model guidelines. Fidelity of implementation includes, but is not limited to:

- 1) **TARGETING:** First time, low-income mothers (Medicaid eligible or a family income not to exceed 185% of the federal poverty definition).
- 2) **DATA COLLECTION:** Full client and visit data will be submitted via the NFP Efforts to Outcomes (ETO) system, per model guidelines.
- 3) **TRAINING/PROFESSIONAL DEVELOPMENT:** Nurses and supervisory staff will complete all required training, prior to the provision of service and participate in professional development as required by the NFP National Service Office.
- 4) **CURRICULAR FIDELITY:** Nurse Family Partnership services will be delivered with fidelity to each of the model's 18 model elements as defined by the Nurse Family Partnership National Service Office.

Partnerships also may support the NFP strategy by providing indirect support. Examples of this type of support include providing funding to support NFP events/celebrations for clients; material needs for clients such as diapers, formula, hygiene items, and developmentally appropriate toys or books.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS DOLLY PARTON IMAGINATION LIBRARY (212)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

1) Client Targeting

With the understanding that DPIL enrollment is open to all age-eligible children, partnerships are encouraged to target DPIL enrollment to children 3 and under. DPIL studies indicate that longer program participation is

associated with stronger home literacy environments and greater frequency of parents reading to children (Samiei et al, 2016).

2) 87% Books Rule

Partnerships administering an Imagination Library strategy must devote 87% or more of strategy funds to the procurement of books. Programs seeking a waiver of this 13% cap on non-book related spending must petition the State Board of Trustees, providing a detailed accounting of all strategy-related spending.

3) Use DPIL as a Supplement to More Comprehensive Interventions

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

4) Solicitation of Community Support (25% Match Requirement)

Due to DPIL's requirement that services be provided to any age-eligible child within the partnership's service area – i.e., the partnership may not restrict DPIL enrollment to children at risk for not being ready for school - a cash match of at least 25% is required for any state funds committed to the DPIL strategy. (e.g. No more than 75% of the Partnership's total DPIL budget may be derived from state funding.)

5) Data Collection

DPIL strategies shall enter monthly outputs data into the FSDC. Partnerships shall keep an electronic record of DPIL families with, at minimum, the child's full name and birthdate, the family's contact information, and beginning and ending dates of program participation and make this electronic information available to SCFS for evaluation purposes upon request. It is recommended that partnerships also administer a survey or other instrument to track changes in home literacy practices. This instrument should be administered, at minimum, upon enrolling in DPIL and upon aging out or exiting the program.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS RAISING A READER-ENHANCED (218)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

SUMMARY:

The mission of Raising a Reader (RAR) is to engage families in a routine of daily "book-cuddling" with their children to foster healthy brain development, parent-child bonding, and early literacy skills critical for school success. It was been shown to be effective in increasing children's oral language and print knowledge when implemented in conjunction with parent literacy training. Its intended audience is young children and their caregivers and early childhood educators. Its central organizing components are informal professional development for early childhood educators, a weekly book rotation, parent engagement, child-driven literacy experiences, and library connections. RAR is intended to be implemented as a family literacy supplement to a center- or home-based early learning and development program such as Head Start/Early Head Start, child care, home visitation, or family literacy.

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

At least 60% of clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

Readiness Risk Factors:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care

- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home, ~~when combined with one or more additional risk factors~~
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

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

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

- ~~Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.~~
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) Client Retention and Exit

Raising a Reader-Enhanced is ongoing with no specific time frame for center involvement; families are involved in RAR for as long as their child(ren) are enrolled in the host program.

2) SERVICE DELIVERY:

Fidelity to a published, research-based model

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

a) Intensity and Delivery:

- Obtain and maintain affiliate status with the program model.
- Service is to be delivered following program standards and including the parent literacy training component, described below
- Delivery of the book rotation and classroom activities take place in the host program, for example, child care centers, Head Start, preschools. Parent literacy training can occur in a setting that is feasible for activities (see below). The Raising a Reader curriculum must be used to plan, deliver, follow up and monitor program activities
- As per the RAR Affiliate Agreement, RAR red book bags with 3 – 4 books (depending on the age of the child) each rotate to children's homes every week.

- Trained RAR implementers report to the RAR coordinator and maintain responsibility for: 1) regular bag rotation, 2) being the primary contact with the parents, 3) assuring that children and families have meaningful contact with libraries 4) parent literacy trainings being conducted as described below, and 5) collecting data under the supervision of the RAR coordinator
- Data on program activities (other than home visits) shall be entered into the FSDC client database system within 30 days of completion. Home visits shall be entered within 14 days. In the event that the Partnership has identified an individual responsible for all client data entry, vendors shall formally submit this information to the Partnership within this same 30 day window for subsequent entry (14 days for home visits).

b) Group Connections or Other Supporting Activities:

- The parent literacy component of RAR consists of parent instruction in shared reading techniques and time for parents to practice the new techniques with their own children
- Minimum of 5 parent sessions per year which includes 30 min of didactic and demonstrative instruction and 30 minutes for parents to practice reading to their children using the new shared reading techniques learned in training.
Include any supplemental activities of the program that are in addition to the program's core service, if applicable (example: group connections for PAT). Do not include screenings, referrals, or assessments as they are included elsewhere in the standards.

c) Screenings and Referrals:

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

d) Integrated Service Delivery and Connections to Resources:

- The RAR coordinator assures that families are meaningfully connected to the library by ensuring that parents receive information about the library and a library card application and are invited to attend a library event.
- Blue book bags (for carrying library books and gentle reminders for families to continue borrowing books and maintain book sharing routines) are introduced and provided to each child once during his/her participation in RAR.
- As part of the local First Steps partnership's core function as a local portal, program staff shall utilize client risk factors, as well as screening/assessment results and results of client interactions, to refer and connect clients to services they may need or want in order to strengthen their families and provide optimal development for their preschool children.
- Given the risk factor profile of clients/families served by First Steps, it is expected that a **majority of clients** will be connected to services in addition to this program. Pre-existing connections made prior to the client's involvement with First Steps may count toward this standard.
- Attempted and successful connections (interventions and referrals), shall be entered into the FSDC within 30 days of the connection. Pre-existing connections should be entered within 30 days of client entry into the program.

e) Staff Qualifications and Training:

- As per the RAR Affiliate Agreement, all RAR coordinators must attend an RAR National Coordinator Training. All implementers must attend two trainings conducted by a coordinator. These trainings must include a kickoff orientation and implementer skill building training as outlined in the RAR Affiliate Agreement. All implementers must receive onsite coaching at least once a year as part of a coordinator site visit.
- Appropriate personnel should also be trained in any screenings or assessments used by the program.

f) Ongoing Program Quality Improvement and Professional Development

- The RAR Online Affiliate Network is available to Affiliates via a password-protected area of Raising A Reader's web site. This network enables Affiliates to share best practices, access Raising A Reader tools and templates, view newsletters and sustainability archives, and see the most up-to-date RAR calendar.
- All coordinators will conduct two trainings for implementers each program year. As per the RAR Affiliate Agreement, the trainings are Kickoff Orientation and Program and Skill Building Training.
- All RAR implementers are to receive onsite coaching at least once a year as part of a coordinator site visit. The RAR parent survey, site rubric and/or other tools can be used to assess implementation of the RAR program.

3) ASSESSMENT:

- First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
- Host programs in which RAR is being implemented should measure pre-to-post change in language and literacy outcomes, per the goals of the program model. The RAR Affiliate Agreement lists the following assessments as appropriate for use with the model: DIBELS, PPVT, Creative Curriculum, and PALS. Other assessments may be used as indicated by the host program's curriculum. Programs are also encouraged to use the Adult-Child Interactive Reading Inventory (ACIRI) as a means of assessing both parent and child changes in literacy behaviors.
- RAR Parent Surveys (baseline and follow-up) are to be administered to measure behavior change in parents and children.
- Home visitation strategies shall use the Keys to Interactive Parenting Scale (KIPS) and the Adult-Child Interactive Reading Inventory (ACIRI) in accordance with First Steps Program Standards. To request an exemption of this requirement, contact SC First Steps.
- Client assessments shall be entered in the FSDC within 30 days of administration.

4) DATA SUBMISSION:

Contact SC First Steps to create a data submission plan for this program, including data to be entered in the First Steps Data Collection system (FSDC). Both outputs data and/or cases data may be required, depending on the setting(s) in which RAR is implemented. Data submission requirements may be modified based on the program model's activities, screenings and assessments vs. the data entry fields available in the FSDC.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS LENA: LANGUAGE ENVIRONMENT ANALYSIS-HOME (224)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

SUMMARY:

Language Environment Analysis (LENA) Home is a home visitation and online parenting intervention intended for parents of young children that has been shown to improve children's language ability. In the case of parents with below average ratings on automated language measures, they demonstrated significant improvement. LENA Home was designed to supplement other parenting home visitation programs to supplement the curriculum, but it can be implemented as a stand-alone strategy.

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

At least 60% of clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

Readiness Risk Factors:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)

- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home, ~~when combined with one or more additional risk factors~~
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- ~~Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)~~
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

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

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

- ~~Recent Immigrant or Refugee Family—One or both parents are foreign-born and entered the country within the past 5 years.~~
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) Additional Targeting Criteria

LENA has been found to be particularly effective for parents with below average ratings on automated language measures, they demonstrated significant improvement. Examples would be parents with limited vocabulary and those who do not engage in conversation (turn taking) with their young children.

c) Client Retention and Exit

LENA-Home is a 10-session home visitation program.

2) SERVICE DELIVERY:

Fidelity to a published, research-based model

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

a) Intensity and Delivery:

- As per the implementation method that demonstrated desired outcomes, the LENA strategy is to be implemented, at a minimum, as a, 3-month intensive feedback and support program for parents utilizing LENA for in-home audio recording and reports. Home visits are to be conducted weekly.
- Feedback and support during implementation must include (a) LENA-based feedback reports for parents regarding their home language environments, (b) educational materials providing information to parents on improving their child's language environment, and (c) coaching support by a trained staff member.
- Services are to be delivered in the families' homes
- The LENA Home program provides an outline curriculum to be implemented for the home visits.
- Data on program activities (other than home visits) shall be entered into the FSDC client database system within 30 days of completion. Home visits shall be entered within 14 days. In the event that the Partnership has identified an individual responsible for all client data entry, vendors shall formally submit this information to the Partnership within this same 30 day window for subsequent entry (14 days for home visits).

b) Screenings and Referrals:

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

c) Integrated Service Delivery and Connections to Resources:

- As part of the local First Steps partnership's core function as a local portal, program staff shall utilize client risk factors, as well as screening/assessment results and results of client interactions, to refer and connect clients to services they may need or want in order to strengthen their families and provide optimal development for their preschool children.
- Given the risk factor profile of clients/families served by First Steps, it is expected that a **majority of clients** will be connected to services in addition to this program. Pre-existing connections made prior to the client's involvement with First Steps may count toward this standard.
- Attempted and successful connections (interventions and referrals), shall be entered into the FSDC within 30 days of the connection. Pre-existing connections should be entered within 30 days of client entry into the program.

d) Staff Qualifications and Training:

- LENA requires online training (in the form of a webinar) to review the LENA program.
- Because the LENA training is relatively brief and because the curriculum is in the form of a brief outline, it is strongly recommended that staff implementing LENA Home also have at least two years of experience in home visitation.

3) ASSESSMENT:

- First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
- Parent surveys, provided by LENA, that assess child language-focused questionnaires are administered, at a minimum, at baseline (just after recruitment) and then at 3-month intervals.
- Measures of the home language environments are obtained with the LENA software. They are standardized scores for: 1) the number of adult words spoken near the children daily (AWC), 2) the number of conversational turns (CTs) engaged in with the children daily, and 3) time spent reading daily.
- LENA's language assessment (Snapshot) is to be administered as prescribed in the LENA Home Outline of Coaching Sessions. It is to be administered no more than once per month. The recommended schedule is at Sessions #2, #5, and #8. There is an option to continue to offer the Snapshot to families on a monthly basis, through age 36 months.
- Client assessments shall be entered in the FSDC within 30 days of administration.

4) DATA SUBMISSION:

- Client information, risk factors, LENA visits and LENA software measures are to be entered in the Cases Data section of the FSDC.

**FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS
FAMILY LITERACY MODEL (211)**

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Informed

Early childhood education and parent education components of a family literacy strategy may be considered evidence-based if the component adheres to a program designated as evidence-based by the SC First Steps Board of Trustees. Those evidence-based components shall be funded and reported under their respective early education and parenting program codes.

Partnerships supporting comprehensive Family Literacy models within public school district settings or other public or private settings shall ensure that each vendor delivers a four component Family Literacy Model, including: 1) Parent Education, 2) Adult Education, 3) Early Childhood Education and 4) Parent/Child Interaction. Qualified families shall participate in all four components.

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure (Adult shall have one or more preschool-aged child or is pregnant and expecting a child at the time of enrollment into the program.

