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May 18, 2015

Executive Director Susan DeVenny
South Carolina First Steps
1300 Sumter Street, Suite 100
Columbia, South Carolina 29201

Re: Matter #15-124; S.C. First Steps to School Readiness
Extension to Respond to Program Evaluation Report

Dear Mrs. DeVenny,

Your agency contacted me and requested an extension to provide responses to the Legislative Oversight Committee's Program Evaluation Report. The Committee is granting your agency a thirty (30) day extension to provide responses. The original due date was May 22, 2015. The new due date is Friday, June 19, 2015.

Please understand the Committee will not grant any additional extensions. In addition, the Committee expects the "Amount Available" in the Funding Sources Chart to be as of April 21, 2015 (date the agency received the guidelines) for all current cash on hand. If you have any questions, please contact Committee Staff. This subcommittee looks forward to continuing to work with you and the agency staff during the legislative oversight process.

Sincerely,

A handwritten signature in black ink that reads "Wm. Weston J. Newton". The signature is written in a cursive style.

Wm. Weston J. Newton
Committee Chair

cc: The Honorable James E. Smith, Jr.
The Honorable Joseph H. Jefferson, Jr.

The Honorable Gary E. Clary
The Honorable Tommy M. Stringer



The Honorable James E. Smith, Jr.
Chairman
First Steps Subcommittee
House Legislative Oversight Committee
P.O. Box 11867
Columbia, SC 29211

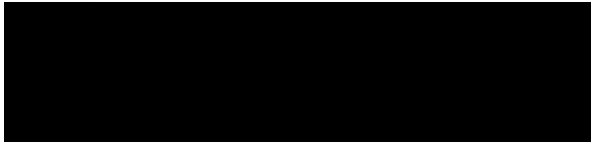
June 19, 2015

Dear Representative Smith,

Attached as requested by the subcommittee is the House Legislative Oversight Committee's Program Effectiveness Report for South Carolina First Steps to School Readiness. Please note that in addition to this document itself, we have included a correlated Major Programs Chart (from the Seven Year Restructuring submission) as requested during our testimony on May 12, 2015.

We are grateful for the subcommittee's thorough process and look forward to continuing this important discussion.

Thank you for your work on behalf of South Carolina's young children and their families.



Susan W. DeVenny
Director

cc: Ken Wingate
Judith Aughtry
Julia Ellen Davis
Lisa Van Riper
Charles Appleby
Jennifer Dobson

1300 Sumter Street • Concord Bldg., Suite 100 • Columbia, South Carolina 29201
Phone 803-734-0479 • Fax 803-734-1431 • Web site www.scfirststeps.org

PROGRAM EVALUATION REPORT

South Carolina First Steps to School Readiness

Date of Submission: *June 19, 2015*

Please provide the following for this Program Evaluation Report

	Name	Date of Hire	Email
Agency Director	Susan DeVenny	October 1, 2003	sdevenny@scfirststeps.org
Previous Agency Director	Marie Louise Ramsdale	June 1999	ml@ramsdalelaw.com

	Name	Phone	Email
Primary Contact:	Susan DeVenny	803-734-0391	sdevenny@scfirststeps.org
Secondary Contact:	Dr. Dan Wuori	803-734-0100	dwuori@scfirststeps.org

The following information is provided by the Legislative Oversight Committee to comply with Section 2-2-60(A)

Agency Program or Operations the Legislative Oversight Committee intends to Investigate:	All current agency programs
Information the agency must include in the Program Evaluation Report:	Information contained on the following pages in the Program Evaluation Report Guidelines.
Date the agency must submit the Program Evaluation Report to the House Legislative Oversight Committee:	June 19, 2015 – extended from May 22, 2015

PROGRAM EVALUATION REPORT

Testimony Provided in Effort to Build Greater Confidence in State Government

In an effort to build greater confidence in state government, I am signing my name below to affirm that I have reviewed and approve this report and the information contained in it. In addition, I affirm I am wilfully submitting the information in this report as testimony before the Committee, as those terms are used in S.C Code Section 2-2-100. I understand that providing false, materially misleading, or materially incomplete information is a criminal offense.

In addition, by way of their signature on the attached Personnel Involved Chart, each person listed on that sheet(s) affirms they are wilfully submitting the information, which appears in response to the question which is typed by their name in the Personnel Involved Chart, as testimony before the Committee, as those terms are used in S.C Code Section 2-2-100. Each person understands that providing false, materially misleading, or materially incomplete information is a criminal offense.

**Current Agency
Director**
(Sign/Date):

SEE ORIGINAL COPY

(Type/Print Name):

Susan W. DeVenny

**If applicable,
Board/Commission
Chair**
(Sign/Date):

SEE ORIGINAL COPY

(Type/Print Name):

Ken Wingate

PROGRAM EVALUATION REPORT

Standard Questions

If any question asks for information in a certain format and the agency already has the same information in another format, please contact Committee staff to discuss potential options.

General¹

1. Please complete the **Agency Glossary Chart**. In the Excel document attached, there is a template to complete under the tab labeled, “Agency Glossary.” In this chart please list terms, phrases or acronyms used by the agency, or in industry, to ensure the Committee and general public understand all terminology used by the agency.

SEE ATTACHED EXCEL CHART

2. Please complete the **Personnel Involved Chart** while completing this Report. In the Excel document attached, there is a template to complete under the tab labeled, “Personnel Involved.” By way of their signature on the attached Personnel Involved Chart, each person listed on that sheet(s) affirms they are willfully submitting the information, which appears in response to the question which is typed by their name in the Personnel Involved Chart, as testimony before the Committee, as those terms are used in S.C Code Section 2-2-100.

SEE ATTACHED EXCEL CHART

3. The Appropriations Act includes “Major Program Areas.” Individual programs are often grouped together within one or more of these major areas. When thinking about the individual programs, how does the agency define the term “program” (i.e, what is an individual program mean at the agency)?
 - a. Anytime the agency sees the term “program” used in any questions in this report, it refers to an individual program and means the same as the agency has defined it in response to this question.

The Appropriations Act groups First Steps budget into four major program areas:

- **Local Partnerships (services provided by First Steps 46 local partnership organizations),**
- **Private 4K,**
- **BabyNet, and**
- **Policy and Accountability.**

At the state level, these – plus the new addition of Early Head Start – constitute our program areas.

¹ 2-2-60(B)(12) - any other relevant information specifically requested by the investigating committee.

PROGRAM EVALUATION REPORT

At the local level, grant funds are used across six major program categories for services delivered through the local First Steps partnerships:

- Healthy Start,
- Family Strengthening/Parenting,
- Early Intervention,
- Child Care,
- Early Childhood Education and
- School Transition.

Within each of these program categories a variety of individual strategy-level investments constitute individual programs. A matrix depicting these local strategy investments as proposed for FY16 is included as Attachment B.

4. Explain how the budget is broken down for agency management (including the director and deputy directors), outside of the way it is grouped for the Appropriations Act. If it is easier to simply provide a copy of the budget, in its most detailed version, the agency may do so.

The budget is broken down, tracked, and reported internally for management in the same manner and categories as in the Appropriations Act. Additional detail is provided within the categories of each line of the budget to reflect detailed budget items and expenditures.

5. Provide a list of the types of searches the agency can perform within the electronic version(s) of its budget, maintained at the agency (i.e. budget by year, office, department, program, etc.)

The agency uses three fiscal tracking and reporting systems [SCEIS, UMS (Universal Management System), and e-thority (Reporting Software)] that allow us to drill down to individual expenses at the county partnership level. We can search by our chart of accounts which is consistent among all the systems. In addition, we can pull all information into the same summaries, and report detail by year, local partnership, by agency program, source of funds, etc. Copies of the UMS reports used to derive Local Partnership finance data for this report are included as Attachment C.

PROGRAM EVALUATION REPORT

Performance, Organizational Structure and Responsibilities²

1. Does the agency have a strategic plan other than the one it provided in the Strategic Plan Template of the FY 2013-14 Accountability Report? If yes, please provide the Committee a copy and state the date it was last updated (if that information is not included on the printed version of the strategic plan).

A copy of First Steps' last strategic plan (VISION 2013, approved by the SC First Steps to School Readiness in December 2013 is included as Attachment D).

Following the June 2015 reauthorization, the SC First Steps to School Readiness Board of Trustees launched a new strategic planning process, with the targeted completion date of December 2015 (see process graphic, Attachment E). We will submit this plan to the Committee upon completion.

2. Please complete the **Funding Sources Chart**. In the Excel document attached, there is a template to complete under the tab labeled, "Funding Sources." In this chart please list all sources of funding for the agency in 2013-14, 2014-15, and anticipated funding sources in 2015-16; as well as the amounts available from each and any restrictions on the use of the funds. Examples of funding sources include, but are not limited to, money from the General Assembly, Federal Government, grants, sales, outside contracts, interest from bank accounts holding restricted or any other type of funds, etc. As for anticipated funds from the General Assembly in 2015-16; the agency can type the amount it submitted originally in its requests to the Governor when the budget process began.

SEE ATTACHED EXCEL CHART

3. Please complete the **Strategic Plan Investment Chart** and **Performance Measures Status Chart**. In the Excel document attached, there is a template to complete under the tab labeled, "Strategic Plan Investment" and a template labeled, "Performance Measures Status."

SEE ATTACHED EXCEL CHARTS – Note that an updated Major Programs Chart (from the agency's prior Seven Year Restructuring submission is included here as Attachment F as requested by the Subcommittee, along with First Steps' December 2014 Outcomes Report).

² 2-2-60(B)(2) (a)-(c) - a description of each program administered by the agency identified by the investigating committee in the request for a program evaluation report, including the following information: (a) established priorities, including goals and objectives in meeting each priority; (b) performance criteria, timetables, or other benchmarks used by the agency to measure its progress in achieving its goals and objectives; (c) an assessment by the agency indicating the extent to which it has met the goals and objectives, using the performance criteria. When an agency has not met its goals and objectives, the agency shall identify the reasons for not meeting them and the corrective measures the agency has taken to meet them in the future; 2-2-60(B)(3) - organizational structure, including a position count, job classification, and organization flow chart indicating lines of responsibility; 2-2-60(B)(6) - identification of the constituencies served by the agency or program, noting any changes or projected changes in the constituencies;

PROGRAM EVALUATION REPORT

4. Please complete the **Program Effectiveness Ranking Chart**. In the Excel document attached, there is a template to complete under the tab labeled, "Program Effectiveness Ranking." In this chart please list all of the agency's programs and put them in order from most effective and efficient to least effective and efficient.

SEE ATTACHED EXCEL CHART

5. Please complete a separate **Program Details Chart** for each individual agency program. In the Excel document attached, there is a template to use under the tab labeled, "Program Details." In this chart, please provide the details about each program. It is recommended that the agency copy and paste the data in this tab into multiple other tabs or into a separate excel workbook, while it is still blank. The agency will then have a blank version to complete for each separate program.

SEE ATTACHED EXCEL CHART

6. Are there any reports or reviews based on an audit or investigation of the agency during the last ten years that are not linked under Legislative Audit Council, or the agency, on the publications page of www.statehouse.gov? If so, please provide the Committee a copy of these reports.

LAC: BabyNet (2011) and (2014 follow up): http://lac.sc.gov/LAC_Reports/2011/Pages/BabyNet.aspx

LAC: First Steps (2013):
http://lac.sc.gov/LAC_Reports/2013/Pages/SCFirstSteps.aspx

State Fiscal Audits (2003, 2005, 2006, 2007, 2008, 2012, 2013, 2014):
<http://osa.sc.gov/stateengagements/Pages/FirstSteps.aspx>

Child Trends External Evaluation (2002)
<http://www.childtrends.org/?publications=first-steps-and-further-steps-early-outcomes-and-lessons-learned-from-south-carolinas-school-readiness-initiative-1999-2002-program-evaluation-report-executive-summary>

High/Scope External Evaluations (2006, 2010)

2006: <http://scfirststeps.com/wp-content/uploads/2014/12/High-Scope-Educational-Research-Foundation-2006.pdf>

2010: <http://scfirststeps.com/wp-content/uploads/2014/12/South-Carolina-First-Steps-to-School-Readiness-2009-Evaluation.pdf>

PROGRAM EVALUATION REPORT

Public³

1. Please complete the **Paperwork Filed by the Public Chart**. In the Excel document attached, there is a template to complete under the tab labeled, "Paperwork Filed by the Public."

SEE ATTACHED EXCEL CHART

2. Are there any other agency policies for collecting, managing, and using personal information over the Internet, which were not described in the Paperwork Filed by the Public Chart? If so, please explain.

There are three State Department of Education policies that are in use currently by First Steps. They include Data Use and Governance, Internal Technology Acceptable Use, and Disciplinary Action. We are currently completing a Risk Analysis with legal counsel and working on new policy development with the SC Division of Technology Operations and the Division of Information Security.

3. Are there any other agency policies for collecting managing, and using personal information non-electronically, which were not described in the Paperwork Filed by the Public Chart? If so, please explain.

All have been documented on the ATTACHED EXCEL Chart.

4. Please complete the **Agency Information Available to the Public Chart**. In the Excel document attached, there is a template to complete under the tab labeled, "Agency Info Available to Public." In this chart please list all locations where the public can view different annual, quarterly and other reports produced by the agency, as well as other information about the agency.

SEE ATTACHED EXCEL CHART

Cooperative Arrangements and Alternative Delivery⁴

³ 2-2-60(B)(11) - a list of reports, applications, and other similar paperwork required to be filed with the agency by the public. The list must include: (a) the statutory authority for each filing requirement; (b) the date each filing requirement was adopted or last amended by the agency; (c) the frequency that filing is required; (d) the number of filings received annually for the last seven years and the number of anticipated filings for the next four years; (e) a description of the actions taken or contemplated by the agency to reduce filing requirements and paperwork duplication; 2-2-60(B)(10) - agency policies for collecting, managing, and using personal information over the Internet and non-electronically, information on the agency's implementation of information technologies;

⁴ 2-2-60(B)(5) - identification of areas where the agency has coordinated efforts with other state and federal agencies in achieving program objectives and other areas in which an agency could establish cooperative arrangements including, but not limited to, cooperative arrangements to coordinate services and eliminate redundant requirements; 2-2-60(B)(7) - a summary of efforts by the agency or program regarding the use of alternative delivery systems, including privatization, in meeting its goals and objectives;

PROGRAM EVALUATION REPORT

1. Do the agency's strategies or objectives reflect specific activities by the agency to ensure coordination of its efforts with other agencies that share a similar goal? If not, please explain why. If yes, please list which strategies and/or objectives.

First Steps' infrastructure statewide depends on collaboration and coordination of efforts with other partners. Each of the state's major child-serving agency directors serves as a voting member of the First Steps Board of Trustees. At the local level, similarly collaborative governance structures exist within each of the 46 local First Steps Partnerships. BabyNet is an interagency system comprised by SC First Steps, SC DDSN, the SC School for the Deaf and Blind, SC DHHS, the SC Department of Mental Health and a system of hundreds of privately contracted service and therapy providers.

First Steps collaborates with other public and private entities in the delivery of all of its services. Sample collaborations listed by program area are found below:

- **Healthy Start**
 - County partnerships work with local health and early intervention partners in the area of early identification and referral, nutrition, nurse home visitation
 - State and local offices work with SC Children's Trust, Duke Endowment, Blue Cross Blue Shield Foundation to leverage and expand Nurse Family Partnership services.
- **Family Strengthening/Parenting**
 - County partnerships work extensively with local school districts to implement parent education programs.
 - County partnerships closely partner with local DSS offices to ensure clients are aware of First Steps services for parents of young children.
 - SC First Steps works closely with the SC Department of Education to develop and implement family literacy programs.
 - SC First Steps works closely with SC Department of Social Services and SC Department of Disabilities and Special Needs to ensure clients are aware of programs and services available to parents of young children.
- **Early Intervention**
 - County partnerships work with local health departments to recruit participants in BabyNet, Nurse-Family Partnership
 - South Carolina First Steps works with SC DHHS, SC DDSN, SC SDB in the development of appropriate policies and procedures to support Medicaid and all eligible clients in the BabyNet program. The new BRIDGES system purchased by SC First Steps is designed to streamline client data reporting currently done at multiple agencies.
 - SC First Steps has worked with SC DDSN, SC SDB and SC DHHS to implement a system-wide finance tracking system for BabyNet expenditures.

PROGRAM EVALUATION REPORT

- **Child Care**
 - The state DSS director is a member of the SC First Steps to School Readiness Board of Trustees, to ensure policy and program coordination at the state level.
 - Local DSS directors or their designees serve on local First Steps boards to ensure coordination and leveraging of child care supports across the state.
 - Local partnerships work directly with local DSS offices to recruit and support families needing services for their young children in care.
 - SC DSS and SC First Steps are exploring the opportunities for expanded leverage of federal draw-downs through CCDF reauthorization.
 - SC DSS and SC First Steps are currently collaborating on the new federal Early Head Start - Child Care Partnership grants to extend \$35m in new early care and comprehensive services to children 0 to 3 and their families in underserved areas of the state. DSS, SDE and First Steps are also working together to revise SC preschool learning standards and serve as part of the ten state Kindergarten Entry Assessment consortium activities, supported by the US Department of Education.
- **Early Childhood Education**
 - SC First Steps works closely with the SC Department of Education to support the state-funded preschool teachers and students across the state, including collaborative training and professional development, development of school readiness descriptions of a “READY 5 YEAR OLD,” implementation of SC’s new readiness assessment required in Act 287 (2014) and Act 284 (2014). ADEPT teacher policies are being examined during 2014-15 for collaborative policy development.
 - SC First Steps has worked with SC CERRA to ensure teacher loan forgiveness policies are in place for SC teachers choosing to serve children in approved private 4K preschools.
 - SC DSS works with SC First Steps to ensure child care scholarship/child care subsidy clients also participating in the 4K program are supported by discrete funding streams, with no duplication.
 - SC DSS works with local First Steps partnerships and SC First Steps 4K staff to ensure coordination of technical assistance to child care partners who participate in quality enhancement programs or South Carolina’s four-year-old kindergarten program.
 - SC DSS works with SC First Steps to recruit TANF clients and other eligible parent/caregiver populations to the 4K program.
 - SC First Steps works with the EOC and the Department of Education to support the effective evaluation of the 4K program.
- **School Transition**
 - Local First Steps partnerships collaborate extensively with local school districts, often leveraging federal Title I dollars for First Steps Countdown to Kindergarten program.

PROGRAM EVALUATION REPORT

2. Please identify other areas where the agency could establish cooperative arrangements, including, but not limited to, cooperative arrangements to coordinate services and eliminate redundant requirements, which were not identified in the Paperwork Filed by the Public Chart.

With the 2014 reauthorization of First Steps (Act 287) and the federal Child Care and Development Block Grant (CCDBG) Act, as well as the new EHS-CC federal grants awarded to First Steps (2014 and 2015), SC DSS and SC First Steps leaders are exploring new and enhanced collaboration opportunities in the child care and comprehensive services area for very young children in care settings. Additional cooperative arrangements with all child-serving agencies seated at the SC First Steps Board of Trustees will be explored as a part of the 2015 strategic planning process.

3. Please provide a summary of all efforts by the agency regarding the use of alternative delivery systems, including privatization, in meeting its goals and objectives, outside those identified in the individual Program Details Chart and in the Paperwork Filed by the Public Chart.

Much of the statewide work of First Steps is already conducted using private/external vendors. SCFS serves as a grantor to 46 local non-profit organizations - the local First Steps Partnerships - who in turn contract a significant number of their own strategies to community-level partners, both public and private. The BabyNet system is delivered via hundreds of contracted, private service and therapy providers. First Steps 4K and the agency's new Early Head Start – Child Care Partnerships grant are both delivered exclusively contracted, private preschool providers.

PROGRAM EVALUATION REPORT

Laws⁵

1. Please complete the **Evaluation of Legal Standards Chart**. In the Excel document attached, there is a template to complete under the tab labeled, "Evaluation of Legal Stds." The Chart already includes information from the Legal Standards Chart the agency submitted in its 2015 Restructuring and Seven-Year Plan Report. There are two added columns, "Recommend Further Evaluation" and "Basis for Further Evaluation," for the agency to complete.

