Legislative Oversight Committee
South Carolina House of Representatives
Post Office Box 11867
Columbia, South Carolina 29211
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2016 Annual Restructuring Report Guidelines

<u>PLEASE NOTE</u>:

The information included in the agency's report will appear online for all legislators and the public to view.

Agency Name:	**South Carolina First Steps to School Readiness**
Date Report Submitted:	**January 12, 2016**

<u>Agency Head (Interim Director)</u>

First Name	Julia-Ellen
Last Name:	Davis
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General Instructions

SUBMISSIONS	
What to submit?	Please submit this document in electronically only in both the original format (Excel) as well as in a PDF document. Save the document as "2016 - Agency ARR (*insert date agency submits report*)."
When to submit?	The deadline for submission is by the first day of session, January 12, 2016.
Where to submit?	Email all electronic copies to HCommLegOv@schouse.gov.

NOTE: If the agency enters its Name and the Date of Submission in the "Cover Page" tab, it should automatically populate at the top of each tab in this report.

WHERE INFORMATION WILL APPEAR	
Where will submissions appear?	The information included in the agency's report will appear online for all legislators and the public to view. On the South Carolina Statehouse Website it will appear on the Publications page as well as on the individual agency page, which can be accessed from the House Legislative Oversight Page.

QUESTIONS	
Who to contact?	House Legislative Oversight at 803-212-6810.

OTHER INFORMATION	
House Legislative Oversight	
Mailing	Post Office Box 11867
Phone	803-212-6810
Fax	803-212-6811
Email	HCommLegOv@schouse.gov
Web	The agency may visit the South Carolina General Assembly Home Page (http://www.scstatehouse.gov) and click on "Citizens' Interest" then click on "House Legislative Oversight Committee Postings and Reports."

Legal Standards

This is the first chart in the report because the legal standards which apply to the agency should serve as the basis for the agency's mission, vision and strategic plan.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016

Instructions : List all state and federal statutes, regulations and provisos that apply to the agency ("Laws") and a summary of the statutory requirement and/or authority granted in the particular Law listed. If the agency grouped Laws together last year, they can continue to do so this year. However, please be aware that when the agency goes under study, the House Legislative Oversight Committee will ask it to list each Law individually. The Committee makes this request so the agency can then analyze each of the Laws to determine which current Laws may need to be modified or eliminated, as well as any new Laws possibly needed, to allow the agency to be more effective and efficient or to ensure the Law matches current practices and systems. Included below is an example, with a partial list of Laws which apply to the Department of Juvenile Justice. Please delete the example information before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Item #	Statute, Regulation, or Proviso Number	State or Federal	Summary of Statutory Requirement and/or Authority Granted	Is the law a Statute, Proviso or Regulation?
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.	Statute
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.	Statute

Legal Standards

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 fullfil the responsibilities under 42 U.S.C. Section 9837b(b)(1)(D)(i) of the Improving Head Start for School Readiness Act of 2007.	Statute
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.	Statute
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.	Statute
6	State Appropriations Bill for SFY 2016.	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)	Statute
7	Proviso 1.66 (SDE: Full Day 4K)	State	Proviso sets the funding and geographical parameters of the SC Early Reading and Child Development Program per Act 284 of 2014 (Read to Succeed).	Proviso
8	Proviso 1.84 (SDE: First Steps 4K Technology)	State	Proviso allows for unspent funds from the previous state fiscal year in the 4K Program to be used for specified information technology needs.	Proviso
9	Proviso 1.92 (SDE: CDEPP Unexpended Funds)	State	Proviso permits First Steps to retain and utilize up to $2M in unexpended 4K funding from the prior fiscal year for the purpose of imporving classroom quality.	Proviso
10	Proviso 1.96 (SDE: First Steps Accountability)	State	Proviso requires First Steps to operate the BabyNet system in compliance with federal law and to provide a status report outlining timeline and necessary resources to the General Assembly by January 1, 2016.	Proviso
11	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.	Proviso
12	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.	Proviso
13	Proviso 1A.68 (SDE-EIA: BabyNet Early Intervention Autism Therapy)	State	Requires $814,348 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.	Proviso
14	Proviso 1A.77 (SDE: Early Literacy Competencies Assessments)	State	Proviso authorizes SCDE to identify up to three early literacy assessments in collaboration with First Steps for use in both public and private 4K programs during 2015-2016. Requires use of the Developmental Reading Assessment 2nd Edition PLUS in all 5K programs.	Proviso
15	Proviso 1A.80 (SDE-EIA: CDEPP Unexpended Funds)	State	Details the disposition of First Steps' unspent CDEPP 4K carry forward funds from the prior fiscal year.	Proviso