At least 80% of FL clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications
- English is not primary language in the home
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

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

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

- ~~Recent Immigrant or Refugee Family – One or both parents are foreign-born and entered the country within the past 5 years.~~
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) Client Retention

In order for a family literacy model to be effective, it is critical that client families remain in the program long enough to benefit from the planned intervention. Each partnership will be required to demonstrate its successful, long-term retention of 75% of its family literacy clients with both parent and child each receiving 120 hours of program participation. If one component is completed, such as the adult GED, in a shorter time span then the family shall continue to participate in the other three components for as long as needed (based on a family needs assessment.)

2) SERVICE DELIVERY:**Fidelity to a published, research-based model for Family Literacy**

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded family literacy strategy is implemented with fidelity to a published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

a) Parent Education:

- Programs shall match the intensity of their service delivery to the specific needs of each family with a minimum of 2 contacts per month. This component shall be delivered using an approved, evidence-based/parent education model. Approved models are EHS, PAT, Triple P, Incredible Years or other evidence based curriculum model. Clients identified as possessing two (2) or more board-approved risk factors shall receive services as the needs and availability of the family dictates with a minimum of 2 contacts per month.
- At least one parent education large group meeting/training shall be offered each month (per vendor or area of service if large program).

b) Adult Education:

- The adult/parent client(s) shall participate in an Adult Education Program recognized by the South Carolina Department of Education.
- Participation is desirable until the GED, High School Diploma or other educational goal is obtained.
- The adult/parent client shall work independently with guidance and support from an Adult Ed Teacher or staff that meets requirements of SCDE, within the classroom setting at an individualized pace.

c) Early Childhood Education:

- The preschool child client shall be enrolled in a quality early childhood education program (preferably on location where the adult education class is conducted). A quality early childhood education program is defined as a program that is DSS licensed and exceeds minimum licensing requirements (participating in the ABC quality Program at a level B or higher) or has a DSS waiver of approval. If a DSS waiver is granted then a quality environment rating assessment needs to be done as well by a trained ERS evaluator. The Partnership Board may – upon the provision of written consent from SCFS - waive this requirement in the event that programs meeting this definition are geographically distant or unavailable to individual recipients.

d) Parent/Child Interaction:

- The adult/child client pair shall participate in a planned monthly interactive literacy play session. This shall occur in the child's classroom, home, or family resource center at a regular time designated by early education staff for parents to come and interact with their child.
- Interactive sessions may include "child's choice of play" within the classroom learning centers. This open choice play shall last for approximately 30-45 minutes. The final 15 minutes shall include a planned literacy activity led by early education staff, librarian, community visitor, or parents and shall include such literacy activities as singing songs, finger-plays, stories, literacy games, etc. that is appropriate for the age of the child.

e) Developmental Screenings and Referrals:

- First Steps Partnership funding a Family Literacy Strategy shall ensure the completion of an age-appropriate developmental screening for each preschool child within the client family within 90 days of enrollment with results being shared with parents. This screening may be conducted by the partnership, the early education provider, the parent educator or other community partner as local needs and resources dictate. Examples of most commonly used tools for screening are Ages & Stages-3, Brigance, DIAL-3, etc.

- In the event that a developmental screening indicates a possible developmental delay, the vendor shall collaborate with parents/guardians to seek the consensual provision of these results to: (a) the child's pediatric care provider, *and* (b) either BabyNet (ages 0-3) or the child's zoned school district and Disabilities and Special Needs Board (ages 3-5) for additional diagnostic evaluation. Vendors shall maintain (within each client file) referral records to include information on the outcome/disposition of each First Steps-initiated referral.
- Partnerships and their funded vendors shall ensure active collaboration with other parenting and family support services in their communities, refer families to these services as necessary, and follow up as feasible to ensure that appropriate connections have been established. Active and sustained efforts to connect client families to pediatric medical homes shall be a priority.

f) Family Assessment and Goal Setting:

- Family Literacy Vendors shall use a family needs assessment to determine the priority needs of the clients being served. The Life Skills Progression is a preferred option; however a tool currently being used by a Family Literacy Program may be used.
- Vendors shall develop family service plans within 3 months of enrollment and subsequently update these plans every 6 to 12 months to gauge progress and goal attainment.

3) ASSESSMENT AND DATA SUBMISSION:

- All First Steps-funded vendors shall complete, at minimum, baseline and post assessments of the *primary adult client* identified within each enrolled case using the TABE (Test of Adult Basic Education) and/or the BEST Plus (Basic English Skills Test). The testing schedule should align with adult education assessment policy as set by SCDE.
- In addition to the TABE and/or the BEST plus each family shall be assessed using a nationally recognized parenting assessment within 45 days of enrollment. This should be conducted again after 6 to 9 months. The assessment tool should be one that the evidence based parenting model recognizes as acceptable for their model's evaluation of parenting outcomes. Or, the program may opt to use the KIPS (Keys to Interactive Parenting Scale) to measure parenting behaviors.
- Each focus child shall have their emerging literacy skills assessed (pre- and post-, with the PPVT (Peabody Picture Vocabulary Test). The assessment shall be conducted by a trained assessor. This is initially done when the child reaches 36 months old and then yearly thereafter. Or, the program may opt to use the ACIRI (beginning at 30 months) to assess the parent/child interactive literacy skills.
- Client demographic and all assessment and screening data shall be collected within the First Steps Data Collection System (FSDC). **If the partnership funds ONLY the parent education component of Family Literacy as an evidence-based model, that client data shall be entered in the FSDC under the respective parenting program code; otherwise, client data and participation in parenting activities will be entered under the Family Literacy program code (211) and connections entered to other program components funded by the local partnership. For budget purposes, early education expenditures, if evidence-based, should be separated into the appropriate Early Education program code but separate cases data entry outside of 211 is not required.**
- Adult Outcomes for graduation with a GED, HS diploma or other educational achievement shall be documented within the FSDC as well.

**FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS
REACH OUT AND READ (219)**

REQUIREMENTS FOR FY19:

SCFSBOT Designation: Evidence-Based

SUMMARY:

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

1) TARGETING:

a) Targeting Clients At-Risk of Early School Failure

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

c) Client Retention and Exit

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

2) SERVICE DELIVERY:

Fidelity to a published, research-based model

In order to ensure the delivery of high-quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

a) Intensity and Delivery:

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

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

b) Integrated Service Delivery and Connections to Resources:

As part of the local First Steps partnership's core function as a local portal, program staff shall utilize client risk factors, as well as screening/assessment results and results of client interactions, to refer and connect clients to services they may need or want in order to strengthen their families and provide optimal development for their preschool children.

- Given the risk factor profile of clients/families served by First Steps, it is expected that a **majority of clients** will be connected to services in addition to this program. Pre-existing connections made prior to the client's involvement with First Steps may count toward this standard.
- Any client in another local partnership program who also benefits from ROR (if known) shall have ROR entered as an intervention within the FSDC for connections.

3) ASSESSMENT:

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

4) DATA SUBMISSION:

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

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS NURTURING PARENTING (223)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

SUMMARY:

The First Steps funded Nurturing Parenting strategy is designed to empower individuals and families with new knowledge, beliefs, strategies and skills to make good and healthy lifestyle choices with home visitation and group-based parenting groups through prevention education, prevention intervention, and comprehensive programs. Multiple Nurturing Parenting Programs have been developed for various age groups and family circumstances, including a program for teen parents and their young children and the Nurturing Fathers program.

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

At least 60% of clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

Readiness Risk Factors:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home, ~~when combined with one or more additional risk factors~~
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

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

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

- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) Additional Targeting Criteria

Families with children prenatal up to five years of age will be provided services.

c) Client Retention and Exit

In order for home visitation to be effective, it is critical that client families remain in the program long enough to benefit from the planned intervention. Each partnership will be required to demonstrate its successful, long-term retention of 75% of its clients across their pre-determined program duration.

The number of sessions or weeks in the program will vary be based on the initial assessment of the family when they begin program services. Sessions may be group-based, individualized or home visitation. The following are the programs offered and their duration:

- Primary – Prevention Education Program – 5 to 18 sessions
- Secondary – Prevention Invention Program – 12 to 20 sessions
- Tertiary – Prevention Treatment Program – 15 to 27 sessions
- Comprehensive Programs – 27 to 55 sessions

2) SERVICE DELIVERY:

Fidelity to a published, research-based model

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

a) Intensity and Delivery:

- Programs shall offer group-based or individualized services weekly, and home visitation shall be offered twice each month. The duration of the services will vary based on the above specified model that is determined at the time of intake. Group sessions shall last from 1.5 hours to 3 hours, and individualized sessions and home visits shall last from 50 to 90 minutes.
- Services participating families receive are based on the initial intake assessment and which program model is chosen for the family. If the family is on the waiting list for services, they will be directed to other program services offered by the Partnership.
- Services will be offered in the home for home visitation and outside of the home for group-based or individualized services.
- The Nurturing Parenting Program Curriculum will be utilized for all program services.
- Data on program activities (other than home visits) shall be entered into the FSDC client database system within 30 days of completion. Home visits shall be entered within 14 days.

b) Screenings and Referrals:

- Client screenings and referrals based on screening results shall be entered into the FSDC within 30 days of the event.
- Program staff shall seek to ensure that each participating client family is connected with a pediatric medical home and other community services as appropriate.
- Each client child shall be assessed using the age-appropriate developmental screening tools Ages & Stages 3 and Ages and Stages SE2 within 90 days of enrollment. In the event that a developmental screening (conducted in association with any First Steps-funded program) indicates a possible developmental delay, the vendor shall collaborate with parents/guardians to seek the consensual provision of these results to: (a) the child's pediatric care provider, and (b) either BabyNet (ages 0-3) or the child's zoned school district and Disabilities and Special Needs Board (ages 3-5) for additional diagnostic evaluation. Vendors shall maintain (within the First Steps Data Collection System) referral records to include information on the outcome/disposition of each First Steps-initiated referral.

c) Goal Setting and Progress Monitoring:

- All program staff shall develop a well-documented Family Goal Plan within three months of the enrollment and subsequently update these plans at least semi-annually to gauge progress and goal attainment.

d) Integrated Service Delivery and Connections to Resources:

- Partnerships shall utilize the Nurturing Skills Competency Scale to assess the family and then to refer/link families to additional interventions as necessary and beneficial – either simultaneously or as part of a planned, multi-year service continuum.
- As part of the local First Steps partnership's core function as a local portal, program staff shall utilize client risk factors, as well as screening/assessment results and results of client interactions, to refer and connect clients to services they may need or want in order to strengthen their families and provide optimal development for their preschool children.
- Given the risk factor profile of clients/families served by First Steps, it is expected that a majority of clients will be connected to services in addition to this program. Pre-existing connections made prior to the client's involvement with First Steps may count toward this standard.
- Attempted and successful connections (interventions and referrals), shall be entered into the FSDC within 30 days of the connection. Pre-existing connections should be entered within 30 days of client entry into the program.

e) Staff Qualifications and Training:

- All program staff and supervisors in SC must possess at least a two-year degree in early childhood education or a closely related field and document successful completion of the certification in the Nurturing Parenting Program or previous experience with providing home visits or teaching parenting groups.
- All program staff will be trained in the Ages and Stages Questionnaire 3 and Ages and Stages Questionnaire SE2 Developmental Screenings.
- All program staff will be trained in the Adult-Adolescent Parenting Inventory (AAPI) and the Nurturing Skills Competency Scale (NSCS).

f) Ongoing Program Quality Improvement and Professional Development

- Supervisors hold a weekly staff meeting with program staff to provide reflective supervision and individualized reflective supervision meetings to review client recruitment and retention, standards compliance, and programmatic data reviews.
- Client case files are reviewed quarterly to ensure program fidelity to the model.
- Supervisors shall attend home visits with each program staff member at least twice each program year and observe parenting groups bi-monthly.

3) ASSESSMENT:

- First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
- Parents will complete the Adult-Adolescent Parenting Inventory (APPI) to assess the child rearing attitudes of the parents, with a pretest upon starting the program services, and a post test annually or prior to leaving the program services.
- Parents will complete the Nurturing Skills Competency Scale (NSCS) to assess their knowledge of parenting skills, and to collect demographic information. This assessment will be completed as a pretest upon starting the program services, and a post test annually or prior to leaving the program services. The Long Version of the NSCS assessment will be utilized with all families.

4) DATA SUBMISSION:

- Program staff will enter each family's case into the First Steps Data Collection System (FSDC) for home visitation and parenting groups. Client demographic data, visits and group connections, program referrals, connections to services, screenings, assessments and family needs assessment data shall be collected within the FSDC.

**FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS
INCREDIBLE YEARS® (215)**

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

SUMMARY:

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

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

At least 60% of home visitation clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

Readiness Risk Factors:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home, when combined with one or more additional risk factors
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

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

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

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

c) Client Retention and Exit

The IY Series has a number of parent programs, the core parenting program is the BASIC series. The BASIC program lasts 12-20 weeks (program length depends on age of child and level of risk; program length is longer for high risk families) and teaches parents a variety of strategies to promote prosocial behaviors and to effectively manage misbehavior. There are four different versions of the BASIC program based on child age (infants, toddlers, preschoolers, and school-age). The ADVANCE program supplements the BASIC program by addressing a range of

additional parent and family risk factors for conduct problems such as depression, anger, lack of support, and marital discord, and lasts an additional 12 weeks. The ADVANCE program is offered after parents have completed the Basic Parent Program. Other programs, the Attentive Parenting Program (universal prevention program) and the Autism Parent Program are available for targeted populations. The IY Series also includes program for training teachers (1-8 years), day care providers and children with a social and emotional curriculum.

2) SERVICE DELIVERY:

Fidelity to a published, research-based model

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

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

- Each group must be run by 2 trained group leaders (see training requirement below).
- Group leaders complete session checklists and evaluations after each group session.
- Group leaders video each session and review sessions with co-leaders, peer coaches, and IY mentors or trainers.
- The BASIC program is for 14 – 16 sessions for the prevention protocol and 18 – 20 sessions for the treatment protocol. The ADVANCE program, which supplements the BASIC program also lasts 12 weeks
- Parent groups are to be held weekly for 2 hours each session.
- Group leaders should provide make up sessions when families miss sessions/
- Group leaders adhere to the Incredible Years materials/curriculum in implementing the group sessions. The IY structure and materials outline expectations for planning, delivery, follow-up and monitoring program activities.
- Group leaders can supplement group sessions with home individualized coaching of parent-child interactions and additional video vignettes as needed.
- Data on program activities (other than home visits) shall be entered into the FSDC client database system within 30 days of completion. Home visits shall be entered within 14 days. In the event that the Partnership has identified an individual responsible for all client data entry, vendors shall formally submit this information to the Partnership within this same 30 day window for subsequent entry (14 days for home visits).
- Group leaders typically run 1-2 groups at a time. Group size varies from 6-10 families (8-12 parents). Treatment groups should be limited to 6-7 families.

b) Group Connections or Other Supporting Activities:

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

c) Screenings and Referrals:

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

d) Integrated Service Delivery and Connections to Resources:

- As part of the local First Steps partnership's core function as a local portal, program staff shall utilize client risk factors, as well as screening/assessment results and results of client interactions, to refer and connect clients to services they may need or want in order to strengthen their families and provide optimal development for their preschool children.
- Given the risk factor profile of clients/families served by First Steps, it is expected that **a majority of clients** will be connected to services in addition to this program. Pre-existing connections made prior to the client's involvement with First Steps may count toward this standard.

- Attempted and successful connections (interventions and referrals), shall be entered into the FSDC within 30 days of the connection. Pre-existing connections should be entered within 30 days of client entry into the program.

e) Staff Qualifications and Training:

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

f) Ongoing Program Quality Improvement and Professional Development

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

3) ASSESSMENT:

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

4) DATA SUBMISSION:

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

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS

POSITIVE PARENTING PROGRAM (TRIPLE P) LEVELS 3 & 4 (222)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

SUMMARY:

Triple P-Positive Parenting Program is a system of parent training programs designed for parents of children ages birth to 12 years. The evidence-based Levels are 3 and 4. Level 3 (brief intervention) Triple P is narrow focus parenting skills training for parents of a child with mild behavioral challenges. Its purpose is to teach parents to manage discreet child problem behavior. Level 4 (intensive intervention) Triple P is a broad-based parent training skills curriculum for families whose children have multiple behavior challenges that are interfering with the child's functioning across multiple settings. Level 4 can be delivered for individual families or in group sessions. Level 4 Triple P (intensive) is the acceptable version of the model for the purposes of offering evidence-based parent education as part of a four-part Family Literacy program.

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

At least 60% of clients (80% if integrated with Family Literacy) shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):
Readiness Risk Factors:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications.
- English is not the primary language spoken in the home, ~~when combined with one or more additional risk factors~~
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- ~~Military Deployment~~ (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

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

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

- ~~Recent Immigrant or Refugee Family—One or both parents are foreign born and entered the country within the past 5 years.~~
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) Client Retention and Exit

Level 3 Triple P is targeted counseling for parents that consists of a brief program (about 80 minutes over four sessions). Level 4 is delivered in 10 sessions for an individual family, or in group-based sessions over an 8-week period.

2) SERVICE DELIVERY:

Fidelity to a published, research-based model

In order to ensure the delivery of high quality services and the validity of agency-wide evaluation efforts, vendors shall ensure that each First Steps-funded strategy is implemented with fidelity to its published, research-based model. "Fidelity" is defined as complying with model specifications relating to:

a) Intensity and Delivery:

- Obtain Triple P accreditation; the training and accreditation takes 6 to 8 weeks.
- Level 3 Triple P generally consists of four 20 or 30-minute sessions over 1 – 2 months or a single session 2-hour group discussion. Level 4 is ten individualized 1-hour weekly sessions or five 2 hour group sessions plus three 20 minute individual telephone consultations.
- The Triple P curriculum will be implemented as outlined in the Triple P Practitioner's Manual
- Data on program activities (other than home visits) shall be entered into the FSDC client database system within 30 days of completion. Home visits shall be entered within 14 days. In the event that the Partnership has identified an individual responsible for all client data entry, vendors shall formally submit this information to the Partnership within this same 30 day window for subsequent entry (14 days for home visits).
- Level 3 group sessions should not exceed 10 parents. Level 4 group sessions should not exceed 12 parents.

b) Screenings and Referrals:

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

c) Integrated Service Delivery and Connections to Resources:

- Intake forms (provided with the Triple P manual) must be completed with the parent (and, as appropriate, with the child, teacher, etc.) prior to the implementation of Triple P.
- As part of the local First Steps partnership's core function as a local portal, program staff shall utilize client risk factors, as well as screening/assessment results and results of client interactions, to refer and connect clients to services they may need or want in order to strengthen their families and provide optimal development for their preschool children.
- Given the risk factor profile of clients/families served by First Steps, it is expected that a majority of clients will be connected to services in addition to this program. Pre-existing connections made prior to the client's involvement with First Steps may count toward this standard.
- Attempted and successful connections (interventions and referrals), shall be entered into the FSDC within 30 days of the connection. Pre-existing connections should be entered within 30 days of client entry into the program.

d) Staff Qualifications and Training:

- To deliver Triple P Interventions, providers must have a background in child development or family functioning, and have completed both training and accreditation in the program they wish to deliver (i.e. Level 3 or 4). All training and materials to deliver the program to parents must be obtained through Triple P America, the organization responsible for training and dissemination of Triple P in the United States.

3) ASSESSMENT:

- First Steps programs shall administer client satisfaction surveys at least annually, and use data collected for program improvement.
- Self-report measures are provided within the Triple P model. They are to be administered prior to Session 1 (Family Background Questionnaire and Assessment Booklet One) and immediately following termination (Assessment Booklet Two). Both Assessment Booklets include measures of child behavior and adjustment, parenting style and confidence, conflict over parenting and relationship functioning (for two-parent families), parent's personal adjustment, and family functioning.
- Home visitation strategies shall use the Keys to Interactive Parenting Scale (KIPS) and the Adult-Child Interactive Reading Inventory (ACIRI) in accordance with First Steps Program Standards. To request an exemption of this requirement, contact SC First Steps. Family Literacy programs shall comply with the model's assessment requirements, per the First Steps Program Standards.
- Client assessments shall be entered in the FSDC within 30 days of administration. Three Triple P self-report measures are available for entry in the FSDC: Parenting Scale, Depression/Anxiety/Stress Scale, and Parenting Tasks Checklist.

4) DATA SUBMISSION:

- Cases data in the FSDC is expected. Contact SC First Steps to create a data submission plan for this program, including data to be entered in the First Steps Data Collection system (FSDC). Data submission requirements may be modified based on the program's integration with other strategies and the program model's activities, screenings and assessments vs. the data entry fields available in the FSDC.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS EARLY IDENTIFICATION AND REFERRAL (909)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

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

Use of validated screening tools improves detection rates, as compared to informal judgment alone. Important components are: 1) surveillance (systematic monitoring through repeated screenings over time and as necessary to assure that screening results are current and accurate), and 2) navigational support (guiding families through institutional processes to obtain needed services).

1) TARGETING:

Targeting Clients At-Risk Of Early School Failure

Early Identification and Referral (EI&R) shall be targeted toward families of children with suspected developmental delays. Priority shall be given to:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications
- English is not primary language spoken in the home, ~~when combined with one or more additional risk factors~~
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

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

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

- ~~Recent Immigrant or Refugee Family—One or both parents are foreign-born and entered the country within the past 5 years.~~
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

2) SERVICE DELIVERY:

- **Screenings:**

- Any child ages birth to 5 years with suspected delays in development shall be screened using an age-appropriate developmental screening tool (e.g. Ages & Stages III, Ages and Stages SE, Parent Evaluation of Developmental Status, Battelle Developmental Inventory -2 Screener). Partnerships recognize that parents have the right to determine which provider of developmental screenings will conduct the screening for their child, including the BabyNet System Point of Entry (SPOE) Office.
- Additional screenings, for example autism spectrum disorders, functional hearing and vision assessments, and/or use of milestone checklists, are encouraged for comprehensive screenings. All assessments administered shall be documented.
- Comprehensive screenings also include gathering key information from all sources, including, but not limited to, family history, observations, and reports from teachers, child care providers and others who know the child well.
- Developmental Surveillance should be conducted as needed. This means that at-risk infants and toddlers not known to be eligible for special health or educational services are re-screened at frequent intervals as appropriate.
- Navigation Support also should be provided. This includes guiding parents through institutional processes to obtain needed services for their children.

- Integrated Service Delivery and Connections to Resources:

- ~~**Referrals:**~~

- For children aged 0 to 34.5 months: In the event that a developmental indicates a possible developmental delay, the Partnership shall refer the family to the local BabyNet System Point of Entry Office. The referral must be made as soon as possible, but no later than 7 days after the delay has been identified. No consent is required to make the referral, but a conversation with the family prior to making the referral usually helps facilitate the process.
- For children 34.5 to 60 months: In the event that a developmental screening) indicates a possible developmental delay, the Partnership shall refer the family to the local school district to determine eligibility for IDEA Part B services. No consent is required to make the referral, but a conversation with the family prior to making the referral usually helps facilitate the process.
- Partnerships are encouraged to refer children and families to other community services, as appropriate.
- Following determination of eligibility for BabyNet, the local BabyNet System Point of Entry Office, with parental consent, will notify the Partnership of each child's BabyNet eligibility status.
 - Children eligible for BabyNet: With the family's consent, Partnership staff who conducted the developmental screening will be included in development of the initial Individualized Family Service Plan as a representative of local early learning resources.
 - Children ineligible for BabyNet: Partnership staff shall contact the family to facilitate referral to appropriate local early learning resources, including but not limited to:
 - First Steps County Partnership
 - Help Me Grow
 - Early Head Start
 - Use BabyNet Central Directory to identify service providers as resources to family and child
- Partnerships are encouraged to arrange with the local BabyNet SPOE Office to receive information on ALL children found ineligible for BabyNet within the partnership's service area, if the family provides consent. Similarly, partnerships are encouraged to arrange with the local school district to receive information on ALL children found ineligible for IDEA Part B services and younger than five years of age within the partnership's service area, if the family provides consent.
- Partnerships are encouraged to provide parents with information and strategies to help them both monitor and promote healthy child development

- Partnerships are encouraged to promote public awareness of services available and importance of universal developmental screenings
- Data: Client referrals to BabyNet and other community resources will be entered into the First Steps Data Collection System (FSDC), along with assessment results on the ASQ-3, ASQ-SE-2, etc.

- **STAFF QUALIFICATIONS AND TRAINING:**

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

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

- **DATA SUBMISSION AND FISCAL ADMINISTRATION:**

Client demographic, health and developmental screening results, and referrals and connections to other services will be entered into the First Steps Data Collection System (FSDC). The Partnership will be responsible for meeting all data requirements of SCFS, including, but not limited to, cases data for children to whom developmental screenings were conducted, connections made, etc.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS CHILD CARE QUALITY ENHANCEMENT (COACHING/CONSULTATION AND MENTORING) (601)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

First Steps' Child Care Quality Enhancement (QE) strategies are intended to produce measurable improvements in the quality of care provided young children, as measured by a program's advancement within South Carolina's existing quality infrastructure (the ABC Quality Rating and Improvement System) and/or its improvement on an approved program quality measure.

1) TARGETING:

Each participating provider shall be identified via competitive application (the minimum components of which will be specified by SCFS) with priority to providers:

- Participating in the USDA Child and Adult Care Food Program and documenting that at least 30% of enrolled students qualify for free meals/snacks (130% of federal poverty), - OR -
- Located within the school attendance zone of (and/or enrolling primarily children attending) an individual elementary school rated "Below Average" or "At Risk" (Unsatisfactory) during the preceding three-year period, - OR -
- In which 10% or more of enrolled students are SC voucher recipients, - OR -
- Participating in a publicly-funding early care and education program (such as First Steps 4K)

Family and Group Child Care Homes may qualify under the criteria above or through their documentation that at least 30% of enrolled students have a family income of 130% of poverty or below.