SEE ATTACHED EXCEL CHART

⁵ 2-2-60(B)(1) - enabling or authorizing law or other relevant mandate, including any federal mandates; 2-2-60(B)(9) - a comparison of any related federal laws and regulations to the state laws governing the agency or program and the rules implemented by the agency or program;

ATTACHMENT A:
REQUIRED EXCEL TABLES

Agency Glossary

INSTRUCTIONS: Please list the terms, phrases or acronyms the agency uses which the Committee or general public may not know, along with the meaning of the term, phrase or acronym and the department which most often utilizes the term, if there is one. If the entire agency uses the term, type "Entire Agency" in the last column. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Term, Phrase or Acronym	Meaning of the Term, Phrase or Acronym	Department which often utilizes the term (if the entire agency uses it, type "Entire Agency")
First Steps to School Readiness	Local Partnerships	Refers to the 501c3 non-profit organizations established in each county in SC as subsidiary non-profits of SC First Steps, whose board composition, purpose and goals, process of receiving annual state funding from SC First Steps is defined in Act 287.	Entire Agency
First Steps to School Readiness	BabyNet	South Carolina's name for the federal program serving infants and toddlers with special needs, as defined in Part C of the Individuals with Disabilities Education Act (IDEA). First Steps was named the lead agency for BabyNet in 2010.	Entire Agency
First Steps to School Readiness	First Steps 4K	Refers to the portion of state-funded full-day 4K services authorized by the Read to Succeed Act, which occur in center-based programs outside of public school districts.	Entire Agency
First Steps to School Readiness	Early Head Start-Child Care Partnerships	Early Head Start is a federal-to-local grant program that provides full-day early care and education, as well as comprehensive services (health, parenting/family support, etc.) to infants and toddlers living in poverty or who have special needs. EHarly Head Start grantees within First Steps include the Spartanburg and Richland First Steps partnerships, and the Charleston First Steps partnership is the contracted provider of home-based Early head Start services for its local grantee, the Charleston school district. Early Head Start-Child Care Partnerships is a new grant program by the federal Office of Head Start awarded for the first time in December 2014, which establishes the Early Head Start center-based model within child care settings. First Steps grantees for Early Head Start- Child Care Partnerships include the state office of First Steps for multiple counties, as well as Charleston First Steps and Spartanburg First Steps and Lancaster First Steps.	Entire Agency
First Steps to School Readiness	Parents as Teachers	The Parents as Teachers model is an evidence-based early childhood home visiting framework for families with children prenatal through kindergarten entry that builds strong communities, thriving families and children who are healthy, safe and ready to learn. Program services include: 1. Personal Visits minimum twice monthly in the client's home 2. Group Connections with other client families at least monthly 3. Screenings and Assessments to identify issues early 4. Resource and Referral Network connecting families to needed resources First Steps partnerships are the primary funder of Parents as Teachers in South Carolina, and the state office of First Steps serves as the State Office for the national model.	Entire Agency
First Steps to School Readiness	Nurse-Family Partnership	Nurse-Family Partnership is an evidence-based home visitation program that provides ongoing home visits from registered nurses to low-income, first-time moms so that they receive the care and support they need to have a healthy pregnancy, provide responsible and competent care for their children, and become more economically self-sufficient. From pregnancy until the child turns two years old, Nurse-Family Partnership Nurse Home Visitors form a much-needed, trusting relationship with the first-time moms, instilling confidence and empowering them to achieve a better life for their children – and themselves. Several local partnerships fund NFP services through state and/or private funds, and SC First Steps is the state coordinating office for the model in South Carolina.	Entire Agency

Agency Glossary

First Steps to School Readiness	Parent-Child Home Program	The Parent-Child Home Program is an innovative home-based literacy program serving families challenged by poverty, low levels of education, language barriers and other obstacles to educational success. The program emphasizes the parent-child verbal interaction critical to developing early language and literacy skills. The curriculum is designed to support two critical aspects of young children's early literacy: their social emotional development and language development. Home visiting services are provided to families of children who are 2 and 3 years old on a twice-weekly basis for a period of two years.	Entire Agency
First Steps to School Readiness	Early Steps to School Success	Early Steps to School Success is a language and pre-literacy development program operated by Save the Children. Early Steps is the birth-to-five component of a continuum of Save the Children programs which focus on literacy and language development, physical fitness and nutrition programs for children birth to age 12. Early Steps provides early childhood education services to pregnant women and children birth to five years of age, education services to their parents, and ongoing staff training to the community early childhood educators involved with the program. Early Steps provides home visits twice monthly, parent/child education groups in school and community settings, child play groups and storybook hours, Raising a Reader bookbag lending program, and community referrals and follow-up. Currently, four local partnerships fund Early Steps.	Entire Agency
First Steps to School Readiness	Child Care Quality Enhancement (QE)	Several local partnerships fund Child Care Quality Enhancement (QE), which is intended to produce measurable improvements in the quality of care provided to young children within child care settings. Participating child care providers must serve a significant percentage of at-risk children, and are selected through a competitive process that requires a strong level of commitment to the QE process. Program components include: on-site Technical Assistance (TA) at least twice monthly; equipment and materials funding; integration with locally available training, provided by First Steps and other partners; workforce development; coordination with community partners; and pre/post assessments of the classroom environment and teacher-child interaction, using nationally-recognized observational tools for infant/toddler and preschool settings (the Environment Rating Scales).	Entire Agency
First Steps to School Readiness	Scholarships	Scholarships refer to child care scholarships, which several local partnerships fund so that low-income families who are not able to receive child care vouchers from SCDSS can afford quality child care for their children 0-5. Partnerships have the option to operate their scholarship program in-house on a full- or part-time basis, with or without parent co-pays, or through SCDSS. First Steps scholarships are to be used with child care providers at a "B" level or higher or who are participating in a First Steps QE program, although exceptions are made if these types of child care providers do not have openings or are not within a reasonable geographic distance for families. First Steps program standards require regular monitoring visits to providers and scholarship children receive at least one developmental screening per year, with appropriate referrals made to BabyNet or other services.	Entire Agency

Agency Glossary

First Steps to School Readiness	Countdown to Kindergarten	Countdown to Kindergarten is a First Steps program operated by local partnerships based on other successful school transition models from around the country. Its goals are: to increase the successful transition of South Carolina's most at-risk children into the K-12 school system; to increase parent involvement in the early grades (particularly in hard-to-reach communities), when children's learning is foundational for life success; and to increase public awareness of the importance of school readiness and provide ways for parents and communities to impact children's early school success. Teachers make six visits over the summer to the homes of participating students and families. Children and families are introduced to actual materials used in kindergarten and are given a Kindergarten Transition Toolkit to keep. The last visit is a "field trip" to the school where the child will attend class in the fall. Partner school districts place as many children as possible in their home visitor's classroom for kindergarten, thereby building upon the teacher-child and parent-teacher relationships built over the summer.	Entire Agency
First Steps to School Readiness	Board of Trustees	Refers to South Carolina First Steps Board of Trustees, which govern the SC First Steps initiative per state law. Members include appointees from the Governor, Speaker of the SC House, and Pro Tempore of the SC Senate; legislators; directors of child-serving state agencies; the SC Head Start Collaboration Director; and the director of the Children's Trust. The BOT also serves as the state's Early Childhood Advisory Council, per First Steps legislation.	Entire Agency
First Steps to School Readiness	South Carolina First Steps	South Carolina First Steps is both an entity of state government and a 501c3 non-profit organization created in state statute to be the school readiness initiative for South Carolina. It refers to the entire First Steps system, which includes the state office of First Steps and the programs it operates (BabyNet, First Steps 4K, Early Childhood Advisory Council, Early Head Start-Child Care Partnerships, Nurse Family Partnership State Office, Parents as Teachers State Office) and the network of local First Steps partnerships, one per county, each subsidiary non-profit organizations led by a local partnership board of directors.	Entire Agency
First Steps to School Readiness	Regional Finance Managers	Contracted fiscal managers that provide accounting services on behalf of SC First Steps at the local level. Regional Finance Managers serve three major functions: 1. fiscal agent for local First Steps partnerships; 2. provider payments for First Steps 4K; 3. payments to private providers for the BabyNet system.	Entire Agency
First Steps to School Readiness	Renewal	Renewal refers to both the time period (April-June) when local partnerships submit their application to the state office of First Steps to receive state funding for the upcoming fiscal year, and the application document, called a Renewal Plan, which local partnerships submit to the state office of First Steps as their official request for funding.	Entire Agency
First Steps to School Readiness	First Steps Data Collection System	Web-based data system operated by the SC Dept. of Revenue and Fiscal Affairs (formerly ORS) in which local partnership staff and vendors enter data on client demographics, program services, and screenings and assessments for program strategies that collect client-level data. The FSDC also includes a Child Care Provider section whereby local partnerships track activity within their Child Care Quality Enhancement programs.	Entire Agency
First Steps to School Readiness	BRIDGES Data System	BRIDGES is the new interagency client data system for BabyNet.	Entire Agency

Agency Glossary

First Steps to School Readiness	Individualized Family Service Plan (IFSP)	The Individualized Family Service Plan (IFSP) is the written plan developed for BabyNet-eligible children, that describes the individualized services the child and family will receive. Each service will include the frequency, intensity, duration and method of delivery. Each plan will include service coordination. Other services can include one or several of the available sixteen BabyNet services, including special instruction. The plan must be developed by the IFSP team, to include the family, within 45 days of the date the initial referral is made to the local BabyNet point of entry office and must be reviewed every 6 months.	Entire Agency
First Steps to School Readiness	Technical Assistance Staff	Refers to staff employed by the state office of First Steps who spend at least a portion of their time supporting local partnerships through training and technical assistance. Each local partnership is assigned a technical assistant to be their initial point of contact for assistance; in addition, technical assistants specialize in certain areas such as parenting, data, Nurse-Family Partnership, board development, etc. The technical assistance staff are responsible for reviewing partnership renewal plans and recommending strategies for approval to the SC First Steps Board of Trustees.	Entire Agency
First Steps to School Readiness	Early Childhood Advisory Council (ECAC)	The federal Head Start reauthorization act in 2007 requested the creation of state Early Childhood Advisory Councils for the purpose of increasing access of low-income children to quality early care and education programs. The SC First Steps Board of Trustees became South Carolina's ECAC in 2010 by Executive Order, and then by statute in 2014.	Entire Agency

Funding Sources

INSTRUCTIONS: Please list all sources of funding in 2013-14, 2014-15, and anticipated funding sources in 2015-16. List each year the agency had (or anticipates) funds available from an individual funding source on a separate row. Examples of funding sources include, but are not limited to, money from the General Assembly, Federal Government, grants, sales, outside contracts, interest from bank accounts holding restricted or any other type of funds, etc. In the column labeled, "Is this source an appropriated or outside source?" type "appropriated" for funds from the General Assembly or Federal Government and "outside source" for all others. As for anticipated funds from the General Assembly in 2015-16; the agency can type the amount included in its original requests submitted to the Governor when the budget process began. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Year	Funding Source	Is this source, an appropriated or outside source?	Amount Available	Restrictions on use of funds (List any restrictions; If no restrictions, type "None")
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First Steps to School Readiness

	2013-14	Gen. Assembly	Appropriated (GF)	\$ 11,262,214	Restricted - County Partnerships
		Gen. Assembly	Appropriated (GF)	\$ 9,767,864	Restricted - Private 4K Program
		Gen. Assembly	Appropriated (GF)	\$ 4,733,131	None
		Gen. Assembly	Appropriated (GF)	\$ 1,442,000	Restricted - Private 4K Program
		Federal Gov't	Appropriated (Fed)	\$ 6,573,000	Restricted - IDEA Part C Babynet
		Gen. Assembly	Appropriated (GF)	\$ 2,040,500	None - Carry Forward
		Medicaid Reimb.	Outside Source	\$ 1,000,000	Restricted - Babynet
		Private Donors	Outside Source	\$ 627,695	Restricted - Private Grants
		Bank Interest	Outside Source	\$ 100,000	None

State-Level Total Budget: \$ 37,546,404

County Partnerships Local Donations: \$ 3,707,930
In-kind Donations: \$ 3,627,971
Federal Grants: \$ 2,980,795
Local-Level Total Budget: \$ 10,316,696

State & Local Total Budget: \$ 47,863,100

CASH BALANCES	
4K Restricted Appropriation	\$ 4,004,031
Restricted Federal	\$ (304,187)
Unrestricted Appropriation	\$ 1,147,571
Unrestricted Private	\$ 389,313
as of 6/30/2014 Balance	\$ 5,236,728

	2014-15	Gen. Assembly	Appropriated (EIA)	\$ 11,262,214	Restricted - County Partnerships
		Gen. Assembly	Appropriated (EIA)	\$ 9,767,864	Restricted - Private 4K Program
		Gen. Assembly	Appropriated (EIA)	\$ 437,476	Restricted - Babynet Autism
		Gen. Assembly	Appropriated (EIA)	\$ 4,628,131	None
		Gen. Assembly	Appropriated (GF)	\$ 7,000,000	Restricted - Private 4K Program
		Gen. Assembly	Appropriated (GF)	\$ 838,100	Restricted - Babynet BRIDGES Software
		Federal Gov't	Appropriated (Fed)	\$ 6,053,317	Restricted - IDEA Part C Babynet
		Federal Gov't	Appropriated (Fed)	\$ 1,944,933	Restricted - Early Head Start
		Gen. Assembly	Appropriated (GF)	\$ 1,100,000	None - Carry Forward
		Medicaid Reimb.	Outside Source	\$ 1,000,000	Restricted - Babynet
		Bank Interest	Outside Source	\$ 100,000	None

State-Level Total Budget: \$ 44,132,035

County Partnerships Local Donations: \$ 1,809,476
In-kind Donations: \$ 821,419
Federal Grants: \$ 2,196,184
Local-Level Total Budget: \$ 4,827,079

State & Local Total Budget: \$ 48,959,114

CASH BALANCES	
4K Restricted Appropriation	\$ 11,767,338
Restricted Federal	\$ (36,135)
Unrestricted Appropriation	\$ 2,150,356
Unrestricted Private	\$ 648,566
as of 4/30/2015 Balance	\$ 14,530,125

	2015-16	Gen. Assembly	Appropriated (EIA)	\$ 12,693,265	Restricted - County Partnerships
		Gen. Assembly	Appropriated (EIA)	\$ 9,767,864	Restricted - Private 4K Program
		Gen. Assembly	Appropriated (EIA)	\$ 1,699,848	Restricted - Babynet Autism
		Gen. Assembly	Appropriated (EIA)	\$ 4,974,631	None
		Gen. Assembly	Appropriated (GF)	\$ 6,510,000	Restricted - Private 4K Program
		Gen. Assembly	Appropriated (GF)	\$ 8,480	None
		Federal Gov't	Appropriated (Fed)	\$ 6,053,317	Restricted - IDEA Part C Babynet
		Federal Gov't	Appropriated (Fed)	\$ 4,410,825	Restricted - Early Head Start
		Medicaid Reimb.	Outside Source	\$ 1,800,000	Restricted - Babynet
		Private Donors	Outside Source	\$ 1,350,000	None
		Bank Interest	Outside Source	\$ 150,000	None

State-Level Total Budget: \$ 49,418,230

County Partnerships Local Donations: \$ 3,000,000
In-kind Donations: \$ 3,300,000
Federal Grants: \$ 5,200,000
Local-Level Total Budget: \$ 11,500,000

State & Local Total Budget: \$ 60,918,230

PROJECTION

Strategic Plan Investment

INSTRUCTIONS: Below is the information included in the "goals, strategies, objectives and description" columns of the Strategic Planning template the agency submitted in its 2013-14 Accountability Report, if the agency was required to submit an Accountability Report. Please provide the information requested in the additional columns. In the "Outcome..." column, type the public benefit provided or public harm prevented by accomplishment of each goal, strategy and objective. Under the FY 2013-14 Expenditures column, please list agency expenditures in 2013-14 which were related to accomplishment of each objective. In the column labeled, "outside funding sources," type the total amount of money the agency spent which it received from all funding sources, except from the General Assembly or Federal Government (i.e. money from grants, sales, outside contracts, interest from bank accounts holding restricted or any other type of funds, etc.). As for expenditures in 2014-15, list the agency expenditures to date related to accomplishment of each objective. When the agency completes this Chart, make sure to review it as the Committee will presume that if the expenditures for each objective under a certain strategy are added together, it will show the total amount spent by the agency on work toward accomplishment of that strategy. The same is true for goals (i.e. if the totals for each strategy under a goal are added together it will provide the total amount spent by the agency during that year on work toward accomplishment of that goal). If the agency did not previously complete an Accountability Report, please refer to the attached Accountability Report Guidelines, follow the instructions related to the Strategic Planning Template and provide the information requested below.

[illegible]