Legal Standards

16	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.	Proviso
17	44-7-2510 thru 44-7-2610	State	Article 21 of Title 44, section 7, Infants and Toddlers with Disabilities Act, identifys the responsibilities of the lead agency for the BabyNet Program. Creates Interagency Coordination Council, payments for services, and other specifics of the lead agency.	Statute
18	Title 12-6-5060	State	Creates tax check off donation to the First Steps to School Readiness Fund.	Statute
19	Individuals with Disablities Education Act (IDEA), Part C	Federal	Project funds the BabyNet Program for SC.	Statute
20	Title 59, Section 36	State	Specifies requirements for comprehensive system of special education and related services. Includes requirements associated with the Indivduals with Disabilities Education Act (IDEA)	Statute

Mission, Vision and Goals

This is the second chart because the agency's mission and vision should have a basis in the legal standards, which the agency provided in the previous chart. After the agency knows the laws it must satisfy, along with its mission and vision, it can then set goals to satisfy those laws and achieve that vision (and the strategy and objectives to accomplish each goal - see next chart). To ensure accountability, one person below the head of the agency should be responsible for each goal. The same person is not required to be responsible for all of the goals.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions : Provide the agency's mission, vision and laws (i.e. state and/or federal statutes) which serve as the basis for the agency's mission and vision.

Mission	Collaborating with other entities, First Steps helps South Carolina families and caregivers prepare
Legal Basis for agency's mission	SC Section 59-152-20
Vision	Every South Carolina Child will be prepared for success in school.
Legal Basis for agency's vision	SC Section 59-152-10

Instructions :
1) Under the "Legal Responsibilities Satisfied" column, enter the legal responsibilities (i.e. state and/or federal statutes and provisos) the goal is satisfying. All of the laws mentioned in the previous chart (i.e. Legal Standards Chart) should be included next to one of the agency's goals. When listing the Legal Responsibilities Satisfied, the agency can group the standards together when applicable (i.e. SC Code 63-19-320 thru 63-19-450). Make sure it is clear whether the agency is referencing state or federal laws and whether it is a proviso or statute.
2) Under the "Goals and Description" column, enter the number and description of the goal which will help the agency achieve its vision (i.e. Goal 1 - Increase the number of job opportunities available to juveniles to 20 per juvenile within the next 2 years). The agency should have 3-4 high level goals.
3) Under the "Describe how the Goal is SMART" column, enter the information which shows the goal is Specific, Measurable, Attainable, Relevant and Time-bound.
4) Under the "Public Benefit/Intended Outcome" column, enter the intended outcome of accomplishing the goal.
5) Under the "Responsible Person" columns, provide information about the individual who has primary responsibility/accountability for each goal. The Responsible Person has different teams of employees beneath him/her to help accomplish the goal. The Responsible Person is the person who, in conjunction with his/her team(s) and approval from higher level superiors, determines the strategy and objectives to accomplish the goal. In addition, this is the person who monitors the progress and makes any changes needed to the strategies and objectives to ensure the goal is accomplished. Under the "Position" column, enter the Responsible Person's position/title at the agency.

Legal Responsibilities Satisfied	Goals & Description	Describe how the Goal is S.M.A.R.T.	Public Benefit/Intended Outcome	Responsible Person Name:	Number of months person has been responsible for the goal or objective:	Position:
(i.e. state and federal statutes or provisos the goal is satisfying)	(i.e. Goal 1 - insert description)	Specific Measurable Attainable Relevant Time-bound	(Ex. Output = rumble strips are installed on the sides of a road; Outcome = incidents decrease and public perceives that the road is safer) Just enter the intended outcome			
The five, overarching statutory goals of SC First Steps are established by law in Section 59-152-30. These three SMART Goals, derived from - and aligned with - these statutory mandates have been recently adopted as part of the First Steps Board of Trustees' Vision 2020 Strategic Plan.	Goal 1 - Increase access to quality early childhood programs and resources.	With the adoption of these three overarching Goals (noted as Strategic Themes within the Board's Vision 2020 Strategic Plan) in December of 2015, Trustees plan to spend the coming months developing measurable objectives related to each. In operationalizing these goals, the Board will work specifically to ensure that each is specific, measurable, attainable, relevant and time-bound, identifying specific timelines, outcome measures and benchmarks for each.	Children,families and programs will demonstrate measurable growth as a result of participation in high-quality early childhood interventions. These specific outcomes vary by program area. For example, children participating in First Steps 4K program will demonstrate measurable improvements in their language and literacy competencies; adults participating in parent education programs will demonstrate measurable improvements in their parenting and interactive literacy behaviors.	Julia-Ellen Davis	1	Interim Director