Centers participating in First Steps-funded quality enhancement projects must permit the on-site delivery of “natural environment” services/therapies to children eligible under the Individuals with Disabilities Education Act (IDEA).

Additionally, participant providers will be required to document the completion (or pending/planned completion within two semesters) of ECD 101 (or comparable coursework) by the director and 100% of lead classroom staff as a condition of participation. Documentation of staff education levels and certifications are to be entered in the FSDC.

2) SERVICE DELIVERY:

a) On-Site Technical Assistance (TA)

Technical Assistance (TA) is defined as “the provision of targeted and customized support by a professional(s) with subject matter and adult learning knowledge and skill to develop and strengthen processes, knowledge application, or implementation of service by recipients.” The goals of technical assistance are to provide the following: 1) individualized information and 2) personalized skill building opportunities in order to enhance child care providers’ abilities to support the growth and development of young children. Technical Assistance through QE strategies must include **consultation/ coaching and/or mentoring**.

Consultation, Coaching, and Mentoring are described below:

Consultation is defined as a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic.

Coaching is defined as a relationship-based process led by an expert in early care and education and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group. QE strategies are required to include the following coaching components:

Coaching Component	Description
Action Planning	Technical Assistants will develop a detailed Quality Improvement Plan for each participating provider and/or classroom(s) in partnership with director, teachers and staff (<i>more details in Section B</i>)
Action in the Early Childhood Setting	Technical Assistants provide support to teacher/staff based on the components of the Quality Improvement Plan (e.g., resource-sharing, classroom organization, observation and feedback, preparing materials, modeling, role-play, etc.)
Feedback	Coach provides feedback based on teacher/staff implementation of Quality Improvement Plan
Reflection	Teacher/Staff and Technical Assistant reflect on practices and work together to track progress; this includes assessing whether or not goals, contained in the Quality Improvement Plan, were met.

Technical assistants are required to provide consultation/coaching at least twice monthly as part of their technical assistance services, via employee or contracted staff who are certified as technical assistance providers with the Center for Child Care Career Development (CCCCD).

Mentoring pairs a new or less experienced EC professional with a peer in the same role, but who has a great deal more experience. The ideal match between a mentor and mentee is one that is agreed upon by both parties since establishing and maintaining a positive, trusting, and respectful relationship is one of the most important features of the mentoring process. The process is enhanced by establishing role clarity, setting goals, and having both planned contacts and unplanned contacts when needed by the

mentee. The duration of this process is ongoing and should build on previous learning. Mentoring programs offer new EC professionals a practical and supportive way to learn and grow on the job. For experienced professionals, mentoring programs create an opportunity to advance their own skills, knowledge and career goals. QE strategies are **encouraged** to incorporate mentoring into their program services.

Registered family home providers receiving SC First Steps QE funds shall document their voluntary completion of 15 hours of professional development annually, mirroring the DSS requirements for licensed, center-based providers.

TA needs shall be determined by the providers' self-identified needs, regulatory deficiencies (if any) and/or the results of an approved environment and/or administrative assessment. First Steps-funded QE strategies shall incorporate on-site consultation/coaching at least bi-weekly (twice a month) to all participating centers. Partnerships unable to provide at least bi-weekly consultation/coaching due to staffing limitations shall reduce the number of QE-funded centers to ensure this level of support to each participating center.

Technical assistance visits (consultation, coaching and mentoring) shall be planned, purposeful, and logged within the First Steps Data Collection (FSDC) System no less than monthly. These visits, which may span several hours in duration and entail multiple individual classroom visits, may be supplemented (but not replaced) by additional phone consultation, e-mail correspondence, and/or shorter drop-in visits. Two or more visits to the same site on a single day shall be considered a single visit of increased duration. In the event that topical, on-site consultation may be appropriately considered for provider training credit through the CCCCD, TA staff shall take responsibility for the advanced submission of all appropriate training outlines.

SC First Steps Partnerships offering QE strategies may choose to provide limited, periodic TA to non-QE centers provided: 1) these services are supplemental to the standard QE programming described herein; 2) the consultation provided addresses the attainment of specific goals (such as NAEYC accreditation, maintenance of previous QE gains, etc.); 3) these services support First Steps 4K or other publicly-funded early care and education programs; and 4) no QE grant funds are provided to these centers.

b) Quality Improvement Plans

Partnerships implementing or contracting to fund QE strategies will develop detailed Quality Improvement Plans in partnership with each provider. These plans should be updated on an ongoing basis with records of site visits, deadlines, and completion dates for when goals are accomplished. The minimum components of Quality Improvement Plans are the following:

- Data from the baseline assessment of the classroom(s) served by the appropriate Environmental Rating Scale (ERS) (*more details in Section 3*)
- Goals and objectives for the classroom(s) and/or provider based on data from the baseline assessment(s) that are specific, actionable, measurable, and time-bound
- Strategies that the Technical Assistant will use to support the director, teacher(s), and/or staff
- Professional development/training options for director, teacher(s), and/or staff

Quality Improvement Plans should also include goals related to the self-identified needs of the director, teacher, and/or staff.

Quality Enhancement strategies shall collaborate with other agencies and organizations serving providers, in order to coordinate and enhance services. Partnerships working with providers that are participants in First Steps 4K (formerly CDEPP) ~~house one or more Early Head Start classrooms~~ and/or receive technical assistance support from ABC Quality, Child Care Resource and Referral (CCR&R) or SC Program for Infant and Toddler Care (SCPITC) should develop the classroom's Quality Improvement Plan and provide services in coordination with the assigned SCFS 4K Coordinator, ~~Early Head Start grantee staff~~, ABC Quality Coach, CCR&R Coach or SCPITC Coach. Strategies are strongly encouraged to utilize the TAP Data System operated by the Center for Child Care Career Development and used by CCR&R and the Child Care Inclusion Collaborative, to indicate providers they are working with and check the status of partner organizations' activities with providers.

c) Equipment and Materials Funds

Equipment/materials funding to centers, if provided, may not exceed \$5,000 annually without the approval of SC First Steps. In all cases equipment/materials purchases must be aligned with classroom needs as indicated by the environment assessment and/or the center's current Quality Improvement Plan. Equipment/materials funds shall not be awarded independent of training and/or qualified technical assistance. Equipment/materials funding may not be used to support classrooms funded by the First Steps 4K program ~~or First Steps Early Head Start Child~~

~~Care Partnerships~~ without approval by the First Steps 4K Administrator ~~or EHS CCP Director~~. Equipment and materials funds will be awarded at intervals as commitments are actively demonstrated and changes are put in place; with no more than 35-40% of allocation spent before improvement is demonstrated via the center's Quality Improvement Plan(s).

d) Coordination with Community Partners/ Integration with Child Care Training

In developing the Partnership's quality enhancement efforts, each will be required to explicitly coordinate their efforts with other state/community-level entities offering similar child care technical assistance services in the county ~~(e.g., Child Care Resource and Referral, Success by Six, etc.)~~ including attending regional Technical Assistance Coordination Team meetings. Formal, county-wide (and/or regional) quality enhancement and training plans will be developed (and filed with SCFS) in an effort to ensure the maximization of resources and avoid duplication of effort.

Partnerships will plan and offer training for participating child care providers based on needs identified within each center's Quality Improvement Plan(s) with an emphasis on diversity, equity, and inclusion. As a condition of participation, the center director must participate regularly in the center's on-site visits and in at least 50% of staff training provided. Child care staff from QE centers shall be required to attend relevant training as a condition of their centers' participation. SCFS TA staff shall make every effort to register content-specific consultation as provider training as appropriate. Trainings offered to client providers shall be attended by the partnership's technical assistance provider(s).

Partnerships shall provide at least eight (8) hours of high-quality, certified training (stemming directly from the provider's Quality Improvement Plan(s)) to each 601 center staffer. Training provided shall address gaps in content and pedagogical practices related to the South Carolina Early Learning Standards and will provide a focus on diversity, equity, and inclusion issues.

e) Workforce Development

Each First Steps-funded QE plan shall incorporate a workforce development component. All participating staff shall be provided with information about the state's T.E.A.C.H. (Teacher Education and Compensation Helps) scholarship program and provided (and/or connected with) case management designed to assist each in his/her advancement along South Carolina's Early Childhood Career Lattice.

f) Certification of Technical Assistance Providers Via CCCCD

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

- Certification as a South Carolina Technical Assistance Provider through the Center for Child Care Career Development (CCCD). TA shall be limited to the provision of types/categories of service for which they maintain current certification.
- Participation in ongoing professional development with a total of 30 clock hours of training every 3 years. Half of this training shall be in early education and half in technical assistance, i.e., reflective practice, Quality Improvement Plans, and Environment Rating Scales.

Additionally, each SC First Steps funded TA provider must document the completion of orientation to: 1) SC Childcare Licensing, 2) the ABC Quality Program, and 3) the South Carolina Child Care Inclusion Collaborative within the past two years. This orientation will be coordinated through the State Office of First Steps. SC First Steps funded TA providers must also support the implementation of the state's ABC Quality Assessment process and shall receive training ABC Quality's Intentional Teaching Tool (ITT) assessment as it becomes available.

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

SC First Steps TA providers must attend ~~quarterly~~ network trainings as provided by the State Office of First Steps.

3) ASSESSMENT AND DATA SUBMISSION:

Timely submission of technical assistance visits and assessments into the FSDC is expected of all QE strategies. Partnerships shall ensure the submission of complete center data for each focus provider within 30 days of program initiation, and maintain current center, enrollment, and staff information within the FSDC.

When onboarding a new provider to the QE strategy, an orientation period is recommended to conduct baseline assessments, provide training on the appropriate Environment Rating Scale (ERS), and build rapport with staff.

Each focus classroom (i.e., classrooms visited regularly by the TA provider) and/or home-based provider benefiting from SC First Steps QE funding shall receive a baseline assessment with the appropriate ERS within 90 days of the initiation of technical assistance, with a post assessment conducted at least 6 months later (prior to the end of the program year), and annually thereafter in the event that a single classroom or home-based provider is served across fiscal multiple fiscal years. In the event that technical assistance is provided on a center-wide basis (entailing three or more focus classrooms), at least 1/3 of all classrooms shall be assessed according to the timeline above.

Environment assessments must be conducted by assessors who have:

- 1) Completed at least 3 days of training from the Environment Rating Scale Institute (ERSI, Chapel Hill, NC) in the appropriate ER scale.
- 2) Participated as required in any ERS reliability measures established by SC First Steps.
- 3) Participated in bi-annual online ERS Refresher training or additional ERS training through the ERSI within the past three years.

The baseline and post assessments **must** be completed by an assessor who meets the criteria listed above and is not the assigned TA provider for the classroom.

Partnerships whose QE strategies entail assistance and/or coaching in the administrative arena shall likewise incorporate pre- and post- assessments using the Program Administration Scale (PAS).

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS QUALITY COUNTS (601)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

Quality Counts a community-based, locally developed child care quality improvement strategy created and implemented by Spartanburg County First Steps. Quality Counts is designed to build and sustain high quality in early care and education programs using relationship-based technical assistance, mentoring, specialized training, and a director network.

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

1) TARGETING:

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

- Participating in the USDA Child and Adult Care Food Program and documenting that at least 30% of enrolled students qualify for free meals/snacks (130% of federal poverty), - OR -
- Located within the school attendance zone of (and/or enrolling primarily children attending) an individual elementary school rated "Below Average" or "At Risk" (Unsatisfactory) during the preceding three-year period, - OR -
- In which 10% or more of enrolled students are SC voucher recipients, - OR -
- Participating in a publicly-funding early care and education program (such as First Steps 4K)

Family and Group Child Care Homes may qualify under the criteria above or through their documentation that at least 30% of enrolled students have a family income of 130% of poverty or below.

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

Additionally, each staff member of participating center/program will be required to document the completion (or pending/planned completion within two semesters) of ECD 101 (or comparable coursework) by the director and 100% of lead classroom staff as a condition of participation. Documentation of staff education levels and certifications are to be entered in the First Steps Data (FSDC) Collection System.

2) SERVICE DELIVERY:

a) The Continuous Quality Improvement Framework

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

b) Pre-Service Training

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

c) Initial Planning Meeting and Assessment

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

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

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

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

d) On-Site Technical Assistance (TA)

Relationship-based Technical Assistance (TA) is the center of the Quality Counts Model. Technical assistance is defined as "the provision of targeted and customized support by a professional(s) with subject matter and adult learning knowledge and skill to develop and strengthen processes, knowledge application, or implementation of service by recipients." The goals of technical assistance are to provide the following: 1) individualized information and 2) personalized skill building opportunities in order to enhance child care center/programs' abilities to support the growth and development of young children. Technical Assistance through Quality Counts must include coaching, as described below, by a certified technical assistant.