First Steps to School Readiness			2.1.1	Complete state and local planning to ensure the local partnership "portal" function required by Section 59-152-70 is in place by July 1, 2016.	By engaging local partnerships in planning around this statutory requirement for FY17, First Steps ensures that its local network will be prepared to offer this valuable service statewide, increasing efficiency and connecting SC families to the public and private resources they need to be support the optimal development of their young children.												
First Steps to School Readiness			2.1.2	Explore the feasibility of centralizing BabyNet appointments for families in order to increase efficiency and enhance client service.	By pursuing a centralized appointment system, First Steps intends to streamline its internal processes, freeing local staff time to spend with parents and children.												
First Steps to School Readiness		2.2		Explore feasibility of seamless birth-five service model for high-risk clients combining, partnership services, BabyNet, Early Head Start and 4K	Through the integration of state and federal resources, First Steps will create high-quality preschool settings where at-risk children can maintain enrollment from birth to school entry in a stable, familiar setting.												
First Steps to School Readiness			2.2.1	Expand Early Head Start services within private settings participating in First Steps 4K.	By partnering with private reschool providers to provide Early Head Start and 4K, First Steps maximizes existing facilities and services to the benefit of taxpayers while eliminating the need for costly capital construction.												
Partnerships' Early Head Start and Early Childhood Education Expenditures																	
First Steps to School Readiness			2.2.2	Provide high-quality supports through First Steps partnerships providing Early Head Start and classroom-based early education strategies.	By supporting high-quality early education programming, First Steps' local partnerships improve school readiness and early academic success.	\$598,772	\$438,861	\$2,525,237	\$3,562,870	\$0	\$3,562,870	\$151,520	\$150,705	\$2,258,036	\$2,560,262	\$0.00	\$2,560,262
First Steps to School Readiness		2.3		Develop structures designed to connect families with needed services, whether provided within First Steps or by a public/private partner.	By connecting client families with resources they require, First Steps strengthens the optimal development of the state's children through the emilination of barriers to readiness.												
First Steps to School Readiness			2.3.1	Document referrals and connections made for client families in appropriate database.	By connecting families to the resources they may require, First Steps maximizes the state's existing public and private service investments to the benefit of children.												
First Steps to School Readiness			2.3.2	Ensure First Steps Partnership Accountability standards and internal processes are designed to explicitly promote connections to comprehensive service needs.	By connecting families to the resources they may require, First Steps maximizes the state's existing public and private service investments to the benefit of children.												
First Steps to School Readiness			2.3.3	Incorporate interagency priorities within 2015 strategic plan designed to optimize First Steps' local portals as a means through which to connect clients to partner agency services.	By connecting families to the resources they may require, First Steps maximizes the state's existing public and private service investments to the benefit of children.												
First Steps to School Readiness	3			59-152-30: Goal #3: Promote high quality preschool programs that provide a healthy environment that will promote normal growth and development	Over 50,000 working mothers rely upon high quality preschool programs for their participation in the SC workforce. By enhancing quality within the state's preschool programs, First Steps works to ensure the healthy growth and development of the state's young children through the provision of intensive supports to the environments where these children spend their days.												
Child Care Quality Enhancement Expenditures																	
First Steps to School Readiness		3.1		Implement child care quality enhancement strategies through local partnerships, where local boards identify these services as a need.	By enhancing the quality of SC child care, First Steps is promoting the early academic success of the state's young children through the provision of intensive supports in the environments in which they are enrolled.	\$1,403,423	\$289,154	\$60,681	\$1,753,258	\$0	\$1,753,258	\$1,230,573	\$235,509	\$66,993	\$1,533,075	\$0.00	\$1,533,075
First Steps to School Readiness			3.1.1	Ensure that quality enhancement client centers are served within First Steps guidelines for intensity and duration of services.	By providing quality enahncement supports consistent with model requirements, First Steps ensures that its child care investments are of sufficient intensity and duration to make measurable and lasting change in preschool classroom quality.												
First Steps to School Readiness			3.1.2	Increase the quality of client centers as measured by the Early Childhood Environment Rating Scales.	By measuring the effects of its child care quality enahncement investments, First Steps ensures that it is achieving measureable results.												
First Steps to School Readiness			3.1.3	Update program accountability standards annually to reflect both current community needs and evidence-based practice.	By updating standards to meet or exceed the requirements of evidence-based models, First Steps ensures that its investments are delivered with fidelity to models proven to achieve results.												
Child Care Scholarship Expenditures																	
First Steps to School Readiness			3.1.4	Connect First Steps Child Care Scholarships to centers exceeding state quality minimums, including those being provided intensive Quality Enhancement.	By connecting scholarship clients to high quality early education settings, First Steps ensures improved development and school readiness.	\$1,417,658	\$375,488	\$367	\$1,793,512	\$0	\$1,793,512	\$1,194,092	\$130,343	\$0	\$1,324,435	\$0.00	\$1,324,435
Child Care Training Expenditures																	
First Steps to School Readiness		3.2		Implement high quality child care training strategies in communities identifying these services as a need.	By providing high-quality professional development supports to the state's early childhood workforce, First Steps supports these small businesses in the optimization of their service delivery to SC families and enahnces the ability of classroom staff to produce desirable results.	\$1,035,817	\$225,757	\$0	\$1,261,574	\$0	\$1,261,574	\$759,640	\$147,687	\$0	\$907,327	\$0.00	\$907,327
First Steps to School Readiness			3.2.1	Provide high-quality, registered trainings for SC child care providers.	By providing high-quality professional development supports to the state's early childhood workforce, First Steps supports these small businesses in the optimization of their service delivery to SC families and enahnces the ability of classroom staff to produce desirable results.												
First Steps to School Readiness			3.2.2	Increase provider attendance within First Steps child care trainings.	By providing high-quality professional development supports to the state's early childhood workforce, First Steps supports these small businesses in the optimization of their service delivery to SC families and enahnces the ability of classroom staff to produce desirable results.												
First Steps 4K Expenditures																	
First Steps to School Readiness		3.3		Expand the availability and quality of the First Steps 4K program within private preschool settings.	By partnering with private reschool providers for the provision of 4K, First Steps maximizes existing facilities and services to the benefit of taxpayers, eliminates the need for costly capital construction and fulfills its charge from the General Assembly.	\$6,234,544	\$0	\$0	\$6,234,544	\$0	\$6,234,544	\$8,600,130	\$0	\$0	\$8,600,130	\$0.00	\$8,600,130
First Steps to School Readiness			3.3.1	Increase the number of eligible preschool providers participating in the First Steps 4K program.	By recruiting additional centers to participate in the First Steps 4K program, the agency maximizes both parental choice and the General Assembly's investment in public/private prekindergarten programming, while preparing the state's preschoolers for success in kindergarten and beyond.												
First Steps to School Readiness			3.3.2	Ensure on-site monitoring and technical assistance to First Steps 4K providers.	By monitoring the state's investment in private preschool settings, First Steps ensures the accountable use of public funds, while supporting preexisting, small business and faith-based infrastructure accessed by thousands of working parents.												
First Steps to School Readiness			3.3.3	Train First Steps 4K providers in the use of required school readiness assessment.	By training First Steps 4K providers in the administration and appropriate use of the state's required early literacy assessment, First Steps maximizes student learning, while supporting the state's need for a readiness policy measure.												
First Steps to School Readiness			3.3.4	Ensure that First Steps 4K students are assessed during the first 45 days of the school year as required.	By ensuring the assessment of all 4K students within the first 45 days of the school year, First Steps fulfills its legislative mandate while ensuring teachers possess baseline data from which to measure students' early literacy growth.												

First Steps to School Readiness			3.3.5	Expand First Steps professional development offerings for preschool directors and classroom staff.	By providing high-quality professional development supports to the First Steps 4K workforce, the agency enhances the learning of students while providing private sector providers a professional development infrastructure it otherwise lacks. This enables private sector providers to ensure a comparable service to that provided within local school districts.												
First Steps to School Readiness	4			59-152-30: Goal #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.	Children with early health and developmental problems are the most likely population to reach school unprepared for success. Through the provision of high-quality health, nutrition and developmental supports to these children, First Steps works to both prevent and overcome these barriers which, left unchecked, can create significant costs to SC taxpayers and hinder academic and other achievement.												
First Steps' BabyNet Expenditures																	
First Steps to School Readiness		4.1		Improve the efficiency of the inter-agency BabyNet early intervention system in order to enhance services to families.	The BabyNet early intervention system has a 20 year history of underperformance in South Carolina. Since inheriting lead agency status in 2010, First Steps has worked to address longstanding deficiencies and bring the program into federal compliance for the first time in its history.	\$2,894,679	\$921,710	\$5,864,131	\$9,680,520	\$0	\$9,680,520	\$3,512,301	\$356,885	\$5,611,806	\$9,480,991	\$0.00	\$9,480,991
First Steps to School Readiness			4.1.1	Increase staffing designed to improve response time for incoming BabyNet client families and improve federal 45-day performance.	With the support of the General Assembly, First Steps will expand its front line BabyNet staffing during FY16 in order to more rapidly process roughly 10,000 annual refer												
First Steps to School Readiness			4.1.2	Complete effective BRIDGES data system implementation, resolve any interagency compatibility issues.	The BRIDGES ensures South Carolina maintains client and program records required under federal law.												
First Steps to School Readiness			4.1.3	Continue to work with agency partners to identify opportunities for increased collaboration to better serve families.	As an interagency system, the success of BabyNet (and hence its potential education outcomes) hinges on collaborative partnerships between its public and private service providers.												
Partnership Health and Early Intervention Referral Expenditures																	
First Steps to School Readiness			4.1.4	Support the success of partnerships' additional health and early intervention referral strategies.	Partnership health and screening and referral strategies are key to the healthy development of their clients and a key source of referral for BabyNet. By identifying children early South Carolina decreases the likelihood of costly long term remediation and special education services.	\$327,500	\$338,458	\$0	\$665,958	\$0.00	\$665,958.00	\$295,473.00	\$144,676.00	\$0.00	\$440,149.00	\$0.00	\$440,149.00
First Steps' Nurse-Family Partnership Expenditures																	
First Steps to School Readiness		4.2		Provide ongoing support to the state's expanding Nurse-Family Partnership services to first-time moms.	Nurse Family Partnership has documented improvements in birth outcomes linked to improved school success and decreased Medicaid costs to the citizens of SC.	\$386,956	\$2,476,113	\$190,838	\$3,053,907	\$0	\$3,053,907	\$190,031	\$1,205,978	\$186,126	\$1,582,135	\$0.00	\$1,582,135
First Steps to School Readiness			4.2.1	Continue to chair Nurse-Family Partnership funder group and support statewide expansion in communities determining NFP as a need.	By serving as a convener of the SC NFP funders group, First Steps has supported public-private funding and interagency collaboration for 7 years.												
First Steps to School Readiness			4.2.2	Develop and implement outreach efforts through local CABS, local partnerships.	Each NFP site is home to a Community Advisory Board, which works in collaboration with local partnerships to ensure an effective system of referrals and long term sustainability of the program.												
First Steps to School Readiness			4.2.3	Utilize state board structure to provide interagency support for Nurse-Family Partnership expansion.	The unique inter-agency structure of the First Steps Board of Trustees makes it an ideal place to convene diverse partners around the program's needs.												
First Steps to School Readiness	5			59-152-30: Goal #5: Mobilize communities to focus efforts on providing enhanced services to support families and their young children so as to enable every child to reach school healthy and ready to succeed."	By mobilizing communities, First Steps ensures both public awareness and the support of diverse public and private partners around the needs of young children.												
First Steps to School Readiness		5.1		Support local partnerships in their communication efforts and enhance statewide public information the importance of early childhood development and school readiness.	Through effective messaging, local partnerships build awareness of the importance of early childhood development.												
First Steps to School Readiness			5.1.1	Provide annual report templates to local partnerships annually.	By providing partnerships the tools they need to communicate to the public, SC First Steps helps to build awareness of the needs of SC children and families.												
First Steps to School Readiness			5.1.2	Provide updated logo and brochure templates to local partnerships.	By providing partnerships the tools they need to communicate to the public, SC First Steps helps to build awareness of the needs of SC children and families.												
First Steps to School Readiness			5.1.3	Promote local partnership services and outreach on website and through social media.	By providing partnerships the tools they need to communicate to the public, SC First Steps helps to build awareness of the needs of SC children and families.												
Partnerships Community Outreach and Education Expenditures																	
First Steps to School Readiness			5.1.4	Support the community outreach efforts of local partnerships.	By providing partnerships the tools they need to communicate to the public, SC First Steps helps to build awareness of the needs of SC children and families.	\$140,608	\$8,502	\$0	\$149,110	\$0	\$149,110	\$182,084	\$146,849	\$4,786	\$333,719	\$0.00	\$333,719
First Steps to School Readiness		5.2		Support local partnerships in their ability to serve as a portal to families, a community convener and a support of state level readiness priorities.	By providing partnerships the tools they need to operate successfully, SC First Steps helps to ensure South Carolina's investment in partnership services is maximized.												
First Steps to School Readiness			5.2.1	Identify and respond to local partnership technical assistance needs on an ongoing basis.	By providing partnerships the tools they need to operate successfully, SC First Steps helps to ensure South Carolina's investment in partnership services is maximized.												
First Steps to School Readiness			5.2.2	Increase face-to-face technical assistance to support partnership programs during 2014-15.	By providing partnerships the tools they need to operate successfully, SC First Steps helps to ensure South Carolina's investment in partnership services is maximized.												
First Steps to School Readiness			5.2.3	Complete community site visits to each of First Steps local partnerships by August 1, 2015 in order to (1) edify client satisfaction survey begun in January 2015, (2) identify specific needs for local partnership support in the agency's strategic plan 2015-2020, (3) enhance effectiveness of state-level support though identifying infrastructure needs statewide.	Though the completion of partnership site visits during the summer of 2015, First Steps will identify important themes to support the Board of Trustees interagency strategic plan and identify partnership technical assistance needs designed to strengthen the First Steps infrastructure.												
Policy and Accountability Expenditures																	
First Steps to School Readiness			5.2.4	Provide oversight, infrastructure and high-quality technical assistance and policy supports designed to support First Steps' attainment of its goals and legislative mandates.	By providing effective oversight and infrastructure supports, First Steps ensures attainment of its goals and legislative mandates.	\$1,185,510	\$4,800	\$0	\$1,190,310	\$0	\$1,190,310	\$1,279,232	\$41,405	\$0	\$1,320,637	\$0.00	\$1,320,637
State-Level Partnership Supports																	
First Steps to School Readiness			5.2.5	Support the operational needs of local partnerships, to include technical assistance staff, administration of statewide financial and data systems etc.	By providing certain local partnership supports at the state level, First Steps maximizes efficiency and lowers system costs.	\$715,485	\$0	\$0	\$715,485	\$0	\$715,485	\$760,325	\$0	\$0	\$760,325	\$0.00	\$760,325

Performance Measures Status

INSTRUCTIONS: Below is the information from the Performance Measurement template the agency submitted in its 2013-14 Accountability Report, if it was required to submit an Accountability Report. Please fill in the column labeled, "Most Current Value (as of 4/30/15)" and the column labeled, "New Target Value (as of 6/30/16)." In addition, please add any additional performance measures the agency has adopted since submitting its 2013-2014 Accountability Report. If the agency did not previously complete an Accountability Report, please refer to the attached Accountability Report Guidelines, follow the instructions related to the Performance Measurement Template and provide the information requested below.

Agency Submitting Report	Item	Performance Measure	Value as of 6/30/13	Value as of 6/30/14	Target the agency set for 6/30/15	Value as of 4/30/15	New Target Value for 6/30/16 *Make sure to use quantifiable #s, %, etc., not "increase" or "decrease"	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objectives
First Steps to School Readiness	1	Local partnership education and support calls/webinars	Data Not Compiled for 2013	14	15	11	15	Monthly partnership support calls/webinars	Study Committee TA Review	Scheduled monthly	First Steps holds a monthly calls/webinars as a communication vehicle with and for local partnerships, with additional instances scheduled as needed.	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.4, 1.3.5, 2.1.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 4.1.4, 4.2.2, 5.1.4, 5.2.5
First Steps to School Readiness	2	Individualized technical assistance hours to support strategy implementation and local partnership planning.	Data Not Compiled for 2013	9630	10,000	In process	11,000	Ongoing technical assistance to local partnerships by SC First Steps staff.	Study Committee TA Review	Ongoing	Count	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.4, 1.3.5, 2.1.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 4.1.4, 4.2.2, 5.1.4, 5.2.5
First Steps to School Readiness	3	Local partnership strategy plans reviewed and approved	46	46	46	46	46	Annual review of Partnership Grant Renewals (May/June)	Annual renewal plans submitted by local boards	Annual May submission; June approval by state board	Agency program standards passed 1st Q each year	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.4, 1.3.5, 2.1.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 4.1.4, 4.2.2, 5.1.4, 5.2.5
First Steps to School Readiness	4	Clients served through First Steps 4K	601	1402	2000	2280	3000	Annual 4K enrollment	First Steps 4K database; SDE POWERSCHOOL	Annual	Count	1.3.1, 1.3.2, 14.3.4, 1.3.5, 2.2.1, 2.3.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4
First Steps to School Readiness	5	School readiness assessments completed for 4K students	N/A	N/A	100%	99%	100%	By FY15 law, 4K students are assessed within the first 45 days of school. First Steps teachers were also required to assess students at mid-year and end of year during 2014-15.	Amplify Data System	Begging, middle and end of 4K school year.	Count	1.3.1, 1.3.2, 14.3.4, 1.3.5, 2.2.1, 2.3.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4
First Steps to School Readiness	6	Generate specific student assessment reports for 4K parents	N/A	N/A	100%	100%	100%	Parent reports for beginning of year assessment generated fall 2014.	Amplify Data System	Parent reports distruted December 2014	Count	1.3.1, 1.3.2, 14.3.4, 1.3.5, 2.2.1, 2.3.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4
First Steps to School Readiness	7	BabyNet Clients screened through medical, agency, parent referral	N/A	2209	3000	3786	4000	Time of referral	BabyTrac; BRIDGES	Ongoing	Count	1.3.3, 1.3.4, 1.3.5, 2.1.2, 2.3.3, 4.1.1, 4.1.2, 4.1.3
First Steps to School Readiness	8	BabyNet Clients served	3789	3672	N/A - entitlement, children are served as eligible	3968	N/A - entitlement, children are served as eligible	Ongoing	BabyTrac; BRIDGES	Ongoing	Count	1.3.3, 1.3.4, 1.3.5, 2.1.2, 2.3.3, 4.1.1, 4.1.2, 4.1.3

Performance Measures Status

First Steps to School Readiness	9	Home visitation clients receiving appropriate service intensity with individual home visits.	2.28 visits per month across all partnerships operating PAT	2.3 visits per month across all partnerships operating PAT	maintain >2.0	2.28 across all partnerships operating PAT	maintain >2.0	Local partnerships receive conditional approvals for the following program year if First Steps program standards are not met for service intensity.	First Steps Data System	Ongoing. Data checked quarterly and at Renewal to determine strategy approvals.	Parenting Home Visit Intensity Report: Total visits divided by months served. Parent Home Visit Summary Report: total visit minutes divided by number of visits. First Steps Data System tracks content of each home visit and who participated.	1.1.1, 1.1.2, 1.1.3, 1.1.4
First Steps to School Readiness	10	Home visitation, family literacy and scholarship clients are receiving appropriate health and developmental screenings	1908 children received ASQs	2009 children received ASQs	2000 children will receive ASQs	1879 children received ASQs	2000 children will receive ASQs	Developmental screenings are required at least once per year for all home visitation and child care scholarship strategies. PAT also tracks health screenings (vision, hearing, dental, medical).	First Steps Data System	Ongoing. Data checked quarterly and at Renewal.	ASQ Report. Health Screenings Report.	1.1.1, 1.1.2, 1.1.3, 1.1.4
First Steps to School Readiness	11	First Steps clients are receiving program services long enough to have a significant impact on parenting skills and school readiness.	82.57% retained 9 or months in one or more programs	83.26% retained 9 or more months in one or more programs	85%	80.54% retained 9 or more months in one or more programs	85%	Local partnership programs enter clients on a rolling basis. Clients are intended to be served for the entire program year but clients exit for a variety of reasons (relocation, job, etc.)	First Steps Data System.	Ongoing. Data checked at Renewal	Retention Report: calculates months served continuously, and cumulatively across years.	1.1.1, 1.1.2, 1.1.3, 1.1.4
First Steps to School Readiness	12	Home visitation clients are increasing their parenting skills.	Positive change of 0.37 on a 5 point scale.	Positive change of .55 on a 5 point scale.	Positive change of .5 or higher.	Positive change of 0.52 on a 5 point scale.	Positive change of .5 or higher.	Adult clients assessed via videotaped assessment Keys to Interactive Parenting Scale within 45 days of entry or when the child is 2 months of age; assessed 6-9 months later and annually thereafter, and upon program exit if possible.	First Steps Data System	Ongoing. Data checked quarterly and at Renewal.	KIPS/ACIRI Accountability Report: calculates whether assessments are being performed on schedule. KIPS/ACIRI Detail Report: tracks KIPS scores to measure pre to post change.	1.1.1, 1.1.2, 1.1.3, 1.1.4
First Steps to School Readiness	13	Home visitation clients are increasing their interactive literacy skills.	Positive change of .43 for adults, .46 for children on a 3 point scale.	Positive change of .38 for adults, .47 for children on a 3 point scale.	Positive change of .4 or higher	Positive change of .44 for adults, .52 for children on a 3 point scale.	Positive change of .4 or higher.	Adult and child clients assessed via Adult Child Interactive Reading Inventory (ACIRI) within 45 days of entry or when the child is 30 months of age; assessed 6-9 months later and annually thereafter, and upon program exit if possible.	First Steps Data System	Ongoing. Data checked quarterly and at Renewal.	KIPS/ACIRI Accountability Report: calculates whether assessments are being performed on schedule. KIPS/ACIRI Detail Report: tracks ACIRI scores to measure pre to post change.	1.1.1, 1.1.2, 1.1.3, 1.1.4
First Steps to School Readiness	14	Countdown to Kindergarten clients are receiving the number of visits per the program model.	Summer 2013: 5.78 average visits per family	Summer 2014: 5.78 average visits per family	Summer 2015 goal: 5.8 visits per family	TBD	Summer 2016: TBD	CTK client families are to receive 5 home visits during the summer prior to 5K, with a 6th visit to the child's school.	First Steps Data System.	Data due in the data system by Sept. 30.	Countdown to Kindergarten Report	1.2.1, 1.2.2, 1.2.3