Mission, Vision and Goals

The five, overarching statutory goals of SC First Steps are established by law in Section 59-152-30. These three SMART Goals, derived from - and aligned with - these statutory mandates have been recently adopted as part of the First Steps Board of Trustees' Vision 2020 Strategic Plan.	Goal 2 - Enhance leadership development and capacity building.	With the adoption of these three overarching Goals (noted as Strategic Themes within the Board's Vision 2020 Strategic Plan) in December of 2015, Trustees plan to spend the coming months developing measurable objectives related to each. In operationalizing these goals, the Board will work specifically to ensure that each is specific, measurable, attainable, relevant and time-bound, identifying specific timelines, outcome measures and benchmarks for each.	Local First Steps Boards and staff, BabyNet vendors and SC child care providers will be strengthened in their ability to support the needs of high-risk families, connecting them to high-quality instruction, professional development, and resources as they may require to support the success of the state's young children.	Julia-Ellen Davis	1	Interim Director
The five, overarching statutory goals of SC First Steps are established by law in Section 59-152-30. These three SMART Goals, derived from - and aligned with - these statutory mandates have been recently adopted as part of the First Steps Board of Trustees' Vision 2020 Strategic Plan.	Goal 3 - Strengthen interagency accountability and public-private collaboration.	With the adoption of these three overarching Goals (noted as Strategic Themes within the Board's Vision 2020 Strategic Plan) in December of 2015, Trustees plan to spend the coming months developing measurable objectives related to each. In operationalizing these goals, the Board will work specifically to ensure that each is specific, measurable, attainable, relevant and time-bound, identifying specific timelines, outcome measures and benchmarks for each.	The children and families of South Carolina will benefit from the efficiencies created through the deliberate coordination of state and federal, public and private resources, leading to improved access and increased school readiness.	Julia-Ellen Davis	1	Interim Director

Strategy, Objectives and Responsibility

This is the next chart because once the agency determines its goals, and those responsible for each goal, it then needs to determine the strategy and objectives to accomplish each goal. To ensure accountability, one person should be responsible for each objective. This can be the same person responsible for the goal, if it is a small agency, or, for larger agencies, a person who reports to the person responsible for the goal. The same person is not required to be responsible for all of the objectives.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions :
1) Under the "Legal Responsibilities Satisfied" column, enter the legal responsibilities (i.e. state and/or federal statutes and provisos) the goal or objective is satisfying. For each goal, the agency can copy and paste the information from the Mission, Vision and Goals Chart. All of the legal standards mentioned for a particular goal should be included next to one of the objectives under that goal. When listing the Legal Responsibilities Satisfied, the agency can group the standards together when applicable (i.e. 63-19-320 thru 63-19-370). Make sure it is clear whether the agency is referencing state or federal laws and whether it is a proviso or statute.
2) Under the "Strategic Plan Part and Description" column, enter the strategic plan part number and description (i.e. Goal 1 - Increase the number of job opportunities available to juveniles to 20 per juvenile within the next 2 years). For each goal, the agency can copy and paste the information from the Mission, Vision and Goals Chart. If the agency is still utilizing the same strategies and objectives it submitted as part of the Accountability Report, it can copy and paste those into this chart, then fill in the remainder of the columns. However, if the agency has trouble explaining how each objective is SMART, it may need to revise its objectives. In addition, if the agency has revised its strategic plan since submitting its last Accountability Report, please provide information from the most current strategic plan.
3) Under the "Describe how it is SMART" column, enter the information which shows how each goal and objective is Specific, Measurable, Attainable, Relevant and Time-bound.
4) Under the "Public Benefit/Intended Outcome" column, enter the intended outcome of accomplishing each goal and objective.
5) Under the "Responsible Person" columns, provide information about the individual who has primary responsibility/accountability for each goal and objective. The Responsible Person for a goal has different teams of employees beneath him/her to help accomplish the goal. The Responsible Person for an objective has employees and possibly different teams of employees beneath him/her to help accomplish the objective. The Responsible Person for a goal is the person who, in conjunction with his/her team(s) and approval from higher level superiors, determines the strategy and objectives needed to accomplish the goal. The Responsible Person for an objective is the person who, in conjunction with his/her employees and approval from higher level superiors, sets the performance measure targets and heads the game plan for how to accomplish the objective for which he/she is responsible. Under the "Position" column, enter the Responsible Person's position/title at the agency. Under "Office Address" column, enter the address for the office from which the Responsible Person works. Under the "Department/Division" column, enter the department or division at the agency in which the Responsible Person works. Under the "Department/Division Summary" column, enter a brief summary (no more than 1-2 sentences) of what that department or division does in the agency.