Coaching is defined as a relationship-based process led by an expert in early care and education and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.

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

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

The following visit frequency is recommended for each star level:

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

These visits, which may span several hours in duration and entail multiple individual classroom visits, may be supplemented (but not replaced) by additional phone consultation, e-mail correspondence, and/or shorter drop-in visits. In the event that topical, on-site consultation may be appropriately considered for training credit through the CCCCD, TA staff shall take responsibility for the advanced submission of all appropriate training outlines.

e) Quality Improvement Plans

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

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

Quality Counts strategies shall collaborate with other agencies and organizations serving center/programs, in order to coordinate and enhance services. Partnerships working with center/programs that are participants in First Steps 4K (formerly CDEPP) and/or receive technical assistance support from ABC Quality, Child Care Resource and Referral (CCR&R) or SC Program for Infant and Toddler Care (SCPITC) should develop the classroom's Quality Improvement Plan and provide services in coordination with the assigned SCFS 4K Coordinator, ABC Quality Coach, CCR&R Coach or SCPITC Coach. Strategies are strongly encouraged to utilize the TAP Data System operated by the Center for Child Care Career Development and used by CCR&R and the Child Care Inclusion Collaborative, to indicate center/programs they are working with and check the status of partner organizations' activities with center/programs.

f) Integration with Child Care Training

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

As a condition of participation, the center/program director must participate regularly in the center/program's on-site visits and in at least 50% of staff training provided. Child care staff from Quality Counts center/programs shall be required to attend relevant training as a condition of their center/programs' participation. Quality Counts TA staff shall make every effort to register content-specific consultation as center/program training as appropriate. Trainings offered to client center/programs shall be attended by the partnership's technical assistance provider (s).

Partnerships shall provide at least eight (8) hours of high-quality, certified training (stemming directly from the center/program's Quality Improvement Plan(s)) to each director, teacher, and teaching assistant. One training session, to take place after initial comprehensive assessment and star rating determination, must address the Environment Rating Scales. Training provided shall address gaps in content and pedagogical practices related to the South Carolina Early Learning Standards and will provide a focus on diversity, equity, and inclusion issues.

g) Director Network

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

h) Quality Improvement Grant

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

i) Coordination with Community Partners

In developing the local partnership's quality enhancement efforts, each will be required to explicitly coordinate their efforts with other state/community-level entities offering similar services in the county and region including attending regional Technical Assistance Coordination Team meetings.

j) Career Consultation

Each First Steps-funded plan shall incorporate a workforce development component. All participating staff shall be provided with information about the state's T.E.A.C.H. (Teacher Education and Compensation Helps) scholarship program and provided (and/or connected with) case management designed to assist each in his/her advancement along South Carolina's Early Childhood Career Lattice.

k) Qualification of Technical Assistance Providers

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

- Certification as a South Carolina Technical Assistance Provider through the Center for Child Care Career Development (CCCCD). TA shall be limited to the provision of types/categories of service for which they maintain current certification.
- Participation in ongoing professional development with a total of 30 clock hours of training every 3 years. Half of this training shall be in early education and half in technical assistance, i.e., reflective practice, Quality Improvement Plans, and Environment Rating Scales.
- 5 years' experience in an Early Childhood setting.
- 4 year degree in Early Childhood or a related field (if qualification is not met, candidate may hold an Associates' Degree in Early Childhood or related field and be working toward completion of 4 year degree).

Additionally, each SC First Steps funded TA provider must document the completion of orientation to: 1) SC Childcare Licensing, 2) the ABC Quality Program, and 3) the South Carolina Child Care Inclusion Collaborative within the past two years. This orientation will be coordinated through the State Office of First Steps. Each FS-funded TA provider's credentials and certifications must be current in the FSDC.

SC First Steps funded TA providers must also support the implementation of the state's ABC Quality assessment process and shall receive training ABC Quality's Intentional Teaching Tool (ITT) assessment as it becomes available.

SC First Steps TA providers must attend quarterly check-in meetings with other local partnerships implementing Quality Counts and attend child care quality enhancement network trainings as provided by the State Office of First Steps.

3) ASSESSMENT AND DATA SUBMISSION:

Timely submission of technical assistance visits and assessments into the FSDC is expected. Partnerships shall ensure the submission of complete center/program data for each focus center/program within 30 days of program initiation, and maintain current center enrollment and staff information within the FSDC.

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

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

- Center/programs rated one to three stars will be assessed in the appropriate ERS every 12 months.

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

Environment assessments must be conducted by assessors who have:

- 1) Completed at least 3 days of training from the Environment Rating Scale Institute (ERSI, Chapel Hill, NC) in the appropriate ER scale.
- 2) Participated as required in any ERS reliability measures established by SC First Steps.
- 3) Participated in bi-annual online ERS Refresher training or additional ERS training through the ERSI within the past three years.

The baseline and post assessments **must** be completed by an assessor who meets the criteria listed above and is not the assigned TA for the center/program.

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

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS CHILD CARE TRAINING (605)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

1) TARGETING:

First Steps-funded Child Care Training strategies shall, in all instances, be considered part of a larger quality enhancement effort and support providers in one or more of the following:

- a. Advancement along the Center for Child Care Career Development (CCCCD) career lattice,
- b. Advancement within the ABC Quality system,
- c. Improvement on an approved measure of program quality, and/or
- d. A topic-specific focus based on Regional TA Coordination meetings.

2) STRATEGY INTEGRATION:

Accordingly, each Partnership training strategy shall be explicitly integrated with either (or some combination of):

a) The Partnership's own Quality Enhancement Strategy

Partnerships operating a 605 (training) strategy in conjunction with a 601 (Quality Enhancement) strategy shall explicitly integrate the two in order to maximize service intensity and affect demonstrable quality improvements. In this event, Partnerships shall provide at least eight (8) hours of high-quality, certified training (stemming directly from the provider's Quality Improvement Plan) to each 601 center staffer.

- AND/OR -

b) A regional/community-based quality enhancement effort.

Partnerships offering 605 (training) strategies in the absence of a 601 (Quality Enhancement) strategy shall be required to demonstrate their explicit integration of this strategy with the training and/or technical assistance offerings of a community partner organization, one or more neighboring SC First Steps Partnerships, or in consultation with publicly-funded early care and education programs such as First Steps 4K. Formal integration plans shall be developed for submission to SCFS that demonstrate the parties' efforts to ensure maximization of resources and avoid duplication of effort.

- AND/OR -

c) A Training/Coaching Plan centered on a research-based curriculum or model, with SCFS approval.

- Trainer and coaches must be certified in proposed curriculum/model
- Reflective practice principles must be employed
- A training and coaching plan shall include pre- and post-assessments, individual goal setting and periodic reviews with all staff and centers participating in this training/coaching program.

3) SERVICE DELIVERY:

a) In all cases, Partnerships shall:

- Base training upon a local needs assessment process to include input derived from a local directors' network or - if none exists - a called, countywide directors meeting to assess need. Training provided shall address gaps in content and pedagogical practices related to the South Carolina Early Learning Standards.
- Actively coordinate any funded training with other state and local entities providing training
- Emphasize multi-session trainings (as opposed to isolated, stand-alone workshops)
- Incorporate measurable training objectives and at least one form of follow-up. At minimum, partnerships shall conduct a follow-up post assessment questionnaire to each training participant

within one month following training, using a format obtained from the certified trainer or curriculum model. Other recommendations for training follow-up include:

- Director-guided technical assistance supported by the partnership
- Learning community of staff designed to discuss and support work in classroom
- On-site visits by original training provider
- Completion of interim assignments between meetings of multi-session trainings
- Visit to a model center exemplifying training principles

Partnerships should share information from training follow-up activities with the original trainer(s) to improve practice, arrange for additional training opportunities or refer to CCR&R for follow-up TA.

- Prioritize trainings linked to infant-toddler care and staff-child interactions
- Post all publicly available training opportunities on the CCCCDD website and other widely accessible training calendars.

b) Integration with an Evidence-Based Child Care Scholarship Strategy

If the partnership's Child Care Training strategy is the only evidence-based program linked to the partnership's Child Care Scholarships strategy, then the partnership's Child Care Scholarships strategy may be considered evidence-based if providers (centers or home-based providers) receiving scholarship funding agree that the director and lead teachers attend 8 or more hours annually of high quality training offered by, or endorsed by, the local partnership.

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

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

A partnership may seek a waiver in writing from its [SC First Steps TASC First Steps Program Officer](#) in the event that a training does not meet the CCCCDD certification requirements for a justifiable reason. This waiver should be obtained prior to the training date.

d) Charging Participants for Training

If utilized, participant fees proposed in association with state-funded training opportunities shall be nominal and must be either: a) detailed in the partnership's Child Care Training Plan, or b) approved in advance by SC First Steps.

e) Random Evaluation

In partnership with the SC Center for Child Care Career Development, SC First Steps may – on a randomized basis - distribute follow-up training evaluations to selected training participants.

4) DATA COLLECTION:

Child Care Training strategies are not required to submit participant data within the First Steps Data Collection system (FSDC). However, partnerships will use the FSDC's child care module to track follow-up visits and other consultation activities with child care providers. Partnerships will also enter monthly outputs data for child care training in the FSDC.

Partnerships are expected to keep an electronic record of training attendees, their participation in training sessions and follow-up, and the child care providers and children served, and submit all required information to CCCCDD for participants to receive DSS credit hours.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS CHILD CARE SCHOLARSHIPS (703)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based OR Evidence-Informed

Expenditures on child care scholarships shall be considered evidence-based when formally linked with one or more additional evidence-based programs. Note additional requirements for linking to a Child Care Training strategy in section 3.b) above.

Stand-alone scholarship expenditures, without formal connections to evidence-based companion strategies, shall be considered evidence-informed.

SUMMARY:

Unlike federal child care vouchers designed to enable low-income parents to seek and maintain employment, First Steps-funded child care scholarships are granted in an effort to promote the healthy development and school readiness of participating children.

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

Each SC First Steps-funded scholarship client shall possess two or more Board-identified risk factors:

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications
- English is not primary language spoken in the home, ~~when combined with one or more additional risk factors~~
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

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

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

- ~~Recent Immigrant or Refugee Family—One or both parents are foreign born and entered the country within the past 5 years.~~
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

b) Clients participating in the Nurse Family Partnership strategy (in which participating mothers are selected during pregnancy) may be considered presumptively eligible for scholarship support with priority to clients with the lowest family incomes.

c) In the event that unique and/or emergency circumstances warrant, Partnerships may offer scholarships to children who do not meet the risk definition above, given prior written authorization from SC First Steps.

2) SERVICE DELIVERY:

a) Administration and Use

SC First Steps funded scholarships may be administered "in-house" by the Partnership or via DSS.

b) Non-Supplantation

SC First Steps funds shall not be used to supplant – or in place of – other forms of public funding available to clients' families for the provision of child care tuition. Current or transitional TANF clients must be referred to the SC Department of Social Services for enrollment in the SC Voucher Program. Age- and income-eligible clients shall be made aware of their service delivery options via Head Start, preschool programs available through the local school district, and the First Steps 4K program.

c) Developmental Screening

SC First Steps partnerships funding child care scholarships shall ensure the completion of the age-appropriate developmental screening Ages and Stages Questionnaire – 3rd Edition (ASQ-3) for each scholarship recipient – with results to be shared with parents. The ASQ-3 shall be administered within the first 90 days of receiving a child care scholarship for the current program year. If an ASQ-3 screening indicates one or more delays or potential delays, a follow-up screening shall be conducted within 90 days and referrals made (as appropriate) to either BabyNet or their local school district for additional evaluation. Scholarship recipients made be considered exempt from this developmental screening requirement if they are receiving services under IDEA or Head Start, or are enrolled in a developmental surveillance program such as Help Me Grow. Such exemptions shall be indicated in the First Steps Data Collection system.

Additional screenings, such as health screenings and the ASQ:SE2, are encouraged. Screenings may be conducted by the partnership, the child care provider, or another community partner as local needs and resources dictate.

d) Monitoring

Partnerships operating in-house scholarships must:

- Collect daily attendance data from each center receiving scholarships, at least monthly, to determine if scholarship funds are being used appropriately;
- Conduct unannounced monitoring visits to each center to verify child enrollment and family eligibility at least monthly; and
- Set scholarship reimbursement rates consistent with the local market, not to exceed the maximum reimbursement rates of the SC Voucher Program (unless authorization by SC First Steps is on file).

Partnerships contracting scholarships through DSS must:

- Review monthly scholarship reports from DSS to ensure all scholarship funds are being used and that qualified applicants are connected to a provider and receiving services in a timely manner (i.e., no "pending" scholarships);
- Conduct unannounced monitoring visits to each center to verify child enrollment and family eligibility at least monthly.

e) Eligible Providers

Given First Steps' readiness mission, partnership-funded scholarships shall be limited to use within high quality settings (independent of their chosen method of administration). These child care providers – to be selected via competitive process – are defined as meeting any one of the following criteria:

- Active participation in a SC First Steps Quality Enhancement strategy;
- Exceeding minimum licensing requirements (participation in the ABC Quality Program at Level B or higher); or
- An aggregate Environment Rating Scale rating of 4.0 or higher, administered within the past 12 months.