Performance Measures Status

First Steps to School Readiness	15	Countdown to Kindergarten children are being assigned to their home visitor's classroom for 5K as much as possible.	Summer 2013: 64.91% assigned to HV classroom.	Summer 2014: 64.85% assigned to HV classroom.	Summer 2015 goal: 70% assigned to HV classroom.	TBD	Summer 2016: TBD		First Steps Data System.	Data due in the data system by Sept. 30.	Countdown to Kindergarten Report	1.2.1, 1.2.2, 1.2.3
First Steps to School Readiness	16	Child care providers participating in Quality Enhancement are receiving high-quality technical assistance and support.	2.39 average TA visits per month	2.53 average TA visits per month	2.5 average TA visits per month	2.16 average TA visits per month.	2.5 average TA visits per month	TAs visit child care providers ongoing throughout the program year.	First Steps Data System	Ongoing. Data checked quarterly and at Renewal.	Child Care QE Intensity Summary Report; Intensity Detail Report	3.1.1, 3.1.2, 3.1.3
First Steps to School Readiness	17	Child care providers participating in Quality Enhancement are improving their program quality.	ERS pre/post change 1.17 on 7 point scale.	ERS pre/post change 0.97 on 7 point scale	ERS pre/post change of 1.0 or higher	ERS pre/post change of .83 on 7 point scale	ERS pre/post change of 1.0 or higher	Baseline Environmental Rating Scale (ERS) administered in classrooms within 90 days of starting TA visits, then post-ERS 6-9 months later and annually thereafter.	First Steps Data System	Data checked at Renewal	Child Care ERS Accountability Report shows ERS scores by classroom and whether assessments were administered at the correct frequency.	3.1.1, 3.1.2, 3.1.3

Program Effectiveness Ranking

INSTRUCTIONS: Please list and rank all of the agency programs which existed in FY 2014-15 in order from most effective and efficient to least effective and efficient. In addition, provide a brief description of the public benefit(s) provided or public harm(s) prevented by the program; the total budget (from all funding sources); Amount of total budget (in \$) from funds appropriated by the General Assembly; associated Major Programs Area; and associated objective number(s). Lastly, in the cells at the top, please state the agency's definition of program (as the agency defined it in the "General" section of the word document of this report); the performance measures considered when the agency was determining where to rank the individual programs; and which individual(s) at the agency made the decision about where each program was ranked. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency definition of "Program"	The General Appropriations Act identifies four major program areas within First Steps. These are Local Partnerships, First Steps 4K, BabyNet, and Policy and Accountability. A fifth major program area will be created with the award of federal Early Head Start-Child Care Partnerships grant funds.
List all Performance Measures considered when determining where to rank the individual programs	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Individual(s) at the agency who made the decision about where each program was ranked	Susan DeVenny - Director, Dan Wuori - Deputy Director, Mark Barnes - Chief Financial and Operations Officer, Debbie Robertson - Chief Partnership Officer

Agency Submitting Report	Individual Program Name	Brief description of the public benefit provided or public harm prevented by the individual program	Ranking (#1 = most effective and efficient)	Total Program Budget in FY 2014-15 (from all funding sources)	Amount (in \$) of Total Program Budget in FY 2014-15 from funds appropriated by General Assembly	Associated Major Programs Area (as identified in the 2013-14 Accountability Report)	Associated Agency Objective #(s) (as identified in the 2013-14 Accountability Report)
First Steps to School Readiness	Local Partnerships and State-Level Partnership Supports	First Steps' local partnerships are created by law to mobilize communities around the school readiness needs of young children for the purpose of promoting healthy development and school success.	#1	\$18,329,223	\$13,488,835	Local Partnerships is a major program area unto itself.	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.4, 1.3.5, 2.1.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 4.1.4, 4.2.2, 5.1.4, 5.2.5
First Steps to School Readiness	First Steps 4K	First Steps administers four-year-old kindergarten services in private and community-based settings in 61 SC school districts for the purpose of increasing school readiness and early academic achievement.	#2	\$16,767,864	\$16,767,864	First Steps 4K is a major program area unto itself.	1.3.1, 1.3.2, 14.3.4, 1.3.5, 2.2.1, 2.3.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4
First Steps to School Readiness	BabyNet	The BabyNet program is South Carolina's early intervention program under the federal Individuals with Disabilities Education Act, Part C. By providing early intervention services to infants and toddlers with disabilities and developmental delays, South Carolina reduces long term expenditures associated with special education and educational remediation.	#3	\$10,561,913	\$3,537,076	BabyNet is a major program area unto itself.	1.3.3, 1.3.4, 1.3.5, 2.1.2, 2.3.3, 4.1.1, 4.1.2, 4.1.3
First Steps to School Readiness	Policy and Accountability	The state office of SC First Steps to School Readiness provides infrastructure, technical assistance, oversight and accountability supports designed to ensure the entire First Steps system operates to the benefit of SC citizens and in compliance with legal mandates.	#4	\$1,355,181	\$984,060	Policy and Accountability is a major program area unto itself.	1.3.5, 2.1.1, 2.1.2, 2.3.1, 2.3.2, 2.3.3, 3.1.3, 4.2.1, 4.2.3, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.2.4
First Steps to School Readiness	Early Head Start-Child Care Partnerships	This newest program area, recently funded by the federal Office of Head Start is designed to expand high-quality early care and education to at-risk infants and toddlers in partnership with private preschool providers in 12 SC counties.	NEW	\$1,944,933	\$0	Early Head Start-Child Care Partnerships is an anticipated/new major program area.	1.3.4, 1.3.5, 2.2.1, 2.3.3
				\$48,959,114	\$34,777,835		

INSTRUCTIONS: Please provide the information requested below for each program. It is recommended that the agency copy and paste the data in this tab into multiple other tabs or into a separate excel workbook, while it is still blank. The agency will then have a blank version to complete for each separate program.

General							
INSTRUCTIONS: Please copy and paste the individual row applicable for this program from the Program Effectiveness Ranking Chart.							
Agency Submitting Report	Individual Program Name	Brief description of the public benefit provided or public harm prevented by the individual program	Ranking (#1 = most effective and efficient)	Total Program Budget in FY 2014-15 (from all funding sources)	Amount of Total Program Budget in FY 2014-15 from funds appropriated by General Assembly	Associated Major Programs Area (as identified in the 2013-14 Accountability Report)	Associated Agency Objective #(s) (as identified in the 2013-14 Accountability Report)
First Steps to School Readiness	Local Partnerships and Partnership Supports	First Steps' local partnerships are created by law to mobilize communities around the school readiness needs of young children for the purpose of promoting healthy development and school success.	1	\$29,674,753	\$12,693,265	Local Partnerships is a major program area unto itself.	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.4, 1.3.5, 2.1.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 4.1.4, 4.2.2, 5.1.4, 5.2.5

Potential Negative Impact	
INSTRUCTIONS: Please list what the agency considers the most potential negative impact on the public that may occur as a result of the program not performing well and provide the information requested in each of the other cells below.	
Most potential negative impact on the public that may occur as a result of the program not performing well	The most recent external evaluation of First Steps suggested that First Steps local partnerships are the "batteries" powering discussion of the needs of South Carolina's young children. Their underperformance would result in decreased efficiency and collaboration, the loss of a key community portal for families and the diminished capacity of funded services.
Level at which the agency thinks the General Assembly should be put on notice of the level at which the potential negative impact has risen	First Steps partnerships are held to a detailed set of program accountability measures, reviewed as part of their annual grant application. The General Assembly should be put on notice if the number of conditionally approved (potentially underperforming) strategies rises.
Any additional information the agency would like to provide for clarity, context, explanation, etc.	

Budget Information				
INSTRUCTIONS: Please list the total budget for the program (from all funding sources), total expenditures and total number of constituents served, for each year from 2004-05 to the present. If a program name changed, was dropped, merged into another program, etc., please indicate that in the Notes/Explanation column. The agency can also provide any further explanation in the Notes/Explanation column. Remember, funding sources include, but are not limited to, money from the General Assembly, Federal Government, grants, sales, outside contracts, interest from bank accounts holding restricted or any other type of funds, etc.				
Total Program Budget (from all sources of funding)	Total Program Expenditures	Total number of constituents served	Notes and/or further Explanation	Year
		NOTE: As established by the General Assembly, First Steps' local partnerships fund a wide variety of program types, each with specific client definitions. Some strategies are targeted to individual children (4K, scholarships), others primarily to their parents/family units (Parents as Teachers, Nurse Family Partnerships) and still more to child care centers and/or teachers serving a large number of individual children. Because of the substantial diversity of their stateide offerings, developing a precise annual count of constituents benefiting from First Steps Partnerships' services presents a methodological challenge. The figures below represent our best efforts to depict this data using the systems in place during each year in question. Because the agency's early data collection methodology was based heavily upon output counts by strategy, First Steps acknowledges duplication, particularly in early counts. This issue was partially addressed with the creation of a new client data system in 2007 (as indicated by the substantial drop in number served during this year) and has since been enhanced by a supplemental, summary data submission from partnerships. The figures below are appropriately considered in this context.		
\$25,874,892	\$23,602,221	55,117*	*Includes duplicated counts and estimates of children benefiting from child care training - see explanation above.	2004-05
\$30,728,449	\$27,018,042	54,338*	*Includes duplicated counts and estimates of children benefiting from child care training - see explanation above.	2005-06
\$29,924,406	\$25,529,804	66,299*	*Includes duplicated counts and estimates of children benefiting from child care training - see explanation above.	2006-07
\$31,669,688	\$26,470,115	34,387*	* Launch of updated First Steps Data Collection System which reduced duplication. Policy shift from estimating children benefiting from child care training, to counting adults (staff) trained - see explanation above.	2007-08
\$31,480,696	\$25,413,720	32,334		2008-09
\$27,246,394	\$22,357,876	32,965	Significant budget cuts, and mandate from SC First Steps Board of Trustees to focus on intensive services to high-risk clients, which reduced the overall numbers served because intensive services over long periods of time take additional staff and resources.	2009-10
\$25,821,978	\$21,659,957	31,808	Further budget cuts.	2010-11
\$26,448,852	\$21,630,016	34,815	Budget cuts not restored.	2011-12
\$26,157,901	\$22,194,050	25,936	Budget cuts not restored.	2012-13
\$27,062,907	\$24,264,943	23,451	Budget cuts not restored. New spreadsheet for reporting numbers served further eliminates duplication of numbers served, particularly for child care and parent training (counting those who attended multiple trainings or events once, instead of each time they attend).	2013-14
\$29,674,753	\$17,315,779	In process	Report after year-end will reflect non-duplicated numbers served.	2014-15

Alternative Delivery System
INSTRUCTIONS: Please provide a summary of all efforts by the agency regarding the use of alternative delivery systems, including privatization, in meeting the agency objectives associated with this program.
Act 287 of 2014 permitted increased collaboration between local partnerships, restructured local boards, placed new requirements around evidence-based funding and embedded new evaluation requirements. First Steps is not currently reviewing alternative partnership structures, pending review of these recent legislative reforms.

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General							
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Agency Submitting Report	Individual Program Name	Brief description of the public benefit provided or public harm prevented by the individual program	Ranking (#1 = most effective and efficient)	Total Program Budget in FY 2014-15 (from all funding sources)	Amount of Total Program Budget in FY 2014-15 from funds appropriated by General Assembly	Associated Major Programs Area (as identified in the 2013-14 Accountability Report)	Associated Agency Objective #(s) (as identified in the 2013-14 Accountability Report)
First Steps to School Readiness	First Steps 4K	First Steps administers four-year-old kindergarten services in private and community-based settings in 61 SC school districts for the purpose of increasing school readiness and early academic achievement.	2	\$16,668,280	\$9,662,864	First Steps 4K is a major program area unto itself.	1.3.1, 1.3.2, 14.3.4, 1.3.5, 2.2.1, 2.3.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4

Potential Negative Impact	
INSTRUCTIONS: Please list what the agency considers the most potential negative impact on the public that may occur as a result of the program not performing well and provide the information requested in each of the other cells below.	
Most potential negative impact on the public that may occur as a result of the program not performing well	If the First Steps 4K program were to underperform, students would not receive a high-quality 4K experience- limiting school readiness.
Level at which the agency thinks the General Assembly should be put on notice of the level at which the potential negative impact has risen	First Steps provides intensive monitoring of local 4K providers to prevent negative impact. The General Assembly should be put on notice in the event that First Steps 4K results lag singificantly behind those of public schools.
Any additional information the agency would like to provide for clarity, context, explanation, etc.	

Budget Information				
INSTRUCTIONS: Please list the total budget for the program (from all funding sources), total expenditures and total number of constituents served, for each year from 2004-05 to the present. If a program name changed, was dropped, merged into another program, etc., please indicate that in the Notes/Explanation column. The agency can also provide any further explanation in the Notes/Explanation column. Remember, funding sources include, but are not limited to, money from the General Assembly, Federal Government, grants, sales, outside contracts, interest from bank accounts holding restricted or any other type of funds, etc.				
Total Program Budget (from all sources of funding)	Total Program Expenditures	Total number of constituents served	Notes and/or further Explanation	Year
N/A	N/A	N/A	N/A	2004-05
N/A	N/A	N/A	N/A	2005-06
\$2,798,507	\$1,266,947	309	37 Trial and Plaintiff Districts	2006-07
\$3,033,907	\$1,929,770	482	37 Trial and Plaintiff Districts	2007-08
\$2,925,703	\$2,066,618	459	37 Trial and Plaintiff Districts	2008-09
\$2,704,293	\$2,067,692	524	37 Trial and Plaintiff Districts	2009-10
\$2,501,231	\$2,177,251	549	37 Trial and Plaintiff Districts	2010-11
\$2,484,628	\$2,460,791	577	37 Trial and Plaintiff Districts	2011-12
\$2,713,597	\$2,713,527	601	37 Trial and Plaintiff Districts	2012-13
\$11,642,893	\$7,676,544	1,402	51 districts (17 new)	2013-14
\$16,668,280	\$8,600,130	2,280	61 districts (10 new)	2014-15

Alternative Delivery System
INSTRUCTIONS: Please provide a summary of all efforts by the agency regarding the use of alternative delivery systems, including privatization, in meeting the agency objectives associated with this program.
The First Steps 4K system is an alternative delivery system, making use of the existing infrastructure of private preschool providers (as opposed to public school districts).

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General							
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First Steps to School Readiness	BabyNet	The BabyNet program is South Carolina's early intervention program under the federal Individuals with Disabilities Education Act, Part C. By providing early intervention services to infants and toddlers with disabilities and developmental delays, South Carolina reduces long term expenditures associated with special education and educational remediation.	3	\$10,862,614	\$ 2,396,426	BabyNet is a major program area unto itself.	1.3.3, 1.3.4, 1.3.5, 2.1.2, 2.3.3, 4.1.1, 4.1.2, 4.1.3

Potential Negative Impact	
INSTRUCTIONS: Please list what the agency considers the most potential negative impact on the public that may occur as a result of the program not performing well and provide the information requested in each of the other cells below.	
Most potential negative impact on the public that may occur as a result of the program not performing well	If BabyNet underperforms SC children will not receive timely early intervention services, diminishing their chance of entering school ready to succeed.
Level at which the agency thinks the General Assembly should be put on notice of the level at which the potential negative impact has risen	BabyNet was moved to First Steps in 2010 as a 17-year-old system with chronic federal performance defecits. First Steps has worked diligently in the years since to reconstitute a system of general supervision and enact policies required by the federal government to the benefit of its client families. While this corrective action is ongoing, First Steps thanks the General Assembly for its attention to program needs in the proposed FY16 budget. New staff and resources hold the potential to significantly impact SC's federal Part C performance.
Any additional information the agency would like to provide for clarity, context, explanation, etc.	

Budget Information				
INSTRUCTIONS: Please list the total budget for the program (from all funding sources), total expenditures and total number of constituents served, for each year from 2004-05 to the present. If a program name changed, was dropped, merged into another program, etc., please indicate that in the Notes/Explanation column. The agency can also provide any further explanation in the Notes/Explanation column. Remember, funding sources include, but are not limited to, money from the General Assembly, Federal Government, grants, sales, outside contracts, interest from bank accounts holding restricted or any other type of funds, etc.				
Total Program Budget (from all sources of funding)	Total Program Expenditures	Total number of constituents served	Notes and/or further Explanation	Year
				2004-05
				2005-06
				2006-07
				2007-08
				2008-09
Due to changes to First Steps budget structure withn the SCEIS system since FY12, compilation of FY10 and FY11 finance data in this format will require additional time.		4600	First Steps assumed "lead agency" status for the interagency BabyNet system on January 1, 2010.	2009-10
		4625		2010-11
\$9,659,605	\$9,659,605	4405		2011-12
\$9,149,713	\$9,149,713	3789	Eligibility change required under federal law.	2012-13
\$10,468,701	\$9,847,065	3672		2013-14
\$10,862,614	\$9,460,979	3968		2014-15

Alternative Delivery System
INSTRUCTIONS: Please provide a summary of all efforts by the agency regarding the use of alternative delivery systems, including privatization, in meeting the agency objectives associated with this program.
First Steps is currently exploring a variety of innovations, including the privatization of the system's eligibility and assessment process.

INSTRUCTIONS: Please provide the information requested below for each program. It is recommended that the agency copy and paste the data in this tab into multiple other tabs or into a separate excel workbook, while it is still blank. The agency will then have a blank version to complete for each separate program.

General							
INSTRUCTIONS: Please copy and paste the individual row applicable for this program from the Program Effectiveness Ranking Chart.							
Agency Submitting Report	Individual Program Name	Brief description of the public benefit provided or public harm prevented by the individual program	Ranking (#1 = most effective and efficient)	Total Program Budget in FY 2014-15 (from all funding sources)	Amount of Total Program Budget in FY 2014-15 from funds appropriated by General Assembly	Associated Major Programs Area (as identified in the 2013-14 Accountability Report)	Associated Agency Objective #(s) (as identified in the 2013-14 Accountability Report)
First Steps to School Readiness	Policy and Accountability	The state office of SC First Steps to School Readiness provides infrastructure, technical assistance, oversight and accountability supports designed to ensure the entire First Steps system operates to the benefit of SC citizens and in compliance with legal mandates.	4	\$1,559,714	\$ 1,343,130	Policy and Accountability is a major program area unto itself.	1.3.5, 2.1.1, 2.1.2, 2.3.1, 2.3.2, 2.3.3, 3.1.3, 4.2.1, 4.2.3, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.2.4

Potential Negative Impact	
INSTRUCTIONS: Please list what the agency considers the most potential negative impact on the public that may occur as a result of the program not performing well and provide the information requested in each of the other cells below.	
Most potential negative impact on the public that may occur as a result of the program not performing well	Without an effective policy, oversight and accountability functions, the efficacy of the public's investment in First Steps could not be assured.
Level at which the agency thinks the General Assembly should be put on notice of the level at which the potential negative impact has risen	First Steps undergoes regular performance reviews, with the most recent finding that the initiative is meeting legislative goals partially due to effective accountability and fiscal structures within the State Office of First Steps. The General Assembly should be put on notice in the event this is no longer the case.
Any additional information the agency would like to provide for clarity, context, explanation, etc.	

Budget Information				
INSTRUCTIONS: Please list the total budget for the program (from all funding sources), total expenditures and total number of constituents served, for each year from 2004-05 to the present. If a program name changed, was dropped, merged into another program, etc., please indicate that in the Notes/Explanation column. The agency can also provide any further explanation in the Notes/Explanation column. Remember, funding sources include, but are not limited to, money from the General Assembly, Federal Government, grants, sales, outside contracts, interest from bank accounts holding restricted or any other type of funds, etc.				
Total Program Budget (from all sources of funding)	Total Program Expenditures	Total number of constituents served	Notes and/or further Explanation	Year
Data for these years is not available to First Steps within SCEIS and was previously captured in the finance system of the SC Department of Education. Financial reports are available for these years, but did not capture data in this format.		Constituent service is not tracked at this level. The Policy and Accountability functions of First Steps support all programs (Local Partnerships, 4K, BabyNet, and Early Head Start), providing infrastructure and oversight on behalf of constituents in each of these program areas.		2004-05
				2005-06
				2006-07
				2007-08
				2008-09
Due to changes to First Steps budget structure withn the SCEIS system since FY12, compilation of FY10 and FY11 finance data in this format will require additional time.				2009-10
				2010-11
				2011-12
				2012-13
				2013-14
\$1,055,814	\$1,055,814			2014-15
\$1,577,770	\$1,015,744			
\$1,297,957	\$1,181,358			
\$1,559,714	\$1,319,478			

Alternative Delivery System
INSTRUCTIONS: Please provide a summary of all efforts by the agency regarding the use of alternative delivery systems, including privatization, in meeting the agency objectives associated with this program.
Act 287 of 2014 enacted a variety of structural changes designed to strengthen First Steps state and local infrastructure. A First Steps Study committee is also underway. First Steps is not currently pursuing alternative delivery systems pending these recommendations and the evaluation of recently enacted reforms.