The Partnership Board may – upon the provision of written consent from SCFS - waive this requirement in the event that programs meeting this definition are geographically distant or unavailable to individual recipients.

f) Integration with Other Readiness Interventions

Partnerships are strongly encouraged to integrate the provision of scholarships with additional First Steps (or partner organization) strategies and may require participation in these additional services as a condition of funding at the discretion of the Partnership Board.

g) Parent Training

Child care scholarship parents/guardians shall receive at least one hour of training on the benefits of high quality child care.

3) DATA COLLECTION:

Regardless of whether partnerships operate child care scholarships in-house or through DSS, partnerships must enter client demographic data, scholarship and provider information, service dates, screenings, training attendance, and connections to other partnership or community services within the First Steps Data Collection system (FSDC). Additionally, partnerships may choose to enter monitoring visits to providers within the child care module of the FSDC.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS PUBLIC SCHOOL FOUR YEAR OLD KINDERGARTEN

Full Day 4K (314), Half Day 4K (316), and Extended Day/Half to Full Day 4K (317)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

Independent of vendor, SC First Steps funded 4K classrooms shall adhere to the following student enrollment criteria during FY20 (2019-20 school year):

- Each student must be four-years-old on or before September 1, 2019.
- Each student must qualify for enrollment on the basis of at least one of the following factors:
 - Eligibility for free- or reduced-price school lunches;
 - Eligibility for Medicaid;
 - Qualification for services under IDEA Part B as the result of a documented disability or developmental delay

In the event that more students seek to enroll than available space permits, students qualifying for service on the basis of income (free- or reduced price lunch or Medicaid) shall be prioritized (at the time of acceptance) on the basis of family income as expressed as a percentage of the federal poverty guidelines, with the lowest family incomes given highest priority.

Public four-year-old kindergarten programs receiving SC First Steps funding shall be responsible for the entry of complete student data within the PowerSchool data system, including a First Steps designation within each child's PowerSchool record. Client data entry into the First Steps Data Collection system (FSDC) is not required.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS OTHER EARLY EDUCATION

Early Education for Children Under 4 (318), Special Needs 4K (319), Enhanced Early Education Program (320), Early Head Start/Head Start (321), Enhanced 4K Early Education (322)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Based

1) SUPPORTED PROGRAM MODELS

a) Head Start/Early Head Start

Partnership-supported programs shall adhere to the Head Start Performance Standards and comply with all requirements of the federal Office of Head Start.

b) Non-Public School 4K

Partnership-supported programs shall comply with First Steps 4K standards.

c) Other Early Education Programs

Programs must be DSS licensed and exceed minimum licensing requirements (participating in the ABC Quality Program at a level B or higher) or have a DSS waiver of approval. If a DSS waiver is granted then a quality environment rating assessment needs to be done as well by a trained ERS evaluator. Programs shall implement research-based curricula and developmentally appropriate practices that support school readiness.

2) SCREENING AND ASSESSMENT:

For all funded programs, partnerships shall ensure the completion of the age-appropriate developmental screening Ages and Stages Questionnaire – 3rd Edition (ASQ-3) for each enrolled child – with results to be shared with parents. The ASQ-3 shall be administered within the first 90 days of enrollment for the current program year. If an ASQ-3 screening indicates one or more delays or potential delays, a follow-up screening shall be conducted within 90 days and referrals made (as appropriate) to either BabyNet or their local school district for additional evaluation. Children may be considered exempt from this developmental screening requirement if they are receiving services under IDEA or Head Start, or are enrolled in a developmental surveillance program such as Help Me Grow. Such exemptions shall be indicated in the First Steps Data Collection system.

Progress monitoring and assessment should be conducted as indicated by the curriculum model and individual program. Early education programs implemented as part of a Family Literacy strategy shall comply with the assessment requirements in section 3.c) of the Family Literacy program standards.

3) DATA COLLECTION:

Client data, screenings and assessments shall be entered in the FSDC, unless data is entered in another client data system (Child Plus, etc.) approved by SC First Steps.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS COUNTDOWN TO KINDERGARTEN (406)

REQUIREMENTS FOR FY20:

SCFSBOT Designation: Evidence-Informed

Countdown to Kindergarten is a summer home visitation strategy designed to link incoming kindergartners and their families with, when feasible, the individual who will serve as their kindergarten teacher during the coming year.

1) TARGETING:

a) Targeting Clients At-Risk Of Early School Failure

Countdown to Kindergarten (CTK) shall be targeted toward families of children most likely to experience early school failure. Given the program's unique role in supporting school transition, several additional risk factors are associated with eligibility for this service. (CTK-specific transition risk factors are noted in italic text in the list below, and do not extend to other First Steps-funded strategies.)

At least 60% of CTK clients shall be identified on the basis of two (2) or more of the readiness risk factors below (with 100% of client families possessing at least one risk factor at the time of enrollment):

- A preschool-aged child has been abused
- A preschool-aged child has been neglected
- A preschool-aged child has been placed in foster care
- Eligibility for the Supplemental Nutrition Assistance Program (SNAP, e.g. Food Stamps) or Free School Lunches (130% of federal poverty level or below – with first priority given to TANF-eligible clients whose annual family income levels fall at 50% of federal poverty level or below)
- Eligibility for services under the Individuals with Disabilities Education Act, Parts B (Preschool Special Education, ages 3-5) or C (BabyNet, ages 0-3)
- A preschool aged child with a developmental delay as documented by a physician or standardized assessment
- Teenage mother/primary caregiver (at the time of the focus child's birth)
- Low maternal/primary caregiver education (less than high school graduation at the time of focus child's birth)
- A preschool-aged child has been exposed to the substance abuse of a caregiver
- A preschool-aged child has been exposed to parental/caregiver depression
- A preschool-aged child has been exposed to parental/caregiver mental illness
- A preschool-aged child has been exposed to parental/caregiver intellectual disability
- A preschool-aged child has been exposed to domestic violence within the home
- Low birth weight (under 5.5 lbs.) in association with serious medical complications
- English is not primary language spoken in the home, ~~when combined with one or more additional risk factors~~
- Single parent household and has need of other services
- Transient/numerous family relocations and/or homeless
- Incarcerated Parent(s) (parent(s) is incarcerated in federal or state prison or local jail or was released from incarceration within the past year)
- Death in the Immediate Family (death of a parent/caregiver or sibling)
- Military Deployment (Parent/guardian is currently deployed or is within 2 years of returning from a deployment as an active duty member of the armed forces. Deployment is defined as any current or past event or activity that relates to duty in the armed forces that involves an operation, location, command or duty that is different from his/her normal duty assignment.)
- Recent Immigrant or Refugee Family - One or both parents are foreign-born and entered the country within the past 5 years.

Additional CTK Transition Risk Factors:

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

- An incoming kindergartner who has been recommended for service on the basis of significant social/emotional and/or behavioral difficulties – or those of an older sibling.
- An incoming kindergartner who has never been served within a full time preschool program out of his/her home.
- An incoming kindergartner who is the oldest child in the family; that is, this is the first opportunity for the family to be involved in their child(ren)'s school.

Note that the last two factors (child has not attended full-time preschool and/or is oldest child in the family) may be considered in conjunction with one or more additional risks but may not be used to determine eligibility in isolation.

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

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

- ~~Recent Immigrant or Refugee Family—One or both parents are foreign born and entered the country within the past 5 years.~~
- Child was removed for behavioral reasons from one or more child care, Head Start or preschool settings.

2) SERVICE DELIVERY:

a) Adherence to the Countdown to Kindergarten Curriculum

While the CTK curriculum offers substantial opportunity for personalization by individual teachers, each must adhere to its general format and ensure the delivery of each published lesson.

Per the CTK curriculum model, no family should receive less than five (5) visits. The partnership shall make every effort to secure transportation services so that families can attend the final CTK visit to the child's school.

Home visitors are encouraged to deliver the curriculum in the primary language of the family.

b) Placement within the Classroom of the Home Visitor

Countdown to Kindergarten is explicitly designed to connect children and families to the teachers with whom they will be working during the coming year. Accordingly, Partnerships must take steps to ensure the placement of CTK client children in the classrooms of their home visitors.

The CTK curriculum must – without exception – include a meeting with the child's teacher at the school where the child will be attending kindergarten.

Partnerships shall ensure that, in the event the CTK home visitor is not the 5K teacher, the CTK home visitor communicates with each 5K teacher about their students' participation in the CTK program and the follow-up teacher survey they will receive.

c) Countdown to Kindergarten Curriculum Training

All home visitors must complete the Countdown to Kindergarten online training prior to implementing the program.

Ongoing Program Quality Improvement and Professional Development

Each Countdown home visitor must participate in reflective supervision and professional development, by, at a ~~minimum~~ minimum, logging on and reviewing the discussion on the Countdown to Kindergarten home visitor electronic forum as outlined in the Countdown to Kindergarten Memorandum of Agreement for Countdown home visitors.

3) DATA SUBMISSION AND FISCAL ADMINISTRATION:

a) Outcomes and Data Requirements

The Partnership will be responsible for meeting all data requirements of SCFS within 30 days of receiving data from the teachers. CTK client and program information must be entered into the First Steps Data Collection system (FSDC) within the program year that begins July 1, regardless of whether program activities (home visits) occurred prior to July 1. Partnership staff is responsible for obtaining complete pre- and post-surveys from CTK parents.

Each partnership will be required to assure that 75% of parent pre- and post-surveys have been entered into the survey website. Partnerships are also responsible for sending and obtaining complete teacher surveys from 5K teachers who have one or more CTK children enrolled in their classroom, again, with the expectation that 75% of teachers submit survey responses in the survey website. Partnerships will use the CTK surveys provided by SC First Steps. Names and email addresses of 5K teachers who were NOT also the child's CTK home visitor are to be entered in the data system before October 31 each year.

b) Partnership Match Requirement

Partnerships agree to meet the SCFS match requirements for CTK.

c) Fiscal Administration and Teacher Payment

The Partnership will be responsible for ensuring that each CTK teacher adheres (in all regards) to his/her CTK Memorandum of Agreement.

FIRST STEPS PROGRAM ACCOUNTABILITY STANDARDS Other Strategies

REQUIREMENTS FOR FY20:

In the event that a partnership wishes to propose a strategy not detailed herein, the following standards apply:

1. Strategy Approval (for NEW strategies):

- a) The partnership will submit, in addition to its [Renewal Plan Formula Funding Grant Application](#) submission to SCFS, a detailed explanation of the proposed strategy, chosen curriculum or program model, its rationale (why is the strategy is being proposed), research basis (as appropriate), projected per-client cost and proposed evaluation methodology. Strategies will be expected to follow chosen curriculum and program models with fidelity.
- b) The partnership shall be provided individualized technical assistance upon request in an effort to support and strengthen the proposal, if needed.
- c) The strategy's research basis will be evaluated by SC First Steps for designation as either evidence-based or evidence-informed, based on processes adopted by the SCFS Board of Trustees.
- d) The Program and Grants Committee of the state board will review the strategy for approval and EB/EI designation, based on staff recommendation.
- e) Upon approval by the Program and Grants Committee, the strategy will be presented to the full Board for final approval.
- f) If the strategy receives evidence-based designation by the SCFSBOT, the partnership and SC First Steps staff will collaborate on drafting program standards that will be incorporated into this document upon state board approval.

2. Strategy Implementation:

Partnership strategies will be expected to meet the strategy's goals and objectives, using output and outcome data as specified in its strategy plan.

Additionally, partnerships shall ensure non-prevalent strategies meet the following criteria:

- a) Target children most in need of services, using board-approved risk factors in absence of specific targeting criteria within the chosen program model
- b) Deliver services with fidelity to the chosen curriculum or program model
- c) Use qualified staff that meet the minimum education and training requirements of the chosen curriculum or program model

- d) Maintain detailed data collection records, and enter timely data in the First Steps Data Collection System (FSDC), if required. The State Office of First Steps will notify partnerships what data needs to be entered in the FSDC.

Attachment 1: PAT Essential Requirements



Essential Requirements *Beginning July 2018*

An organization must adhere to the Essential Requirements to become and remain a Parents as Teachers affiliate. New affiliates' program design for meeting these requirements is demonstrated through the Affiliate Plan. Data that addresses these requirements is reported annually on the Affiliate Performance Report (APR). These requirements represent the minimum or maximum levels needed for model fidelity. Additional resources such as the *Model Implementation Guide*, the Quality Standards, and TA Briefs provide guidance and best practices recommendations for high-quality replication of the Parents as Teachers model.

Essential Requirements	Measurement criteria
1. Affiliates provide at least two years of services to families with children between prenatal and kindergarten entry.	An affiliate is designed to provide at least two years of services to families with children between prenatal and kindergarten entry.
2. The minimum qualifications for parent educators are a high school diploma or equivalency and two years' previous supervised work experience with young children and/or parents.	100% of an affiliate's parent educators have at least a high school diploma, GED, or equivalent degree in countries outside the United States.
3. Each affiliate has an advisory committee that meets at least every six months. (It can be part of a larger committee, community network, or coalition as long as the group includes a regular focus on the Parents as Teachers affiliate).	An affiliate conducted two advisory committee meetings during the program year covered by the most recent APR.
4. Each month, parent educators working more than .5 FTE participate in a minimum of two hours of individual reflective supervision and a minimum of two hours of staff meetings and parent educators working .5 FTE or less participate in a minimum of one hour of reflective supervision and two hours of staff meetings. <i>In order to support high-quality services to families, this requirement includes supervisors who carry a caseload.</i>	On average, parent educators working more than .5 FTE and supervisors that carry a caseload equivalent to more than .5 FTE received at least 75% of the required individual reflective supervision hours per month (at least 1.5 hours per month). On average, parent educators working .5 FTE or less and supervisors who carry a caseload equivalent to .5 FTE or less received at least 75% of the required individual reflective supervision hours per month (at least .75 hours per month). At least 18 hours of staff meetings occurred during the program year covered by the most recent APR.

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Essential Requirements for 2018-2019



<p>5. Each supervisor, mentor or lead parent educator is assigned no more than 12 parent educators, regardless of whether the parent educators are full-time or part-time employees.</p> <p><i>The number of parent educators assigned to the supervisors is adjusted proportionately when the supervisor is not full-time. For example, a .75 FTE supervisor would have a maximum of nine parent educators; a .5 FTE would have a maximum of six parent educators; a .25 FTE would have a maximum of three parent educators.</i></p>	100% of an affiliate's 1.0 FTE supervisors are assigned a maximum of 12 parent educators.
<p>6. All new parent educators in an organization who will deliver Parents as Teachers services to families attend the Foundational and Model Implementation Trainings before delivering Parents as Teachers; new supervisors attend both Foundational and Model Implementation Trainings.</p>	100% of parent educators and supervisors have attended the required PAT trainings.
<p>7. Parent educators obtain competency-based professional development and training and renew certification with the national office annually.</p>	100% of model affiliate parent educators are up to date with their certification.
<p>8. Parent educators complete and document a family-centered assessment within 90 days of enrollment and then at least annually thereafter, using a method that addresses the Parent as Teachers required areas.</p>	<p>Family-centered assessment was conducted using a PAT-approved method.</p> <p>At least 60% of families enrolled more than 90 days had an initial family-centered assessment completed within 90 days of enrollment during the program year covered by the most recent APR.</p> <p>At least 60% of families that received at least one personal visit had completed a family-centered assessment in the program year covered by the most recent APR.</p>
<p>9. Parent educators develop and document goals with each family they serve.</p>	At least 60% of the families that received at least one personal visit had at least one documented goal during the program year covered by the most recent APR.
<p>10. Parent educators use the Foundational Personal Visit Plans and Personal Visit Planning Guide from the Foundational Curriculum to design and deliver personal visits to families.</p>	Parent educators plan for each visit, documenting the planning process in a Foundational Personal Visit Plan or Personal Visit Planning Guide.

11. Families with one or fewer stressors receive at least 12 personal visits annually and families with two or more stressors receive at least 24 personal visits annually.	<p>At least 60% of families with one or fewer stressors received at least 75% of the required number of visits in the program year covered by the most recent APR.</p> <p>At least 60% of families with two or more stressors receive at least 75% of the required number of visits in the program year covered by the most recent APR.</p>
12. Full-time first year parent educators complete no more than 48 visits per month during their first year and full-time parent educators in their second year and beyond complete no more than 60 visits per month. <i>The number of visits completed monthly is adjusted proportionately when a parent educator is part-time. In addition, a number of factors need to be considered when establishing the maximum number of visits completed monthly, including: staff responsibilities, travel time for visits, and data collection responsibilities.</i>	<p>Full-time first year parent educators complete no more than 48 visits per month in the program year covered by the most recent APR.</p> <p>Full-time parent educators in their second year and beyond complete no more than 60 visits per month in the program year covered by the most recent APR.</p>
13. Affiliates deliver at least 12 group connections across the program year.	<p>At least nine of the 12 (75%) required group connections were delivered in the program year covered by the most recent APR.</p>
14. Child health screening is completed by 7 months of age, or within 90 days of enrollment, and at least annually thereafter. Completion of the Child Health Record, which consists of health status, safety, vision, and hearing elements, constitutes a complete health screening.	<p>At least 60% of children received a complete child health screening by 7 months of age or within 90 days of enrollment in the program year covered by the most recent APR.</p> <p>At least 60% of children received a complete annual child health screening in the program year covered by the most recent APR.</p>
15. Child developmental screening takes place for all children within 90 days of enrollment or birth, and then at least annually thereafter. Developmental domains that require screening include language, cognitive, social-emotional, and motor development.	<p>At least 60% of children received a complete child developmental screening within 90 days of enrollment or birth in the program year covered by the most recent APR.</p> <p>At least 60% of children received a complete annual child developmental screening in the program year covered by the most recent APR.</p>
16. Child developmental surveillance takes place during each personal visit and is recorded after each personal visit, using the Milestones to monitor child development.	<p>Parent educators review and update (as applicable) the Milestones record for each enrolled child after each visit.</p>

17. Parent educators connect families to resources that help them reach their goals and address their needs.	At least 60% of families that received at least one personal visit were connected by their parent educator to at least one community resource in the program year covered by the most recent APR.
18. At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement.	An affiliate gathered and summarized feedback from families about the services they have received at least once during the program year covered by the most recent APR and used the results for program improvement.
19. The affiliate annually reports data on service delivery and program implementation through the APR; affiliates use data in an ongoing way for purposes of continuous quality improvement, including participating in the Quality Endorsement and Improvement Process every five years.	An affiliate submitted the most recent APR and participated in the Quality Endorsement and Improvement Process when designated or selected by Parents as Teachers National Center.
20. Programs will pick two* outcomes to measure with eligible families. One outcome will be from a list of approved tools that measure parenting skills, practices, capacity, or stress assessment and the second outcome will be from an approved list of measures. It is important to select outcomes that align with the program goals. Programs will also report on the APR how they are using the data. <i>*See Outcomes Essential Requirement Guidance for more information.</i>	At least 60% of eligible families annually participate in an assessment of parenting skills, practices, capacity, or stress using an approved tool. At least one additional approved outcome measure is assessed and reported for eligible families. Programs report in the APR how they are using the data from a set of response options (e.g., continuous quality improvement or advocacy).

ATTACHMENT 2:



ESSS Program Standards

Save the Children has instituted the following standards to guide partners to implement effective, high quality **Early Steps to School Success** programs. To ensure continuous quality improvement, **Early Steps** sites are measured against these standards on a quarterly basis.

Early Steps is made up 2 components – the Pre-birth - 3 Home Visiting component and the 3-5 Book Bag Exchange that together provide early childhood education services to 50 children pre-birth to five years of age and education services to their parents and/or other caregivers. **Early Steps** services also include Parent-Child Groups, Transition Support, Community Collaboration, and Staff Training and Support.

Pre-Birth - 3 Home Visiting Component

- ☐ 20 children are enrolled in the Home Visiting component. This includes pregnant women and children ages birth to 3.
 - The youngest and the neediest children in the community have priority for enrollment. Early Steps defines “youngest” as pregnant women and children less than 12 months of age. Each program is encouraged to define “neediest” as it applies to its own community.
- ☐ Each family receives a minimum of 2 regularly scheduled home visits per month.
 - Home visits support the development of strong parent/child relationships that nurture language and learning.
 - Home visits typically last about an hour.
- ☐ Missed visits are expected to be made up. Each family is expected to receive an average of 2* visits per month in any given period. In any 2 month period, each family should receive 4* visits; in any 3 month period there should be 6* visits.
- ☐ All children participate in the Book Bag Exchange at each visit. Information regarding the number of times the child is read to or engaged in a literacy-based activity is collected at each visit.
- ☐ Early Steps is a full 12-month program. Home visits are provided on a year-round basis.

3-5 Book Bag Exchange Component

- ☐ 30 3-5 year olds are enrolled in the 3-5 Book Bag Exchange component.
 - Children transitioning from the Home Visiting component must be given priority for enrollment in the 3-5 Book Bag Exchange.
- ☐ The program partners with Head Start, preschool or community child care providers to provide the 3-5 Book Bag Exchange.

- ☐ A weekly exchange of book bags occurs throughout the entire school year for children enrolled in the 3-5 Book Bag Exchange. Book sharing and literacy activities done in the home is tracked.
- ☐ The Book Bag Exchange includes a weekly 'read aloud'.

“Transition to School” Support

- ☐ Coordinators actively engage parents in transition activities that connect children to the preschool or kindergarten they will attend and prepare children and parents for successful transition at 3 and again at 5.

Parent-Child Groups

- ☐ Monthly, Parent/child support and education groups led by trained early childhood staff are held in schools and community settings.

Community Connections

- ☐ Partnerships are established with community program, local schools and other community agencies to promote awareness and build local resource connections to support the program and families. Regular contacts are made to build and nurture these relationships.

Staff Training and Support

- ☐ STC provides Early Steps sites with ongoing, high- quality professional development including: 1-2 group trainings per year; regular coaching visits by an Early Childhood Program Specialist; monthly training calls and webcasts; regional trainings; and opportunities for pursuing early childhood degrees and certifications. Coordinators are expected to plan monthly site visits with the Early Childhood Specialist that include 1-2 home visits, a file review, recent training follow-up and a meeting with the Site Supervisor.

Supervisory Expectations for Partners

- ☐ Participate in orientation and training activities, site visits and program implementation support from Save the Children staff and its contractors, and in an ongoing program evaluation.
- ☐ Hire an Early Childhood Coordinator whose language reflects that of the population being served. Ex. An Early Childhood Coordinator who provides services to families who are monolingual Spanish, must be bilingual.
- ☐ Provide adequate space and supplies to the ECC. This must include:
 - A computer with wireless internet access
 - An accessible telephone and readily available telephone line
 - Space for parent/child group meetings/events
 - Adequate storage space
 - Access to purchasing appropriate infant/toddler supplies and materials within district guidelines and budget codes

- ☐ Provide an orientation to the Early Childhood Coordinator (ECC) upon hire that includes:
 - Information on school benefits including leave and health insurance
 - Information on completing time sheets
 - Information on submitting for mileage reimbursement monthly
 - Information on district policies for reporting child abuse and neglect
- ☐ Utilize the ECC for ESSS functions only. ECC responsibilities do not include acting as a substitute teacher at any given time during the school day, assisting with bus or lunch duties, running sports or other extra-curricular activities, using preparation/planning time for other non-early childhood activities (e.g., monitoring assemblies, assisting with non-early childhood related classroom activities).
- ☐ Provide an environment that provides the ECC with a flexible schedule to accommodate the needs of families with young children receiving services in a home-based environment. This may include making evening or weekend visits/groups and providing services on days that schools are closed.
- ☐ Provide ongoing supervision and support to the ECC that must include:
 - Regular meetings between the ECC and Site Supervisor
 - Observation by the Site Supervisor of at least 2 home visits per year conducted by the ECC
 - Observation by the Site Supervisor of at least 1 parent/child group per year conducted by the ECC
 - Regular meetings between Save the Children ESSS Program Specialist and Site Supervisor
 - An annual review of the ECC's performance completed by their supervisor.
- ☐ Conduct a quality check (*Parent Satisfaction Survey*) with **all** families semi-annually.
- ☐ Monthly, Site Supervisors will compare mileage reimbursement requests, and sign-in/sign-out logs with home visit documentation (*Family Planning Forms*) signed by parents.
- ☐ Notify Save the Children when there are changes or issues at the site that affect ongoing supervision, management, and/or continuity or quality of regular programming.
- ☐ Participate in a Program Quality Assessment (PQA) at the site at least every two years.