INSTRUCTIONS: Please provide the information requested below for each program. It is recommended that the agency copy and paste the data in this tab into multiple other tabs or into a separate excel workbook, while it is still blank. The agency will then have a blank version to complete for each separate program.

General							
INSTRUCTIONS: Please copy and paste the individual row applicable for this program from the Program Effectiveness Ranking Chart.							
Agency Submitting Report	Individual Program Name	Brief description of the public benefit provided or public harm prevented by the individual program	Ranking (#1 = most effective and efficient)	Total Program Budget in FY 2014-15 (from all funding sources)	Amount of Total Program Budget in FY 2014-15 from funds appropriated by General Assembly	Associated Major Programs Area (as identified in the 2013-14 Accountability Report)	Associated Agency Objective #(s) (as identified in the 2013-14 Accountability Report)
First Steps to School Readiness	EARLY HEAD START - CHILD CARE PARTNERSHIPS	This newest program area, recently funded by the federal Office of Head Start is designed to expand high-quality early care and education to at-risk infants and toddlers in partnership with private preschool providers in 12 SC counties.	NEW	\$1,944,933	\$0	Early Head Start-Child Care Partnerships is an anticipated/new major program area.	1.3.4, 1.3.5, 2.2.1, 2.3.3

Potential Negative Impact	
INSTRUCTIONS: Please list what the agency considers the most potential negative impact on the public that may occur as a result of the program not performing well.	
Most potential negative impact on the public that may occur as a result of the program not performing well	If this grant program underperforms, eligible children and families will not receive high-quality care and education.
Level at which the agency thinks the General Assembly should be put on notice of the level at which the potential negative impact has risen	THIS PROGRAM IS IN THE PLANNING STAGES.
Any additional information the agency would like to provide for clarity, context, explanation, etc.	

Budget Information				
INSTRUCTIONS: Please list the total budget for the program (from all funding sources), total expenditures and total number of constituents served, for each year from 2004-05 to the present. If a program name changed, was dropped, merged into another program,				
Total Program Budget (from all sources of funding)	Total Program Expenditures	Total number of constituents served	Notes and/or further Explanation	Year
				2004-05
				2005-06
				2006-07
				2007-08
				2008-09
				2009-10
				2010-11
				2011-12
				2012-13
				2013-14
\$1,944,933	\$8,716	NEW GRANT (CLIENT SERVICE ANTICIPATED TO BEGIN IN FALL OF 2015)	NEW	2014-15

Alternative Delivery System
INSTRUCTIONS: Please provide a summary of all efforts by the agency regarding the use of alternative delivery systems, including privatization, in meeting the agency objectives associated with this program.
This new grant program is an alternative delivery system, with all care provided by contracted, private preschools.

Agency Submitting Report	First Steps to School Readiness	First Steps to School Readiness	First Steps to School Readiness	First Steps to School Readiness	First Steps to School Readiness
Name of Report, Application or Similar Paperwork Required to be Filed with the Agency by the Public	LOCAL PARTNERSHIPS: Client Authorization/Consent Form and Electronic Client Data Storage	FIRST STEPS 4K: Application for NEW Providers	FIRST STEPS 4K: RENEWAL Provider Application	FIRST STEPS 4K: Student Application First Steps Four-Year-old Kindergarten (4K)	BABYNET: Client consents and applications
Reason the agency needs the information in the report, application or paperwork	This form documents consent from the adult clients of First Steps' local partnerships to collect personally identifiable information (name, birthdate, SSN, etc.) and program participation information, enter this data in the First Steps Data Collection System, and use this data for purposes of program evaluation as required by law. Assures clients that their individual names or identities will never appear in any report for public distribution.	To determine and assure the applying childcare center meets all mandated requirements	To determine and assure the approved childcare center has maintained compliance with all requirements as mandated	To determine if the student meets the legal requirements to be served in the program	Educational records are maintained on BabyNet clients to include consents, eligibility and assessment data and IFSP.
Statutory Authority for the Filing Requirement	59-152-70 requires First Steps local partnerships to "participate in the annual review and the three-year evaluation of operations and programs." Client consent is required for the collection and storage of personally identifiable information within the First Steps data system maintained by Revenue and Fiscal Affairs.	Section 59-156-140 of the 1976 Code, as added by Act 284 of 2014	Section 59-156-140 of the 1976 Code, as added by Act 284 of 2014	Section 59-156-130(B)(2) of the 1976 Code, as added by Act 284 of 2014	Individuals with Disabilities Education Act, Part C and associated federal regulations
Date Each Filing Requirement was Adopted or Last Amended by the Agency	2007	19-Jan-15	19-Jan-15	10-Jun-16	2014
Frequency the Filing is Required	Upon entry into a First Steps program operated or funded by local First Steps partnerships.	Once as new applicant	Annually	At time of student application	At time of referral.
Number of Filings Received Annually for the Last 7 Years	est. 35,000	780	743	Approximately 4630	70,000
Number of Anticipated Filings for the Next 4 Years	est. 20,000	250	1000	Approximately 9000	40,000
Description of the Actions Taken or Contemplated by the Agency to Reduce Filing Requirements and Paperwork Duplication	The First Steps Data System is web-based, replacing early paper submissions.	N/A	N/A	N/A	BRIDGES electronic data system is designed to reduce paperwork.
Summary of efforts by the agency regarding use of alternative delivery system, including privatization or cooperative arrangement with other agencies, to obtain information sought by the paperwork	First Steps has enjoyed a longstanding partnership with Revenue and Fiscal Affairs (formerly the Office of Research and Statistics, Budget and Control Board) for the storage and maintenance of partnership data.	N/A	N/A	N/A	BRIDGES electronic data system is designed to reduce paperwork.
Agency policies for collecting, managing and using personal information, included in the paperwork, over the internet?	There are three State Department of Education policies that are in use currently by First Steps. They include Data Use and Governance, Internal Technology Acceptable Use, and Disciplinary Action. We are currently completing a Risk Analysis and working on new policy development with the SC Division of Technology Operations and the Division of Information Security.	Secure email and encrypted files are used when personal information is on any electronically shared files. There are three State Department of Education policies that are in use currently by First Steps. They include Data Use and Governance, Internal Technology Acceptable Use, and Disciplinary Action. We are currently completing a Risk Analysis and working on new policy development with the SC Division of Technology Operations and the Division of Information Security.	Secure email and encrypted files are used when personal information is on any electronically shared files. There are three State Department of Education policies that are in use currently by First Steps. They include Data Use and Governance, Internal Technology Acceptable Use, and Disciplinary Action. We are currently completing a Risk Analysis and working on new policy development with the SC Division of Technology Operations and the Division of Information Security.	Secure email and encrypted files are used when personal information is on any electronically shared files. There are three State Department of Education policies that are in use currently by First Steps. They include Data Use and Governance, Internal Technology Acceptable Use, and Disciplinary Action. We are currently completing a Risk Analysis and working on new policy development with the SC Division of Technology Operations and the Division of Information Security.	BabyNet policies are compliant with federal IDEA regulations. The current BabyNet Policy Manual dictates that: "The BabyNet record is an educational record (not a medical record), to be kept in a confidential manner in accordance with applicable program policy and state or federal stature and regulations...handling, filing, storage and archiving of BN records must be completed according to specific guidelines of the agency service the eligible child." As pertains to record retention: "As a federal education program, BabyNet is required to keep your child's early intervention records for 6 years after your child leaves BabyNet. At the end of the 6 years, your child's early intervention record will be automatically destroyed unless there is an ongoing audit or legal action using the record."
Agency policies for collecting, managing and using personal information, included in the paperwork, non-electronically?	Partnerships are required to store all records in secure locations. By contract with the State Board of First Steps, each attests that: All information, materials, and data provided to the Partnership that identify or reference specific individuals, whether verbal, written, or recorded magnetic media cards or otherwise, must be regarded as confidential information and the Partnership shall keep such information confidential and only use such information solely for the purposes of performing its obligations pursuant to this Agreement. The Partnership agrees that any of its employees, contractors, agents or representatives who may be in receipt of or are required to work with such confidential information in the performance of their duties shall comply in all respects with this confidentiality requirement. The Partnership agrees to take all necessary steps to safeguard the confidentiality of such material, information, and data, and further agrees to contractually obligate its -employees, agents, contractors and representatives to do the same. The Partnership shall ensure that all information in its possession that identifies or references specific individuals provided by or obtained from employees, agents, contractors or representatives regarding recipients of services provided by the Partnership will be maintained in a secure location. All materials, information, and data stored offsite must be maintained securely and in compliance with applicable federal and state privacy laws. To this end, the Partnership shall contractually obligate all its employees, agents, contractors and representatives to, comply with all applicable laws including, but not limited to, the Federal Educational Rights and Privacy Act of 1994 (FERPA) and the Family Privacy Protection Act of 2002. The	The State Department of Education Policy for Data Use and Governance. We are currently completing a Risk Analysis and working on new policy development with the SC Division of Technology Operations and the Division of Information Security.	The State Department of Education Policy for Data Use and Governance. We are currently completing a Risk Analysis and working on new policy development with the SC Division of Technology Operations and the Division of Information Security.	The State Department of Education Policy for Data Use and Governance. We are currently completing a Risk Analysis and working on new policy development with the SC Division of Technology Operations and the Division of Information Security.	BabyNet policies are compliant with federal IDEA regulations. The current BabyNet Policy Manual dictates that: "The BabyNet record is an educational record (not a medical record), to be kept in a confidential manner in accordance with applicable program policy and state or federal stature and regulations...handling, filing, storage and archiving of BN records must be completed according to specific guidelines of the agency service the eligible child." As pertains to record retention: "As a federal education program, BabyNet is required to keep your child's early intervention records for 6 years after your child leaves BabyNet. At the end of the 6 years, your child's early intervention record will be automatically destroyed unless there is an ongoing audit or legal action using the record."

Agency Information Available to the Public

INSTRUCTIONS: Please list all locations where the public can view the agency reports below. List locations online as well as locations where the public can obtain hard copies. List any other reports or information the public can obtain about the agency and where the public may obtain that information in the rows at the end.

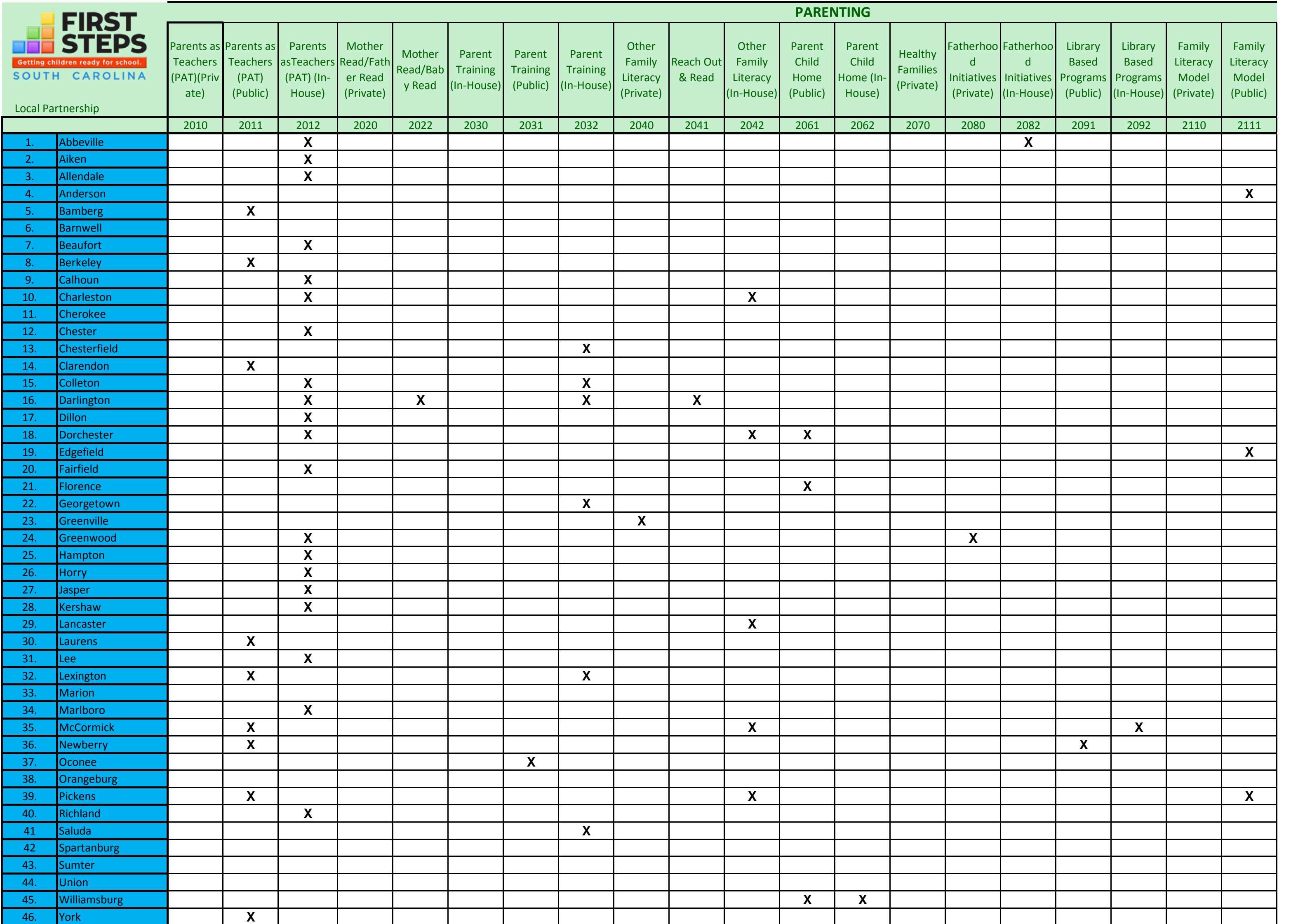
Agency Submitting Report	Report/Information	Where the public can view this information online	Where the public can view this information in hard copy
First Steps to School Readiness	Accountability Report	SC First Steps has not been previously required to submit an agency accountability report.	N/A
First Steps to School Readiness	Strategic Plan	The First Steps Board of Trustees is currently in the midst of a strategic planning process, with a report anticipated in December 2015. Once completed, this Strategic Plan will be posted to scfirststeps.org	Once completed, the report can be reviewed in hard copy at SC First Steps: 1300 Sumter Street, Suite 100, Columbia, SC 29201.
First Steps to School Readiness	Performance Measures	SC First Steps has not been previously required to submit an agency accountability report. External evaluations required by law are available online at scfirststeps.org	SC First Steps: 1300 Sumter Street, Suite 100, Columbia, SC 29201.
First Steps to School Readiness	Agency's current status in regards to its performance measures	SC First Steps has not been previously required to submit an agency accountability report. External evaluations required by law are available online at scfirststeps.org	SC First Steps: 1300 Sumter Street, Suite 100, Columbia, SC 29201.
First Steps to School Readiness	Additional information	Additional agency reports including state audits, Board of Trustees materials, annual reports, external evaluations and study committee materials can be located on the "Resources and State Reporting" section of scfirststeps.org	SC First Steps: 1300 Sumter Street, Suite 100, Columbia, SC 29201.

Evaluation of Legal Standards Chart

INSTRUCTIONS: Below is the information from the Legal Standards Chart the agency submitted in its 2015 Restructuring and Seven-Year Plan Report. Two new columns are included at the end. In the first new column, titled "Recommend Further Evaluation," please put a Y beside any laws the agency would like the Committee to review for further discussion and/or possibly recommend revision or eliminaiton of in the Committee's Oversight Report. In the second new column, titled "Basis for Further Evaluation," please provide a brief explanation/basis for any laws which the agency would like the Committee to review (i.e. by practice the requirements in the law are no longer performed by the agency; the requirements in the law are performed by another agency; the Committee should consider adding to the law standard qualifications for certain positions within the agency; the law prohibits or makes it more difficult to implement ideas or plans which may decrease administrative costs, increase efficiency, allow the agency to focus more on its mission, etc.)

Agency Submitting Report	Item #	Statute/Regulation/Provisos	State or Federal	Summary of Statutory Requirement and/or Authority Granted	Agency Recommends Further Evaluation	Basis for Further Evaluation
First Steps to School Readiness	1	59-152-10 thru 59-152-160	State	The South Carolina First Steps to School Readiness is 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. The organization was created as a tax exempt orgainzation under section 501 (c)(3) with Act 99 in 1999.	N	
First Steps to School Readiness	2	59-152-10 thru 59-152-160	State	Statute was updated in 2014 with a number of changes to the statute. Modifications included a long range plan requirement, changes in membership of the Board of Directors, direction in relation to allocation funding for local partnerships, and others.	N	
First Steps to School Readiness	3	63-11-1710 thru 1750	State	State creates the First Steps to School Readiness Board of Trustees whose purpose is to oversee the South Carolina First Steps to School Readiness initiative, a broad range of innovative early childhood development and education, family support, health services, and prevention efforts to meet critical needs of South Carolina's children through the awarding of grants to partnerships at the county level as provided for in Section 59-152-90. Statute was created in Act 361 in 2008. Act also creates the SC Advisory Council. This council is formed to fulfill the responsibilities under 42 U.S.C. Section 9837b(b)(1)(D)(i) of the Improving Head Start for School Readiness Act of 2007.	N	
First Steps to School Readiness	4	63-11-1710 thru 1750	State	Act was modified in 2014 with a number of modifications. They include the addition of the Early Childhood Advisory Council responsibilities and additional BabyNet responsibilities.	N	
First Steps to School Readiness	5	59-156-110	State	Statute spells out the responsibilities for the State Department of Education and SC First Steps to School Readiness for the Child Early Reading Development and Education Program, or the states 4 year old kindergarten program. The statute restates much of the content in provisos include in the SFY 2015 appropriations act. Statute was created in 2014 with Act 284.	N	
First Steps to School Readiness	6	State Appropriations Bill for SFY 2015.	State	Act No. 286 in 2014 contains the budget for state appropriations for SFY 2015. Included in that are a number of provisos that affect SC First Steps to School Readiness. (They are listed below)	N/A	
First Steps to School Readiness	7	Proviso 1.62 (SDE: First Steps)	State	First Steps Board of Trustees will incorporate findings of the LAC report into the next external evaluation.	Y	Completed, proposed for deletion in FY16 General Appropriations Act.
First Steps to School Readiness	8	Proviso 1.66 (SDE: Child Development Education Pilot Program)	State	Proviso creates the SC Child Development Education Pilot Program and spells out the responsibilities for the State Department of Education and SC First Steps to School Readiness. Creates the states public 4 year old kindergarten program for SDE and its private program for SC First Steps. Most of the content was included in Act 284 from 2014.	Y	Tuition amount needs to match the laws requirement that the rate be inflation indexed. Add flexibility to implement steps to improve administrative cost savings, efficiency options. Increase funding for technology needs and consumable supplies for each center.
First Steps to School Readiness	9	Proviso 1.71 (SDE: First Steps CDEPP Carry Forward and Other Funds)	State	Proviso allows for unspent funds from the previous state fiscal year in the 4K Program to be used for specified information technology needs.	Y	Needs to be updated for annual needs.
First Steps to School Readiness	10	Proviso 1A.31 (SDE- EIA: Child Development Education Pilot Program)	State	Proviso copies proviso 1.66 for the use of EIA funds for the 4 year old kindergarten program for both the State Department of Education and SC First Steps to School Readiness.	Y	Request that all funds be in the form of state appropriations, instead of EIA funding.
First Steps to School Readiness	11	Proviso 1A.66 (SDE- EIA: CDEPP Student Information and Reporting)	State	State Department of Education and SC First Steps to School Readiness required to acquire unique student numbers and report that. SDE and First Steps required to provide information to Education Oversight Committee.	N	
First Steps to School Readiness	12	Proviso 1A.67 (SDE- EIA: Prekindergarten and Kindergarten Assessments)	State	Requires readiness assessment for prekindergarten and kindertarten students funded with public funds within 45 days of the start of the school year. EOC is required to develop a solicitation for the assessment.	Y	Require assessment at beginning and end of the school year.
First Steps to School Readiness	13	Proviso 1A.68 (SDE- EIA: BabyNet Early Intervention Autism Therapy)	State	Requires \$437,476 in autism funds to be used to pay the autism therapy providers \$13.58 per hour and \$10 per hour to individual line therapists. Requires SC First Steps to School Readiness to submit a report on these expenditures as well as Medicaid revenue and expenses.	Y	Modify to match the Medicaid Rate.
First Steps to School Readiness	14	Proviso 117.99 (GP:First Steps - BabyNet)	State	Establishes requirements for SC First Steps to School Readiness to implement the BabyNet program. Requires SC First Steps to comply with the Legislative Audit Council's recommendations and report on progress. Requires consolidated financial reporting.	N	
First Steps to School Readiness	15	Proviso 117.103 (GP: First Steps Reauthorization)	State	Reauthorizes SC First Steps to School Readiness through SFY 2015.	N	Unnecessary due to Act 287 of 2014, proposed for deletion from FY16 General Appropriations Act.
First Steps to School Readiness	16	44-7-2510 thru 44-7-2610	State	Article 21 of Title 44, section 7, Infants and Toddlers with Disabilities Act, identifiys the responsibilities of the lead agency for the BabyNet Program. Creates Interagency Coordination Council, payments for services, and other specifics of the lead agency.	N	
First Steps to School Readiness	17	Title 12-6-5060	State	Creates tax check off donation to the First Steps to School Readiness Fund.	N	
First Steps to School Readiness	18	Individuals with Disabilities Education Act (IDEA), Part C	Federal	Project funds the BabyNet Program for SC.	N	
First Steps to School Readiness	19	Title 59, Section 36	State	Specifies requirements for comprehensive system of special education and related services. Includes requirements associated with the Individuals with Disabilities Education Act (IDEA)	N	