Initial: 2010
 Reviewed/Revised: 2012, 2014, 1/30/2015



FY-19 & FY-20 Proposed Allocation Comparison

Minimum Base \$ 200,000

		BUDGETS		
		FY- 19	FY- 20	DIFFERENCE
#	PARTNERSHIP			
01	Abbeville	\$ 200,000	\$ 200,000	\$0
02	Aiken	\$ 410,115	\$ 412,273	\$2,158
03	Allendale	\$ 200,000	\$ 200,000	\$0
04	Anderson	\$ 452,177	\$ 453,318	\$1,141
05	Bamberg	\$ 200,000	\$ 200,000	\$0
06	Barnwell	\$ 200,000	\$ 200,000	\$0
07	Beaufort	\$ 352,994	\$ 359,250	\$6,256
08	Berkeley	\$ 507,218	\$ 504,881	(\$2,336)
09	Calhoun	\$ 200,000	\$ 200,000	\$0
10	Charleston	\$ 736,040	\$ 735,363	(\$677)
11	Cherokee	\$ 200,000	\$ 200,000	\$0
12	Chester	\$ 200,000	\$ 200,000	\$0
13	Chesterfield	\$ 200,000	\$ 200,000	\$0
14	Clarendon	\$ 200,000	\$ 200,000	\$0
15	Colleton	\$ 200,000	\$ 200,000	\$0
16	Darlington	\$ 231,261	\$ 228,592	(\$2,668)
17	Dillon	\$ 200,000	\$ 200,000	\$0
18	Dorchester	\$ 357,664	\$ 348,845	(\$8,819)
19	Edgefield	\$ 200,000	\$ 200,000	\$0
20	Fairfield	\$ 200,000	\$ 200,000	\$0
21	Florence	\$ 396,224	\$ 396,594	\$369
22	Georgetown	\$ 200,000	\$ 200,000	\$0
23	Greenville	\$ 1,051,033	\$ 1,048,274	(\$2,759)
24	Greenwood	\$ 220,045	\$ 221,361	\$1,316
25	Hampton	\$ 200,000	\$ 200,000	\$0
26	Horry	\$ 587,818	\$ 598,303	\$10,485
27	Jasper	\$ 200,000	\$ 200,000	\$0
28	Kershaw	\$ 200,000	\$ 200,000	\$0
29	Lancaster	\$ 218,579	\$ 216,721	(\$1,858)
30	Laurens	\$ 207,303	\$ 206,775	(\$528)
31	Lee	\$ 200,000	\$ 200,000	\$0
32	Lexington	\$ 620,103	\$ 613,745	(\$6,358)
33	Marion	\$ 200,000	\$ 200,000	\$0
34	Marlboro	\$ 200,000	\$ 200,000	\$0
35	McCormick	\$ 200,000	\$ 200,000	\$0
36	Newberry	\$ 200,000	\$ 200,000	\$0
37	Oconee	\$ 200,000	\$ 200,340	\$340
38	Orangeburg	\$ 299,069	\$ 298,561	(\$509)
39	Pickens	\$ 260,506	\$ 255,573	(\$4,933)
40	Richland	\$ 796,304	\$ 804,162	\$7,858
41	Saluda	\$ 200,000	\$ 200,000	\$0
42	Spartanburg	\$ 666,608	\$ 673,325	\$6,717
43	Sumter	\$ 350,957	\$ 351,456	\$499
44	Union	\$ 200,000	\$ 200,000	\$0
45	Williamsburg	\$ 200,000	\$ 200,000	\$0
46	York	\$ 513,211	\$ 507,517	(\$5,695)
TOTAL		\$ 14,435,228	\$ 14,435,228	\$ 0



First Steps County Partnerships
FY 2019 Reallocation of Budgets 15% and Greater
APRIL 2019

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

COUNTY PARTNERSHIP	FUNDING SOURCE	FROM PROGRAMS AND AMOUNTS	TO PROGRAMS AND AMOUNTS	JUSTIFICATION
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RE-ALLOCATIONS (Information Only)

Newberry	Fund 33	Early Education (321-1)	Core Functions (180-2) - \$1,843 and Child Care Training (605-2) - \$1,285	Moving Early Head Start funds to support school transition bag/toolkit and materials for child care centers to support training.
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NEW ALLOCATION OF PENDING FUNDS (P&G Committee Approval Required)

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NEW STRATEGIES (B.O.T. Approval Required)

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NEW STRATEGIES (Information Only)

Greenville	Fund 20	Grant from Children's Trust	222-2 Triple P - \$40,000	Greenville First Steps was selected by Children's Trust of South Carolina to be the Activating Agency for Triple P (Positive Parenting Program) expansion in Greenville County. Triple P is on the First Steps State Board approved list of evidence based programs. This work is funded by The Duke Endowment with an aim to build a model prevention system that can be replicated across South Carolina to change the state's approach to the prevention of child maltreatment.
Charleston	Fund 30	Preschool Development Grant	909-2 Early Identification & Ref - \$46,050	In collaboration with PASOs, Charleston First Steps was selected to implement Connections for Child Development, a comprehensive, culturally tailored, early identification and referral model that addresses the specific health and education needs of Latino families with young children.
Lexington	Fund 30	Preschool Development Grant	909-2 Early Identification & Ref - \$46,050	In collaboration with PASOs, Lexington First Steps was selected to implement Connections for Child Development, a comprehensive, culturally tailored, early identification and referral model that addresses the specific health and education needs of Latino families with young children.
Abbeville	Fund 30	Preschool Development Grant	406-2 Countdown to Kindergarten - \$6,680	Countdown to Kindergarten Expansion Pilot in new counties, school districts, and/or elementary schools.
Beaufort	Fund 30	Preschool Development Grant	406-2 Countdown to Kindergarten - \$10,020	Countdown to Kindergarten Expansion Pilot in new counties, school districts, and/or elementary schools.
Berkeley	Fund 30	Preschool Development Grant	406-2 Countdown to Kindergarten - \$3,006	Countdown to Kindergarten Expansion Pilot in new counties, school districts, and/or elementary schools.
Cherokee	Fund 30	Preschool Development Grant	406-2 Countdown to Kindergarten - \$11,022	Countdown to Kindergarten Expansion Pilot in new counties, school districts, and/or elementary schools.
Chesterfield	Fund 30	Preschool Development Grant	406-2 Countdown to Kindergarten - \$2,004	Countdown to Kindergarten Expansion Pilot in new counties, school districts, and/or elementary schools.



First Steps County Partnerships
FY 2019 Reallocation of Budgets 15% and Greater
APRIL 2019

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

COUNTY PARTNERSHIP	FUNDING SOURCE	FROM PROGRAMS AND AMOUNTS	TO PROGRAMS AND AMOUNTS	JUSTIFICATION
Colleton	Fund 30	Preschool Development Grant	406-2 Countdown to Kindergarten - \$12,358	Countdown to Kindergarten Expansion Pilot in new counties, school districts, and/or elementary schools.
Georgetown	Fund 30	Preschool Development Grant	406-2 Countdown to Kindergarten - \$3,340	Countdown to Kindergarten Expansion Pilot in new counties, school districts, and/or elementary schools.
Greenville	Fund 30	Preschool Development Grant	406-2 Countdown to Kindergarten - \$3,340	Countdown to Kindergarten Expansion Pilot in new counties, school districts, and/or elementary schools.
Greenwood	Fund 30	Preschool Development Grant	406-2 Countdown to Kindergarten - \$22,712	Countdown to Kindergarten Expansion Pilot in new counties, school districts, and/or elementary schools.
Pickens	Fund 30	Preschool Development Grant	406-2 Countdown to Kindergarten - \$1,670	Countdown to Kindergarten Expansion Pilot in new counties, school districts, and/or elementary schools.
Spartanburg	Fund 30	Preschool Development Grant	406-2 Countdown to Kindergarten - \$8,350	Countdown to Kindergarten Expansion Pilot in new counties, school districts, and/or elementary schools.



To: First Steps Board of Trustees
From: Georgia Mjartan
Date: April 26, 2019

Executive Director's Report

External Evaluation

South Carolina First Steps is partnering with the University of South Carolina's Institute for Families in Society and Core for Applied Research and Evaluation for an evaluation of progress on agency goals as mandated by legislation to occur every five years. The current evaluation covers FY2013 – FY2018. In addition to the evaluation of agency goals (agency evaluation), this scope of work also includes two prevalent program evaluations for the local partnerships strategies: Childcare Scholarships and Childcare Quality Enhancement.

Communications and Outreach

With the addition of a Communications Director and a Local Partnerships Communications Coordinator to our team in February, SC First Steps' communications and outreach efforts have increased significantly.

New SC First Steps Website www.scfirststeps.org and www.Free4KSC.org

- Designed and developed by Mad Monkey, launched April 1, 2019
- Key features include: Enroll in 4K, Find Services Near You, and Donate *also* all photos are *real photos* from First Steps programs and centers
- **4,259 visitors** to the site since April 1st, **98%** are first-time visitors
- 4K page was the most visited page
- The average amount of time visitors spend on our site is **4 minutes** (industry average is under 2 minutes)

Social Media

- **Facebook:** 3383 followers, **Twitter:** 778 followers
- Highest "engagement" on Facebook with job postings and 4K postings
- An animated video to promote 4K Enrollment has been viewed 2500 times

Media Coverage

- WLTX Saturday Morning Show (April 6, 2019) Executive Director Georgia Mjartan appeared as an on-air guest to promote First Steps 4K and Countdown to Kindergarten
- Greenville Business Magazine and Columbia Business Monthly (March 12, 2019) featured a story about Governor McMaster designating Chip Stanley as Chair of SCFS

Photography and Graphic Design

- Photo shoots with Lexington County First Steps, Spartanburg County First Steps and Florence County First Steps and six different 4K centers resulting in a new photo bank for use in publications & website.
- Developed new documents that are user-friendly and graphically pleasing including: fillable grant application, graphic representation of grant cycle, 4K postcards, poster presentation for ICS conference, Countdown to Kindergarten materials, standard presentation slide deck, etc.

1300 Sumter Street • Concord Bldg., Suite 100 • Columbia, South Carolina 29201
Phone 803-734-0479 • Fax 803-734-1431 • Web site www.scfirststeps.org

South Carolina First Steps to School Readiness

EVALUATION 2019 OVERVIEW

South Carolina First Steps to School Readiness (SCFS) is partnering with the University of South Carolina for an evaluation of progress on agency goals as mandated by legislation to occur every five years. The time frame for the current evaluation is FY 2013-FY 2018. Important considerations for the current evaluation include but are not limited to the nature and wide range of activities that SCFS provides, the structure of SCFS, the data available for the evaluation, and the time frame for the evaluation (scheduled for completion by October 1, 2019).

4 Key Questions Driving the Evaluation

1. *What is the impact of SCFS intensive services on school readiness at 5k?*

A quantitative approach will be used to address this question by comparing children with and without a history of receiving SCFS services on South Carolina Kindergarten Readiness Assessment (SCKRA) performance.



Includes Prevalent Program Evaluation of Childcare Scholarships

2. *What is the impact of services supporting parent competence and confidence?*

A mixed methods approach will be used to address this question and will involve quantitative assessment of the impact of SCFS services on quality of the parent-child relationship along with qualitative information from key stakeholder interviews on the impact of SCFS services on parenting skills and confidence.

3. *What is the impact of SCFS on child care quality?*

A mixed methods approach will be used to address this question and will involve quantitative assessment of the impact of SCFS training and technical assistance services on child care quality combined with qualitative information from key stakeholder interviews on the impact of SCFS services child care quality.



Includes Prevalent Program Evaluation of Childcare Quality Enhancement

4. *To what degree do local SCFS partnerships serve as a hub for early childhood services?*

Addressing this complex question will be accomplished through use of Social Networks Analysis that can provide information on communications networks at the local level; we will supplement this information with an assessment of collaboration at the local level.



THE EVALUATION TEAM INCLUDES:

Institute for Families in Society

Cheri Shapiro, PhD

Director of IFS and Evaluation Team Lead

Ana Lòpez-De Fede, PhD

Associate Director, IFS

Kathy Mayfield-Smith, MA, MBA

Associate Director, IFS

Arnold School of Public Health

Pam Gillam, MPA

Director, Core for Applied Research and Evaluation and Evaluation Team Co-Lead

Spencer Moore, PhD, MPH

Associate Professor, Health Promotion, Education, and Behavior

4K RECRUITMENT 2019-2020



PLAN TO EXPAND BY 20%

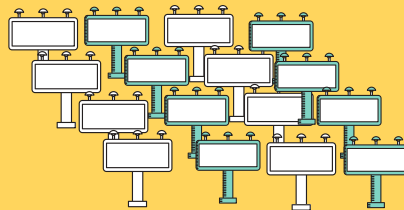
3,000

Our goal is to increase 4K enrollment by 500 children for the 2019-2020 term by targeting the **Top 10** districts with the largest gap between eligible and enrolled

TOTAL KIDS



43



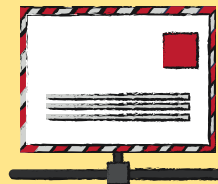
BILLBOARDS STATEWIDE

- 3-month run (*April - June*)
- Touching **28** school districts
- Selected from Tier 1 - Tier IV areas (*Priority given to Tiers III and IV*)

104K

- **DSS TANF & SNAP:** 11K rising 4 year olds (*mailing 4xs between April-June*)
- **DSS Medicaid Enrolled:** 30k (*mailing twice: April and June*)

POSTCARD MAILINGS



PARENT CORPS

Formation of Parent Corps consisting of parents of current and former 4K kids to help recruit in their respective districts



NEW WEBSITE:

FREE4KSC.ORG

FREE 4K
for your child.



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