ATTACHMENT B:
FY16 LOCAL PARTNERSHIP
PROGRAM MATRIX



[illegible]

ATTACHMENT C:
e-Thority Finance Reports

Legislative Oversight Committee Expenditure Report

	Parenting (wo NFP)	NFP	Early Education	Private 4K	C.T.K.
Post Date: Fiscal Year 2014					
SOURCE: Federal	\$162,203.68	\$190,837.70	\$2,525,236.77	\$0.00	\$6,560.00
SOURCE: General	\$4,129,808.64	\$386,956.42	\$598,772.05	\$6,234,543.88	\$139,010.25
SOURCE: Other	\$2,358,235.89	\$2,476,113.29	\$438,861.49	\$0.00	\$151,617.19
Total for Fiscal Year 2014	\$6,650,248.21	\$3,053,907.41	\$3,562,870.31	\$6,234,543.88	\$297,187.44
Post Date: Fiscal Year 2015					
SOURCE: Federal	\$257,044.56	\$186,125.63	\$2,258,036.16	\$0.00	\$2,200.00
SOURCE: General	\$3,011,719.24	\$190,031.32	\$151,520.40	\$8,600,130.08	\$101,241.56
SOURCE: Other	\$995,750.63	\$1,205,977.99	\$150,705.06	\$0.00	\$155,715.25
Total for Fiscal Year 2015	\$4,264,514.43	\$1,582,134.94	\$2,560,261.62	\$8,600,130.08	\$259,156.81
Grand Total	\$10,914,762.64	\$4,636,042.35	\$6,123,131.93	\$14,834,673.96	\$556,344.25

Legislative Oversight Committee Expenditure Report

	Childcare Enhance	Childcare Scholarships	Childcare Training	Community	Health	TOTAL
Post Date: Fiscal Year 2014						
SOURCE: Federal	\$60,680.91	\$367.00	\$0.00	\$0.00	\$0.00	\$2,945,886.06
SOURCE: General	\$1,403,422.72	\$1,417,657.63	\$1,035,816.52	\$140,607.69	\$327,500.36	\$15,814,096.16
SOURCE: Other	\$289,153.94	\$375,487.74	\$225,757.41	\$8,502.37	\$338,458.47	\$6,662,187.79
Total for Fiscal Year 2014	\$1,753,257.57	\$1,793,512.37	\$1,261,573.93	\$149,110.06	\$665,958.83	\$25,422,170.01
Post Date: Fiscal Year 2015						
SOURCE: Federal	\$66,993.44	\$0.00	\$0.00	\$4,786.29	\$0.00	\$2,775,186.08
SOURCE: General	\$1,230,572.88	\$1,194,091.59	\$759,639.67	\$182,083.74	\$295,472.78	\$15,716,503.26
SOURCE: Other	\$235,508.85	\$130,343.48	\$147,687.35	\$146,849.19	\$144,676.37	\$3,313,214.17
Total for Fiscal Year 2015	\$1,533,075.17	\$1,324,435.07	\$907,327.02	\$333,719.22	\$440,149.15	\$21,804,903.51
Grand Total	\$3,286,332.74	\$3,117,947.44	\$2,168,900.95	\$482,829.28	\$1,106,107.98	\$47,227,073.52

ATTACHMENT D:

Vision 2013

(2009)

Vision 2013



South Carolina First Steps to School Readiness
Strategic Plan – Adopted December 10, 2009

Introduction

South Carolina's long-term prosperity lies firmly in the hands of its children. Yet many of the state's youngest citizens spend their formative years exposed to developmental and familial risk factors that stack the odds against both their academic and lifelong success.

Consider these facts:

- Nearly **1 in 4** South Carolina children are **born to mothers with less than a high school diploma**
- Roughly **1 in 10** has a family income level so low as to equate to **half of the federal poverty definition (no more than \$3,500 per person annually)**
- **1 in 5** is **eligible for free school lunches** or other supplemental nutrition assistance
- **1 in 10** S.C. children is **born at a weight of 5.5 lbs. or less**, and
- Roughly **1 in 20** is born to a **mother less than 18 years of age**.

Recent South Carolina data suggests that at least **1 in every 3 of the children described above will score at the lowest level of the state's standardized accountability test - or have been retained in a grade level - by the time they reach 3rd grade.**

With these sobering statistics in hand, the South Carolina First Steps Board of Trustees began its work on Vision 2013, the agency's strategic plan, in early 2008. Collecting data and stakeholder feedback over an 18 month period, the Board has developed a powerful vision statement designed to guide the agency's ongoing work:

Vision 2013: Connect South Carolina's high-risk children to coordinated, individualized interventions designed to improve their educational and developmental trajectories.

This document is designed to familiarize the reader with both the Board's Vision 2013 recommendations and the processes through which they came to be determined - beginning with an introduction to the First Steps initiative itself.

South Carolina First Steps to School Readiness

Created by law in 1999, First Steps was designed to fulfill an array of responsibilities on behalf of the state's families and children. Amongst its most critical responsibilities, the initiative is designed to:

- **Ensure the availability of high-quality early childhood programming (59-152-110)** - Through its network of 46 local Partnership Boards, the First Steps initiative is designed to offer, expand, extend - or improve the quality of - the state's readiness-focused early education and parenting/family support offerings.
- **Coordinate public and private resources (9-152-20)** - First Steps serves as an inter-agency venue - at both the state and local levels - through which to deliberately coordinate public and private resources to the benefit of the state's children, families and taxpayers.
- **Advance the state's child-focused public policy efforts (63-11-1730)** - Amongst the responsibilities assigned by law to the First Steps Board of Trustees is to "assess and develop recommendations for ensuring coordination and collaboration among service providers at both the

state and county level, for increasing the efficiency and effectiveness of state programs and funding and other programs and funding sources, as allowable, as necessary to carry out the First Steps to School Readiness initiative, including additional fiscal strategies, redeployment of state resources, and development of new programs.”



In addition to the responsibilities established within the initiative’s original enabling legislation, First Steps has - through a variety of legal means - added new responsibilities since its inception a decade ago.

- **IDEA Part C (BabyNet)** - On September 19, 2009 Governor Mark Sanford issued an executive order naming First Steps the state’s lead agency designate under the federal Individuals with Disabilities Education Act (IDEA) Part C. The BabyNet program, funded through a combination of federal and state resources - provides individualized, early intervention services to infants and toddlers with disabilities for the express purpose of preparing them for educational success.
- **The Child Development Education Pilot Program (CDEPP)** - Created by legislative proviso in the wake of Circuit Court Judge Thomas W. Cooper’s ruling in Abbeville County School District et. al. vs. South Carolina (the state’s long-standing school equity funding lawsuit), the S.C. Child Development Education Pilot Program (CDEPP) provides high-quality pre-kindergarten to eligible four-year-olds within the litigant school districts. In partnership with the SC Department of Education - which oversees the program’s implementation within school district settings - First Steps is currently in the midst of its fourth year of CDEPP implementation within private, Head Start and faith-based settings.
- **S.C. Early Childhood Advisory Council** - Pursuant to the federal Improving Head Start for School Readiness Act of 2007, Governor Sanford recently named the First Steps Board of Trustees as the state’s Early Childhood Advisory Council. This designation, which largely mirrors the Board’s existing policy-level responsibilities

under SC Section 63-11-1730 will further engage the agency in inter-agency strategic planning for the purpose of developing a seamless early childhood system within South Carolina.

The Vision Process

The First Steps Board of Trustees launched the Vision 2013 strategic planning process with the adoption (June 2008) of five broad goals designed to improve the school readiness of SC children:

- GOAL 1:** Optimize early childhood investments in SC;
- GOAL 2:** Strengthen outcomes-based accountability;
- GOAL 3:** Enhance collaboration across public and private sectors;
- GOAL 4:** Support community-based planning and capacity-building; and
- GOAL 5:** Expand research-based practices and validate the efficacy of innovative approaches.

In order to ensure the ongoing incorporation of local voices and key stakeholder perspectives, the Board developed an iterative process, designed to cycle preliminary findings through multiple feedback loops using a three-pronged data collection strategy.

The Board's three primary data collection methods were:

1. Regional Early Childhood Summit Meetings
2. A Review of First Steps' Programmatic Offerings
3. A Review of First Steps' State-Level Policies/Parameters

Brief descriptions of these three major process strands are included below. For more detailed information, see the supplemental Vision materials posted on the First Steps website at <http://www.scfirststeps.org/vision2013.html>



Regional Early Childhood Summits

(BOT Co-Chairs: Kristin Hook and Reese Yandle)

Vision 2013 launched formally during the summer of 2008, as the agency hosted seven regional early childhood summit meetings. The meetings, made possible in part by a grant from The National Governors' Association, were externally facilitated by The Lee Institute of Charlotte, NC. County-level delegations of 8-15 stakeholders, including First Steps, school districts, Head Start and local childcare providers came together to share local successes and delve deeply into community-level readiness data.

All told, the voices of more than 800 stakeholders were captured as each community delegate was offered the opportunity to reflect upon community gaps and assets, identify pressing needs and offer direct feedback to the First Steps Board. Their responses, coded and synthesized by staff at The Lee Institute, provided the key impetus to many of the Board recommendations to follow.

Review of First Steps' Programmatic Offerings

(BOT Chair: Henry Parr – with BOT representation by Linda O'Quinn, Julia Ellen Davis, Sabine Lang and Dr. Floyd Creech)

Summer 2008 also marked the initial meetings of an inter-agency strategic planning subcommittee devoted to reviewing First Steps programmatic offerings. Beginning with a thorough review of the research underlying the agency's funded programs the subcommittee developed – with the assistance of expert working groups – topical recommendations in three areas: Parenting, Child Care Scholarships and Child Care Quality Enhancement and Technical Assistance.

Many of the subcommittee's early recommendations were directly incorporated within First Steps FY10 Program Standards, with additional committee-driven modifications planned for launch during FY11 – along with a collaborative First Steps-DSS pilot project designed to provide scholarship bonuses and intensive technical assistance to centers elevating their ABC Quality Ratings.

Like that of the Regional Summit Participants, the guidance of the programmatic sub-committee was key to the development of the overarching Vision 2013 recommendations to follow. The

committee can be credited, in particular, with the Board's emphasis on the provision of comprehensive, inter-agency service to the state's most vulnerable children. The group's Vision 2013 workplans (adopted by the Board as an Appendix to this report) can be found online amongst the supplemental Vision materials.

Review of First Steps' State-Level Policies/Parameters

(BOT Chair: Judith Aughtry)

In addition to reviewing the agency's programmatic offerings themselves, a Vision 2013 subcommittee was seated to review the agency's legal mandates, structure and policies. After completing their initial review, this group devoted the bulk of its time to developing its key recommendation: a performance-based Partnership funding pilot to be launched in 2010.

The sub-committee has particularly benefited from the participation of local Executive Directors, who have helped to develop and refine initial drafts of the proposed First Steps Exemplary Performance Recognitions (EPRs), scheduled for more extensive stakeholder review during between January and March 2010.

Feedback and Synthesis

The findings from each of the three major process strands have been subjected to multiple rounds of iterative (and in some cases ongoing) stakeholder review – with multiple feedback opportunities provided for local board members, executive directors, summit participants and SC First Steps' staff and trustees. Now incorporating the feedback of well over 900 S.C.

stakeholders, the Board's final Vision 2013 recommendations have been meaningfully - and substantially - informed by local and inter-agency participants.



Key Assumptions

The recommendations and strategies to follow are premised upon four key assumptions. In order to place these findings in context, a brief description of each is included below.

1. School readiness is contextual and most meaningfully measured using population-level indicators and outcomes.

Though First Steps is, perhaps, held to the nation's most stringent early childhood accountability language, both the

initiative and profession have struggled to define (and measure) "school readiness" succinctly and appropriately.

While First Steps has made significant strides in its efforts to measure both intermediate readiness outcomes and program quality within its funded strategies, ultimately these efforts - while required to meet the evaluation demands of the First Steps enabling legislation - are not sufficient in and of themselves to ensure the long-term success of South Carolina's children, nor the effectiveness of the state's public investments in young children and their families.

Ultimately school readiness is contextual. South Carolina's children are "ready for school" when and if they enter the state's schools and experience the type of early success that will propel them to long-term achievement.

With this in mind, the Vision 2013 recommendations are premised on the need to expand First Steps' focus beyond its own internal program outcomes and toward an increased focus on:

- "Leading" (or predictive) indicators of school readiness in South Carolina, to include population-level indicators closely linked with early school success/failure.
- "Trailing" (or reflective) indicators of school readiness in South Carolina, to include primary grade retention rates and third grade achievement on the state's new Palmetto Assessment of State Standards (PASS).

2. A population-level readiness focus will require both the development of resources and increased systemic coordination.

While First Steps has wisely focused its recent efforts on measuring the outcomes associated with its own funded investments, First Steps does not – and will never – possess sufficient resources to single-handedly transform the educational and life outcomes of South Carolina’s young children.



Accordingly, First Steps’ focus on population level indicators and outcomes, will require both the development of new public and private resources and a vigorously renewed focus on the state and local boards’ roles as coordinating and leadership boards where the state’s child serving agencies, organizations, parents and private service providers can come together to ensure the optimal and coordinated use of our state’s limited resources.

3. Given limited resources, the state’s school readiness efforts must be aggressively focused on those children most likely to experience early school failure: First Steps is widely recognized for its efforts to target “the poorest of the poor and neediest of the needy” (High/Scope, 2006) – with the overwhelming

majority of its individual clients meeting one or more South Carolina -validated readiness risk factors.

Despite this noteworthy success, both research and the limited scope of First Steps’ own programs and resources suggests a need to identify the state’s most high-risk children (those exposed to multiple, compounded readiness risk factors) and address their needs early and comprehensively.

South Carolina data suggests strongly that it is these children for whom school readiness deficits are most clearly defined.

A January 2007 analysis by Dr. Baron Holmes of the SC Budget and Control Board explored the attributes of South Carolina children experiencing school failure by the 3rd grade (those children scoring in the Below-Basic category of the Palmetto Achievement Challenge Test or who had been retained at least once). Dr. Holmes findings suggest that a handful of predisposing risk factors are associated with particularly high rates of failure.

Risk Factor	Percentage Failing by 3 rd Grade	SC Children (Birth – 6) Possessing Risk Factor
Abuse, Neglect, Foster Care	53%	3% (10,171)
Very Low Birth Weight (<3.3 lbs)	52%	2.11% (7,170)
Low Maternal Education (< 12 th)	48%	24.1% (81,852)
T.A.N.F. (50% Federal Poverty)	45%	8.4% (28,690)
Low Birth Weight (3.3-4.4 lbs)	43%	2.77% (9,390)
Teen Mother (<18)	43%	4.6% (15,618)
Food Stamps (130% Federal Poverty)	42%	20% (67,897)
Teenage Mother (18- 20)	37%	8.83% (29,946)
Low Birth Weight (4.4-5.5lbs)	36%	5.53% (18,780)

In a 2009 analysis conducted as part of the state's Early Childhood Comprehensive Systems (ECCS) grant, the success of children in three, high-risk categories (children with disabilities, children born to mothers with less than a high school diploma and those with emotional-behavioral problems) was examined at both the 3rd and 5th grades.

Risk Factor	% of Cohort	% Below Standards		% Far Below Standards	
		3rd	5th	3 rd	5th
Any disability	17%	46%	51%	24%	33%
Mother with less than high school	24%	39%	50%	21%	28%
Emotional-behavioral problems	15%	47%	57%	27%	35%
None of the above	59%	14%	22%	6%	9%

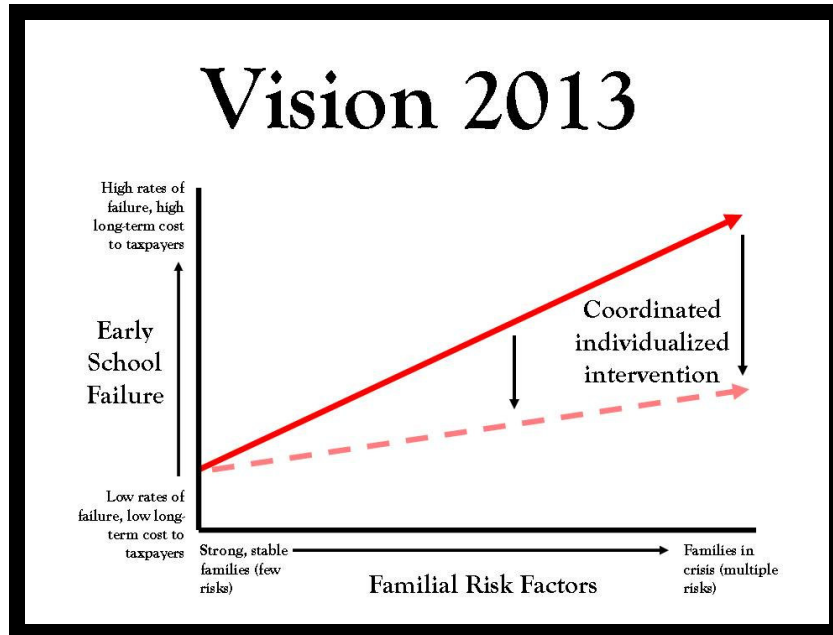
Finally, in an effort to explore the effects of compounding these risk factors, negative outcomes were associated with the possession of more than one of these factors.

Number of Risk Factors	% of Cohort	% Below Standards		% Far Below Standards	
		3rd	5th	3rd	5th
None of the 3 risk factors	59%	14%	22%	6%	9%
Only 1 of the 3 risk factors	31%	32%	42%	16%	22%
Any 2 of the 3 risk factors	9%	55%	64%	32%	42%
All of the 3 risk factors	1.4%	69%	81%	45%	62%

4. Addressing the comprehensive needs of the state's high-risk children is an individualized affair, requiring a need to “begin from the child and not from the program”: Though First Steps has enabled the high-quality interventions for nearly a decade; effectively meeting the comprehensive, individual readiness needs of the state's high-risk children (thus improving their often costly and negative educational and developmental trajectories) may require new service delivery approaches..

Several of the recommendations which follow suggest one approach: providing comprehensive services to children and families, according to individualized (client-level) readiness plans. Reminiscent of the state's current approach to service delivery under I.D.E.A. Part C (BabyNet), this approach would entail both service coordination (assessing the individual child and family needs of priority First Steps clients and linking them to available services within their communities) and targeted service provision (using First Steps' own resources to fill service gaps according to individual need).

The Vision: Connect South Carolina's high-risk children to coordinated, individualized interventions designed to improve their educational and developmental trajectories.



Vision 2013: Themes, Recommendations and Strategies

With these key assumptions undergirding each, the First Steps Board of Trustees presents the following recommendations and strategies, designed to carry the initiative into its next phase. Consistent with the initiative's legislative mandates, these recommendations are considered within the context of three overarching Vision themes:

A. Support and strengthen South Carolina's targeted school readiness interventions

B. Maximize the state's child-focused resources and optimize their associated structural supports

C. Support readiness-focused public policy efforts across South Carolina

THEME A: SUPPORT AND STRENGTHEN SOUTH CAROLINA'S TARGETED SCHOOL READINESS INTERVENTIONS

RECOMMENDATION A1. Recognizing the high costs and diminished outcomes associated with exposure to compounded readiness risk factors, develop methods to provide coordinated, individualized interventions to the state's most high-risk children.

This single recommendation so fundamentally shapes the committee's findings that it is proposed as the definition of the Board's "Vision 2013" itself: *"Connect South Carolina's high-risk children to coordinated, individualized interventions designed to improve their educational and developmental trajectories."*

Echoing broad and consistent stakeholder feedback from:

Regional Summit Participants (August-September 2008): who not only echoed the need to focus on individual, local and regional needs, but were described by process

facilitators at The Lee Institute as generally understanding “that the magnitude of change they are working toward on behalf of individual families and for the community at large is beyond what any one agency can accomplish...” and expressing their belief that “a comprehensive approach to working with families works;” and

Executive Directors (October 2008): who consistently noted that “one size fits all” and “cookie cutter” approaches should be eschewed by the Board in favor of “holistic approaches designed to meet unique family needs” and measuring programmatic results according to “how well risk factors are addressed”; and

Board Chairs (August 2009): who advised of the need to “focus on the unique needs of individual families”; and

The Board’s Program Strategic Planning Sub-committee (September 2009): who strongly emphasized the research basis behind the provision of coordinated, comprehensive service as a superior means of producing outcomes;

The Board’s proposal of services “through the lens of a child” provides an individualized approach designed to equip high-risk children with the private and/or inter-agency supports needed to meet their unique individual and familial needs. In doing so, it is the Board’s hope not only to produce short-term programmatic gains, but to permanently alter the developmental and educational trajectories of high-risk children.

Strategy A1a. Work with selected First Steps County Partnerships to pilot the Board’s proposed “individualized readiness plan” methodology. Consider the use of BabyNet’s individualized service model as a model framework through which to link priority First Steps clients to comprehensive supports to include contracted services as necessary, with First Steps serving as a public “payor of last resort.” (e.g. Prioritize linkages to other public/community services, use First Steps funds to procure supports unavailable via alternate means.)

Strategy A1b. Refocus the First Steps program standards for FY11 around providing integrated services to high-risk clients (those possessing multiple readiness risk factors). Require county-level planning designed to ensure the early identification of these clients and additional standards involving systematic referrals on the basis of individual need, and the gradual integration of certain funded strategies.

While the above recommendations hold the potential to significantly reshape the “look” of First Steps’ own service delivery model over the coming years, the Board must simultaneously continue its efforts to strengthen programmatic accountability and leverage systemic change by tying enhanced requirements to the receipt of First Steps funds, focusing on research-based interventions and establishing ever-strengthened program models, which allow for local flexibility while ensuring uniform quality of implementation as a result of standardized requirements, central training, and strengthened monitoring.

(See the related recommendations of the Program Strategic Planning Subcommittee online.)



RECOMMENDATION A2. Expand the availability of affordable, high-quality child care for high-risk children across South Carolina.

While the Board's vision is largely premised upon the notion of connecting high-risk children to the individualized supports needed to improve their developmental and educational trajectories, the need for one intervention – access to affordable, high-quality child care – may be required by so many SC families as to make it a priority in and of itself.

Though First Steps has made marked progress in this area over its first decade, much work remains - with the necessary improvements likely only when/if the state's regulatory and technical assistance systems work in concert with private service providers to ensure the supports necessary to advance quality within this important industry.

Strategy A2a. Work in concert with South Carolina policymakers to create a quality-based incentive system for the state's early education providers, their employees, and customers.

Strategy A2b. Continue and expand First Steps efforts to support the state's early education workforce. Incentivize educational advancement and work with the Department of Social Services and General Assembly to modify provider training requirements in ways that will support sequential learning and advanced educational attainment over the collection of disparate "clock hours."

Strategy A2c. Pilot the use of supplemental vouchers and/or center bonuses as a method through which to link high risk children to care within the state's best early learning environments.

Strategy A2d. Continue to explore synergies between the lead agency for the Child Care Block Grant (SC DSS) and SC First Steps, and build strong work relationships that maximize limited resources in improving and sustaining child care quality.

RECOMMENDATION A3. Support programmatic innovations designed to better address the needs of high-risk children.

Though First Steps has made large strides in its efforts to support research-validated early interventions, it has also established itself as a laboratory in which innovative new approaches can grow and bloom.

The flexibility to innovate – within the confines of enhanced accountability requirements – was cited by multiple stakeholder groups, including Regional Summit participants who cited their simultaneous desires to be “flexible, creative, and accountable,” and Executive Directors who spoke of their own concerns that the Board not stifle the emergence “creative new initiatives” – even citing their desire to see incentives directed toward counties willing to create impactful new strategies designed to meet specific community needs.

Strategy A3a. Establish additional guidelines around the development and evaluation of non-prevalent strategies in an effort to encourage innovation while ensuring efficacy.

Strategy A3b. Explore the feasibility and potential desirability of both limitations on the percentage of overall state funding allocated to non-prevalent strategies (to ensure that the majority of First Steps funding is devoted to well-validated methods) and the allocation of small, supplemental grants designed to encourage innovative approaches to improving client outcomes at both the individual and population levels.

THEME B:
**MAXIMIZE THE STATE’S CHILD-FOCUSED
RESOURCES AND OPTIMIZE THEIR
ASSOCIATED STRUCTURAL SUPPORTS**

RECOMMENDATION B1. Ensure systemic communication, coordination and collaboration by renewing the state and local boards’ mandates to provide leadership coordination and support to ensure all communities are focused upon – and meeting - the needs of the state’s at-risk children.

In order for South Carolina First Steps to fulfill both these Vision 2013 goals and its own legislative mandate to serve as the state’s interagency leadership board for young children~providing venues at both the state and local levels for child serving agencies, organizations, parents and private service providers to ensure the optimal and coordinated use limited resources – it must work more aggressively to communicate, coordinate and collaborate with partner agencies and other key stakeholders.

This mandate, outlined broadly in the First Steps enabling legislation, takes on new significance in light of the Board’s recent recognition as South Carolina’s Early Childhood Advisory Council (ECAC), First Steps’ designation as lead agency of the inter-agency BabyNet system, and the Board’s current proposals to explore service coordination models based – in large part - on linking high-risk clients to the services of partner agencies.

Strategy B1a. Reinvigorate the roles of partner agencies at the state and local board levels by convening regular agency forums, focused opportunities for coordination and collaboration.

Strategy B1b. Incorporate regular partner agency highlights into state and local board meetings.

Strategy B1c. Pursue the incorporation of additional collaboration criteria within the First Steps program standards, annual reporting process and into performance-based funding criteria.

Strategy B1d. Pursue, as the state's newly-named ECAC, the creation on an inter-agency "Children's Budget" for South Carolina (beginning in FY11, as feasible).

RECOMMENDATION B2. Strengthen and expand First Steps' outcomes-based accountability focus; incorporate performance-based funding.

Among the common recommendations of Vision 2013 stakeholder groups were several relating to outcomes-based accountability and performance-based funding. For example:

Regional Summit Participants (August-September 2008): Recommended the need for "flexible, creative and accountable partnerships in communities, especially in a tight fiscal environment, in order to serve families in a way that will produce measurable and lasting positive change."

Executive Directors (October 2008): Likewise proposed incentives linked to "collaboration and proven results"; while the

Board Chairs (August 2009): urged a continued focus upon "outcomes-based accountability," recommending not only the prospect of performance-based Partnership funding but the possibility of linking this to community and inter-agency collaboration.

Though the Board has made great strides in these areas, linking renewal to strategy-level performance beginning in FY09 and developing performance-based funding-criteria for use during FY10 (with plans to devote at least 10% of Partnership funding to this purpose during the coming fiscal year), several strategies designed to strengthen this focus are recommended.

Strategy B2a. Continue and advance First Steps recent efforts to ensure outcomes-based accountability through a data-driven annual renewal process. Explore the use of community-level indicators as one means of outcome measurement.

Strategy B2b. Expand the agency's use of performance-based Partnership funding as a means through which to leverage quality, accountability, collaboration and leadership at the local level and to encourage strong local implementation of statewide strategic priorities.



RECOMMENDATION B3. Strengthen internal capacity on a statewide basis.

It is clear that First Steps' state and local effectiveness ultimately hinges on its systemic capacity to administer funds and implement its mandates both optimally and accountably. During the agency's recent Board-to-Board meeting new chairs, in particular, were vocal about the state's need to provide additional support and technical assistance to local boards and Partnership directors/staff – with chairs generally citing the need for additional learning and more frequent opportunities for direct communication.

Strategy B3a. Increase Board-to-Board dialogue and communication with and among local board leaders.

Strategy B3b. Increase and standardize local board training opportunities – particularly those aimed at new partnership board members. Explore the creation of a mentoring program for new board chairs.

Strategy B3c. Create standardized processes for conducting comprehensive, local needs/resource assessments and multi-year strategic planning/renewal documents – along with tools designed to support local boards in implementing Vision 2013 recommendations and strategies.

Strategy B3d. Establish operational, collaboration, and/or partnership board standards to accompany First Steps' program standards. Increase monitoring efforts to ensure effectiveness.

RECOMMENDATION B4. Maximize First Steps own resources through the ongoing pursuit of internal, structural improvements and regional/inter-agency collaboration.

During this period of rapidly diminishing revenue it is more important than ever that the Board take steps to ensure the maximized use of all First Steps resources, exploring innovative methods through which to meet the agency's strategic goals (at both the state and local levels) while maximizing the percentage of funding devoted to direct client service.

Strategy 8a. Incentivize regional and/or cross-agency staffing and organizational structures to minimize administrative expenses. Seek to reduce fixed costs like

rent, contracts, through inter-agency partnership agreements, etc.

Strategy 8b. Maximize First Steps’ statewide investments through the introduction of new partnership-to-partnership “in-kind support” requirements.

Strategy 8c. Reexamine the agency’s approach to capturing partnership and state-level “overhead” to ensure rigorous compliance with the agency’s enabling legislation – ensuring both its agency-wide minimization and appropriate and consistent depiction.



THEME C:
**SUPPORT READINESS-FOCUSED PUBLIC
POLICY EFFORTS ACROSS SOUTH
CAROLINA**

RECOMMENDATION C1. Develop aggressive advocacy and resource development strategies designed to support the needs of high-risk children at both the state and local levels.

Of all the stakeholder messages communicated during the Vision 2013 process, one of the strongest and most consistent was this: Stakeholders are counting on the Board and the SCFS staff to serve as their “voice” – advocating broadly for the needs of young children, disseminating key research and programmatic guidance and assisting in the development of resources, both with South Carolina policy makers and amongst private and philanthropic partners.

Strategy C1a. Use First Steps’ structure and dollars as a means to draw and leverage additional investments in SC children and families – to include the creation of a South Carolina School Readiness Endowment. Assist stakeholders in understanding the exponential effects of First Steps funding.

Strategy C1b. Develop a focused resource development strategy for the initiative, incorporating grant writing, private fundraising, and other means of resource development.

Strategy C1c. Explore opportunities to blend/braid public funding (across agencies) and increase focus on quality child care - maximizing private sector investments.

RECOMMENDATION C2. Create a state-level readiness measure (using indicators of early school success) through which to assess the impact of South Carolina's collective investment in young children.

Strategy C2a. Work to develop a statistical, policy-level measure of readiness in South Carolina, incorporating both "leading" (or predictive) and "trailing" (or reflective) indicators. Use this index to expand the state's and Board's view of First Steps' systemic effectiveness, by focusing on real-world readiness outcomes in addition to the agency's internal program measures.

**The South Carolina First Steps
Board of Trustees
December 2009**

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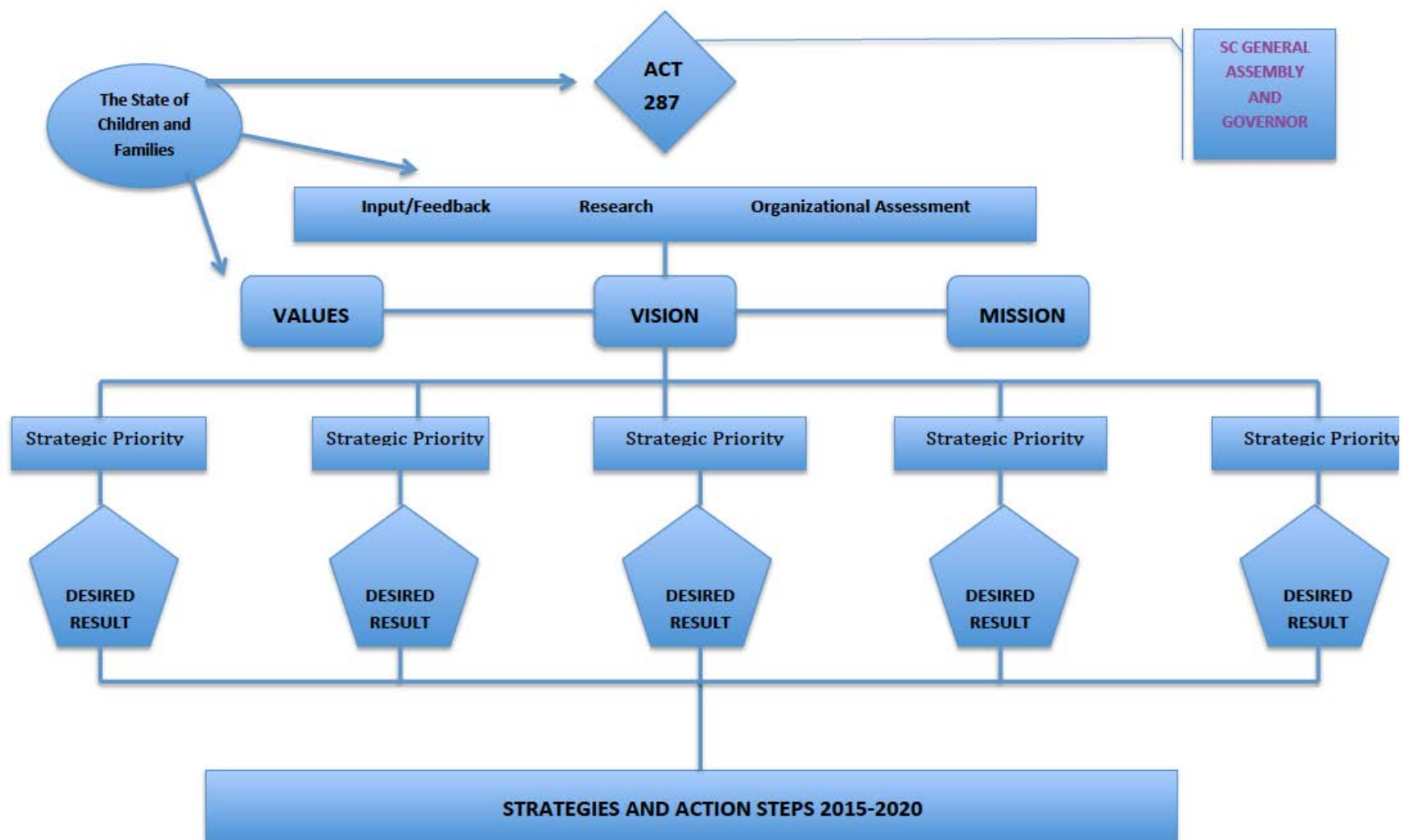
For more information and additional supporting documents, visit the Vision 2013 website at: <http://www.scfirststeps.org/vision2013.html>



ATTACHMENT E:
2015 Strategic Planning Graphic

DRAFT Strategic Plan 2015-2020

SC First Steps to School Readiness - SC Early Childhood Advisory Council



ATTACHMENT F:

**Updated Major Programs Chart
from Original Seven Year
Restructuring Report (Requested
by Committee)**

+

**December 2010 Measuring
Outcomes Report**

Note:

- Key Performance Measures Cross References Column links major programs to the charts/graphs in the Key Performance Measurement Processes Section of the Restructuring Report.
- Legal Standards Cross References Column links major programs to the statutes, regulations and provisos they satisfy which are listed in the Laws Section of the Restructuring Report.

Agency Submitting Report	Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 Expenditures				Key Performance Measures Cross Reference	Legal Standards Cross References
			General	Other	Federal	TOTAL	General	Other	Federal	TOTAL		
SC First Steps to School Readiness	County (Local) Partnerships	Public and Private Partnerships throughout the state that convene partners to improve the school readiness of children in each community.	\$12,045,655 % of Total Budget:100%	\$468 % of Total Budget:0%	% of Total Budget:0%	\$12,046,123 % of Total Budget: 100%	\$13,945,030 % of Total Budget:100%	% of Total Budget:	% of Total Budget:	\$13,945,030 % of Total Budget: 100%	Measuring Outcomes Attachment + Program Effectiveness Report Performance Measures: 9, 10, 11, 12, 13, 14, 15, 16, 17	Items 1, 2, 3, 4, 5, 6, 15
SC First Steps to School Readiness	CDEPP (Private 4 K)	SC's publicly funded program for private 4 year old kindergarten for low income families.	\$2,713,527 % of Total Budget: 100%	% of Total Budget:	% of Total Budget:	\$2,713,527 % of Total Budget: 100%	\$7,638,862 % of Total Budget:100%	% of Total Budget:	% of Total Budget:	% of Total Budget: 100%	Measuring Outcomes Attachment + Program Effectiveness Report Performance Measures: 4, 5, 6	Items 5, 6, 8, 9, 10, 11, 12
SC First Steps to School Readiness	BabyNet	BabyNet is South Carolina's interagency early intervention system for infants and toddlers under three years of age with developmental delays, or who have conditions associated with developmental delays. Funded with state and federal Project IDEA funds.	\$2,260,521 % of Total Budget:24.7%	\$696,483 % of Total Budget:7.6%	\$6,192,709 % of Total Budget:67.7%	\$9,149,713 % of Total Budget:100%	\$2,893,831 % of Total Budget: 29.4%	\$921,710 % of Total Budget:9.4%	\$6,031,524 % of Total Budget:61.2%	\$9,847,065 % of Total Budget: 100%	Measuring Outcomes Attachment + Program Effectiveness Report Performance Measures: 7, 8	Items 1, 2, 3, 4, 5, 6, 7, 13, 14, 16, 18, 19
SC First Steps to School Readiness	First Steps (Policy and Accountability)	SC First Steps to School Readiness is responsible for improving the school readiness for children in SC.	\$1,094,488 % of Total Budget:69.2%	\$421,836 % of Total Budget:26.7%	\$64,878 % of Total Budget:4.1%	\$1,581,202 % of Total Budget: 100%	\$1,176,559 % of Total Budget: 87.6%	\$167,078 % of Total Budget:12.4%	% of Total Budget:	\$1,343,637 % of Total Budget:100%	Measuring Outcomes Attachment + Program Effectiveness Report Performance Measures: 1, 2, 3	Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

Remainder of Programs: List any programs not included above and show the remainder of expenditures by source of funds.		
5050000	Land and Buildings	N/A
3000000	Toll Operations	N/A

[illegible]



Getting children ready for school.

SOUTH CAROLINA

MEASURING OUTCOMES for SOUTH CAROLINA'S CHILDREN

December 2014



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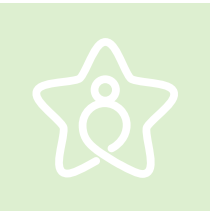
MEASURING OUTCOMES for SOUTH CAROLINA'S CHILDREN

South Carolina First Steps is preparing the state's young children for school success.

With measurable outcomes across each of its six school readiness strategy areas, First Steps is getting results.

This report includes a summary of key outcomes in each of those six strategy areas.





School readiness starts with healthy children. First Steps is the state sponsor of **Nurse-Family Partnership (NFP)**, an evidence-based home visitation program matching nurse home visitors with first-time, low-income mothers. A recent birth-outcome analysis conducted by DHEC's Bureau of Maternal Child Health showed that low-income mothers receiving this evidence-based nurse home visitation program were:

- **63% less likely** to require admission to a **neonatal intensive care unit (NICU)**
- **Half as likely** to be **born pre-term** (less than 37 weeks)
- **Half as likely** to be born at a **low birth weight**

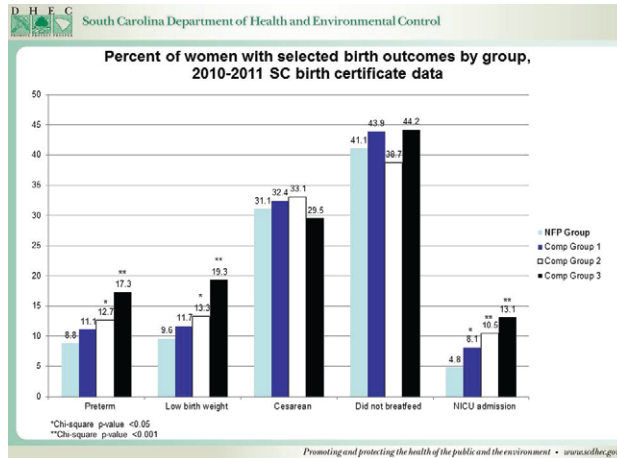
Independent research suggests that 52% of SC children born at an extremely low birth weight fall into one or more categories of school failure (retention, achievement) by the third grade, making preventative programs such as NFP critical to improving early school success.

Brought to South Carolina by the SC First Steps Board of Trustees and The Duke Endowment in 2008, Nurse Family Partnership has a large collaborative footprint in 2014, serving South Carolina mothers in more than 20 counties from nine regionally-based hubs. Since inception, South Carolina NFP has:

- Served **more than 2,700 low-income mothers** and their babies
- Delivered **more than 55,000 nurse home visits**
- Grown from an original client capacity of 600 to **more than 1,200 slots**.

HEALTHY START

EXTERNAL ASSESSMENT OF NFP OUTCOMES: Birth Outcomes for SC NFP Clients Delivering Live Births in 2010-2011 (SC DHEC, Maternal Child Health Bureau - February 2013)



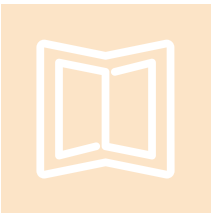
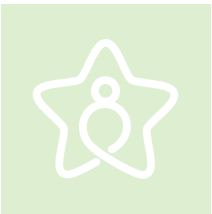
- NFP Group
- Comparison Group 1: All Medicaid Births
- Comparison Group 2: Medicaid Births at Hospitals Where NFP Clients Delivered
- Comparison Group 3: Medicaid Births at Hospitals Where NFP Clients Delivered
- with Clients Matched on Mother's Race,
Mother's Education and WIC Status

South Carolina Department of Health and Environmental Control

Conclusions

- NFP participants differ substantially in terms of risk factors compared to potentially eligible non-participants, even in the same geographic areas.
- DHEC sites, live births in 2010-2011
- After accounting for these differences, these NFP participants have significantly lower prevalence of LBW, PTB, and NICU admissions.

Promoting and protecting the health of the public and the environment • www.scdhec.gov



Families are a child's first and best teachers. First Steps supports parents statewide as they prepare their children for school success. First Steps is the state sponsor of **Parents as Teachers**, South Carolina's largest evidence-based parent education program. The state First Steps office serves as the PAT statewide technical assistance structure to all PAT programs at no cost to schools or communities. In addition, First Steps underwrites additional parenting models including **Parent-Child Home** and **Early Steps to School Success**. Since inception, First Steps has delivered **more than half a million parent education home visits** to help parents prepare children for school.

- In 2007, the SC First Steps Board of Trustees created **comprehensive, statewide program fidelity standards** that often exceed those of the national, evidence-based models on which they are based.
- **Evaluation Notes Significant Improvements in Parenting:** In a recent external evaluation, **66% of parents** who initially scored at a low level of parenting skill **improved their abilities to moderate or high levels** after participation in a First Steps parent education program. (HighScope, Keys to Interactive Parenting Scale Analysis, 2010)

"Under First Steps' leadership, Parents as Teachers in South Carolina has set the national example in fidelity and accountability. We hold you up to other states doing home visitation as an example of how it can be done right."

- Scott Hippert, CEO, Parents as Teachers National Office

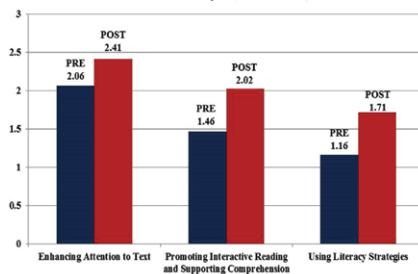
FAMILY STRENGTHENING

- **Evaluation Notes** Significant Improvements in Interactive Literacy: Both parents and children participating in First Steps family strengthening programs demonstrate improvements in early literacy, with parents increasing their use/demonstration of key early literacy strategies by 32% (pre to post) and children increasing their own demonstration of these behaviors by 33%. (HighScope, Adult-Child Interactive Reading Inventory Analysis, 2010)

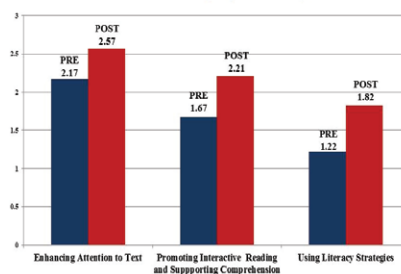
In October 2013, First Steps' *Parents as Teachers* program was honored by *The Riley Institute* at Furman University as one of three finalists for the *WhatWorksSC Award*.

*The Riley
Institute*
AT FURMAN

Child Literacy Outcomes as Measured by the Adult Child Interactive Reading Inventory (ACIRI)



Adult Literacy Outcomes as Measured by the Adult Child Interactive Reading Inventory (ACIRI)





Finding and serving children with developmental delays as early as possible can

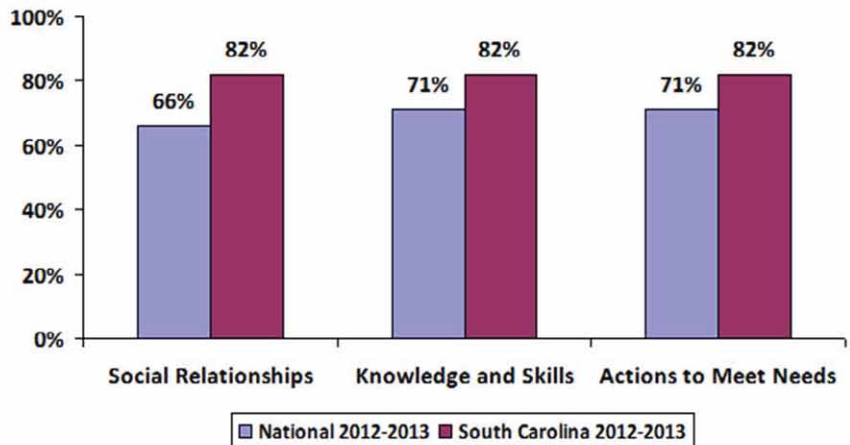


BabyNet

South Carolina's
Early Intervention System

reduce later remediation and can help children prepare for school success along with their typically developing peers. South Carolina's BabyNet Early Intervention System provides special education services to infants and toddlers with disabilities and developmental delays. The program's outcomes consistently meet or exceed national averages on measures of key school readiness skills.

Part C Early Intervention National and State Percentages
for Summary Statement 1



EARLY INTERVENTION

During SC FY13:

- 82% of enrolled children increased their **demonstration of positive social emotional skills** (16% above the national average of 66%)
- 82% increased their **acquisition and use of knowledge and skills** including **early language** (11% above the national average of 71%)
- 82% of BabyNet clients **increased their ability to use actions to meet their personal needs** (11% above the national average of 71%)
- 59% of children were **functioning within age expectations** by the time they exited BabyNet in the **use of appropriate behaviors to meet their needs and demonstrating positive social-emotional skills** - both key prerequisites to school success.



Two-thirds of SC mothers with young children depend on child care providers to help care for their children during the work day. A child's brain is forming rapidly during these early years so SC child care teachers are significant partners to families in helping children develop to be successful in school.

According to an independent analysis by the HighScope Educational Research Foundation, **child care providers** participating in First Steps' quality improvement programs made **statistically significant gains in each of seven domains quality measured**.

Table 35. Pre and Post Early Childhood Environmental Rating Scale (ECERS) Scores for Child Care Centers Participating in First Steps Child Care Quality Enhancement

ECERS Scale		Length of Participation (Months)							
		Overall		3 – 5		6 – 12 s		> 12	
		Mean	N	Mean	N	Mean	N	Mean	N
Overall Score	Pre	3.74	146	3.98	9	3.90	69	3.55	68
	Post	4.55		4.91		4.68		4.38	
		**		*		**		**	
Space and Furnishings	Pre	3.84	125	3.92	9	4.08	61	3.57	55
	Post	4.67		4.68		4.77		4.56	
		**		†		**		**	
Personal Care Routines	Pre	3.50	124	3.31	8	3.37	61	3.66	55
	Post	4.00		4.68		3.95		3.95	
		**		*		**		—	
Language- Reasoning	Pre	3.97	124	4.24	9	4.16	60	3.72	55
	Post	4.77		4.72		4.93		4.62	
		**		—		**		**	
Activities	Pre	3.06	125	3.70	9	3.21	61	2.79	55
	Post	4.21		4.68		4.40		3.93	
		**		*		**		**	
Interaction	Pre	4.64	125	4.96	9	4.69	61	4.54	55
	Post	5.26		5.37		5.22		5.29	
		**		—		*		**	
Program Structure	Pre	3.93	125	4.76	9	4.28	61	3.41	55
	Post	4.70		5.44		4.97		4.27	
		**		—		**		**	
Parents and Staff	Pre	4.67	66	5.0	4	4.71	37	4.57	25
	Post	5.16		5.9		5.07		5.18	
		**		—		*		*	

Note. **: $p < .01$; *: $p < .05$; †: $.05 > p > .10$; —: $p > .10$

QUALITY CHILDCARE

During FY14, First Steps:

- Provided quality-enhancement programming in 152 SC child care settings, enrolling 7,164 children.
- Made 3,370 on-site, provider visits.
- Provided 1,408 accredited child care training hours to 5,137 child care teachers, directors and staff.
- Provided preschool scholarships to 596 children, in 148 qualified private settings.

To enhance school readiness outcomes, First Steps works with partners in support of QUALITY CHILD CARE at state and local levels.





Research shows that quality prekindergarten can improve a child's success in school, particularly for low-income or disadvantaged students. Since the creation of the public-private CDEPP 4K model in 2006-2007, First Steps has **served more than 6,700 four-year-olds in private, community- and faith-based preschool settings**. A 2011 analysis of audited financial data suggests that **First Steps' private providers are serving children at a cost 20% lower** than that of their school district peers. The program has yielded consistently positive results:



- In 2010 the HighScope Educational Research Foundation highlighted CDEPP as one of a number of key outcomes, noting that private CDEPP students "were not significantly different in the odds of scoring on a higher level on every SCRA scale compared to full-day 4K and non-4K children. They also had significantly lower speech impairment and learning disability diagnoses. **This may demonstrate the potential for implementing public programs in private settings in a less expensive manner with similar results.** (Further Steps to School Readiness- High-Scope Educational Research Foundation, 2010)



- In 2011 the SC Education Oversight Committee's initial evaluation of CDEPP concluded that: "Children's findings for the cross-year sample indicate **modest and meaningful progress in language, achievement, and social and behavioral development**. Children's retention of important educational skills also shows that the **competencies learned in pre-kindergarten were maintained through their kindergarten year.**" [Child Development Education Pilot Program (CDEPP): 2009-10 Student and Classroom Assessment Report, 2011]



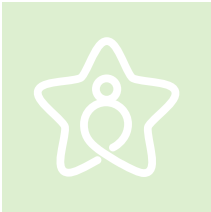
EARLY EDUCATION

- A 2013 analysis by the SC Education Oversight Committee suggests that students participating in the CDEPP 4K program – when matched against non-participating students with similar risk factors – were 7% more likely to score “Exemplary in Reading” as 3rd graders. These same students were 6% less likely to score “Not Met in Reading.” (Report on PASS Performance of 2006-2007 & 2007-2008 CDEPP Cohorts, 2013)

Assessing Early Literacy in FY14

- During August and September of 2014, First Steps provided professional development to more than 300 teachers and center directors on the use of mClass Circle, the state’s new school readiness assessment focused on early literacy.
- More than 99% of First Steps private 4K students were successfully assessed during the first 45 days of the 2014-2015 school year.
- All First Steps 4K students will participate in pre- and post-testing, exceeding the minimum requirement established by the SC Department of Education.



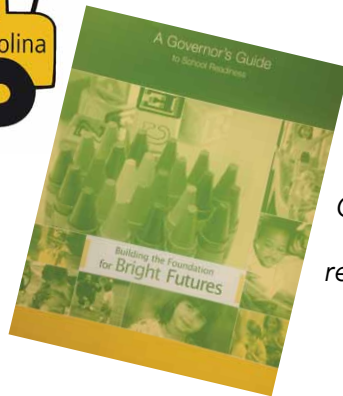


In 2003, SC communities reported a lack of school transition services for children. In collaboration with local and state agency partners, and funded by area philanthropies during the pilot year, SC First Steps created a model program to support this gap for families, schools, and communities. **Countdown to Kindergarten (CTK) is a home visitation program** which matches families of **high-risk rising kindergartners with their upcoming 5K teachers** during the summer before school entry. Teachers complete six visits with each family, centered on classroom and curriculum expectations.

- In 2009 the High/Scope Educational Research Foundation completed an external review of Countdown to Kindergarten, noting the strategy's potential to powerfully shape both subsequent interaction and classroom practice. Researchers noted that:
 - *"Over 75% of home visitors reported making **some or a great deal of change in their instruction**, experiences, practices, **activities on the first day of school** and the **methods by which they communicate with parents** as a direct result of their CTK experience."* And concluded that:
 - *"All participants, whether home visitor or parents, report the **significant impact this strategy has on professional practice, parent-teacher relationships, and parent participation in and child attitudes toward kindergarten.**"* (Further Steps to School Readiness- HighScope Educational Research Foundation, 2010)

SCHOOL TRANSITION

- In 2013, 100% of participating teachers reported that Countdown to Kindergarten parents were as or more involved than non-participating parents. This included involvement in activities such as parent/teacher conferences, attending school events and activities, maintaining contact with teachers, and volunteering in classroom or school activities.
- During the summer of 2014, First Steps served 867 children and delivered 5,079 Countdown to Kindergarten home visits.



In 2007, First Steps' Countdown to Kindergarten program was recognized as a promising state practice by the National Governor's Association in their report, Building the Foundation for Bright Futures.

"Countdown is the greatest thing that's ever happened to children in South Carolina. The relationships built over the summer between the teacher and families created a trust and support that has helped the children blossom in kindergarten. The only way to break the cycle is to model for parents how effectively they can work with their own children through reading and playing and learning with hands on materials."

-Gayle Troutman, Kindergarten Teacher, Burnside Elementary School

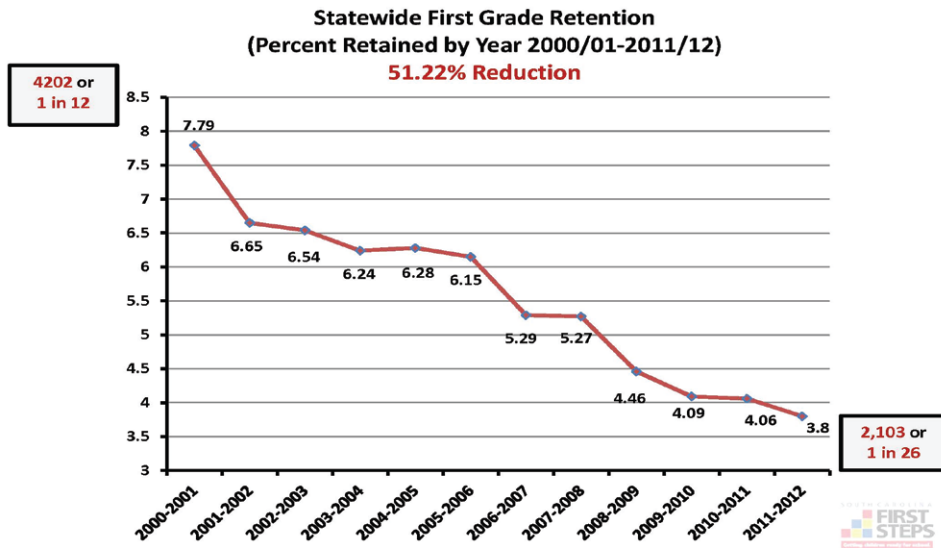
TRACKING SCHOOL READINESS at the POLICY LEVEL

In 2008 the General Assembly **eliminated the South Carolina Readiness Assessment**, our state's only common school readiness metric.

Since then, the First Steps Board of Trustees has tracked **1st grade retention** - not as a measure of First Steps' programs, which are themselves independently evaluated - but **as a measure of the state's collective success** in preparing young children for school.

Between 2000 and 2012, **first grade retention has decreased by 51% - resulting in an estimated, annual savings of \$23M to taxpayers.**

These figures are cause for celebration and attributable to parents, school districts, childcare, Head Start, agency partners, the faith and business communities - **all partners in policy making within First Steps' unique public-private, state-local structure.**



With passage of the SC Read to Succeed Act in June of 2014, the state has **reinstated a statewide readiness assessment (none has existed since 2008)**, which began in the 2014-2015 school year with the assessment of **early literacy competencies for all publicly-funded 4K and 5K students in SC.**

Mathematical thinking, social emotional development and physical development/health domains will all be assessed beginning no later than the 2016-2017 school year.

TARGETING CHILDREN AT RISK OF EARLY SCHOOL FAILURE

A January 2007 analysis by Dr. Baron Holmes of the SC Budget and Control Board explored the attributes of South Carolina children experiencing school failure by the 3rd grade (those children scoring in the Below-Basic category of the Palmetto Achievement Challenge Test or who had been retained at least once). Dr. Holmes findings **suggest that a handful of predisposing risk factors are associated with particularly high rates of early school failure.**

Risk Factor	Percentage Failing by 3rd Grade	SC Children (Birth-6) Processing Risk Factor
Abuse, Neglect, Foster Care	53%	3% (10,171)
Very Low Birth Weight (<3.3 lbs)	52%	2.11% (7,170)
Low Maternal Education (< 12th)	48%	24.1% (81,852)
T.A.N.F. (50% Federal Poverty)	45%	8.4% (28,690)
Low Birth Weight (3.3-4.4 lbs)	43%	2.77% (9,390)
Teen Mother (<18)	43%	4.6% (15,618)
Food Stamps (130% Federal Poverty)	42%	20% (67,897)
Teenage Mother (18- 20)	37%	8.83% (29,946)
Low Birth Weight (4.4-5.5lbs)	36%	5.53% (18,780)

Using this risk data, the First Steps Accountability Standards require that local programming be targeted at children and families most at-risk - **with most First Steps clients possessing two or more risk factors.**



LEGISLATIVE GOALS

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.



Getting children ready for school.

SOUTH CAROLINA

SCFirstSteps.org