Legal Responsibilities Satisfied:	*Strategic Plan Part and Description*	How it is S.M.A.R.T.:	Public Benefit/Intended Outcome:	Responsible Person Name:	Number of months person has been responsible for the goal or objective:	Position:	Office Address:	Department or Division:	Department or Division Summary:
(i.e. state and federal statutes or provisos the goal or objective is satisfying)	(i.e. Goal 1 - Insert description, Strategy 1.1 - Insert Description, Objective 1.1.1 - Insert Description)	Describe how each goal and objective is... Specific; Measurable; Attainable; Relevant; and Time-bound	(Ex. Output = rumble strips are installed on the sides of a road; Outcome = incidents decrease and public perceives that the road is safer) Just enter the intended outcome						
Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,	Goal 1 - Increase access to quality early childhood programs and resources. (NOTE: The First Steps Board of Trustees is actively engaged in a strategic planning process through which new strategy and objective language, measures and timelines will be established over the coming months for implementation in FY17. The Strategies and Objectives listed below reflect the current operation of the agency.)	With the adoption of these three overarching Goals (noted as Strategic Themes within the Board's Vision 2020 Strategic Plan) in December of 2015, Trustees plan to spend the coming months developing measurable objectives related to each. In operationalizing these goals, the Board will work specifically to ensure that each is specific, measurable, attainable, relevant and time-bound, identifying specific timelines, outcome measures and benchmarks for each.	*Children,families and programs will demonstrate measurable growth as a result of participation in high-quality early childhood interventions. These specific outcomes vary by program area. For example, children participating in First Steps 4K program will demonstrate measurable improvements in their language and literacy competencies; adults participating in parent education programs will demonstrate measurable improvements in their parenting and interactive literacy behaviors.*	*Julia-Ellen Davis*	*1*	*Interim Director*	*1300 Sumter Street, Columbia SC 29201*	*SC First Steps (State Office)*	*Office of the Interim Director*

Strategy, Objectives and Responsibility

Title 59, Chapter 156: The Child Early Reading and Development Program	Strategy 1.1 - Expand the availability and quality of the First Steps 4K Program in private preschool settings.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Title 59, Chapter 156: The Child Early Reading and Development Program	Objective 1.1.1 - *Increase the number of students and eligible preschool providers participating in the First Steps 4K Program.*	As a measure of aggregate participation this objective meets SMART criteria.	*More low-income children will be enrolled in high quality private 4K settings, improving their chances of school success.*	*Martha Strickland*	*24*	*First Steps 4K Director*	*1300 Sumter Street, Columbia SC 29201*	*First Steps 4K*	*Oversees First Steps 4K offerings in private settings.*
Title 59, Chapter 156: The Child Early Reading and Development Program	Objective 1.1.2 - Ensure on-site monitoring and technical assistance of First Steps 4K providers twice monthly.	As a measure of technical assistance provision, this objective meets SMART criteria.	*Providers will be monitored, ensuring compliance with both state law and the First Steps 4K Guidelines. As a result of ensuring high-quality programming, enrolled students will be prepared for success.*	*Martha Strickland*	*24*	*First Steps 4K Director*	*1300 Sumter Street, Columbia SC 29201*	*First Steps 4K*	*Oversees First Steps 4K offerings in private settings.*
Proviso 1A.77 (SDE: Early Literacy Competencies Assessments)	Objective 1.1.3 - Ensure that the early literacy competencies of all First Steps 4K providers are assessed using the Teaching Strategies GOLD as required by law.	As a measure of student assessment participation, this objective meets SMART criteria.	*Student assessments will be completed by law, providing teachers and families the instructional tools necessary to measure and improve students' early literacy competencies.*	*Martha Strickland*	*24*	*First Steps 4K Director*	*1300 Sumter Street, Columbia SC 29201*	*First Steps 4K*	*Oversees First Steps 4K offerings in private settings.*
59-152-10, 59-152-30	Strategy 1.2 - Implement High Quality parent education and home visitation strategies (Parents as Teachers, Countdown to Kindergarten, etc.) in communities identifying these services as a need.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
59-152-10, 59-152-30	Objective 1.2.1 - Ensure that home visitation cleints are served within model best-practice guidelines related to the intensity and duration of services.	As a measure of client service receipt, this objective meets SMART criteria.	*By receiving services within model best practice guidelines, families will receive maximum benefit from services as defined by published research.*	*Mary Anne Matthews*	*Approx. 8 years*	*Director of Parenting Services*	*1300 Sumter Street, Columbia SC 29201*	*County Partnership Technical Assistance*	*Provides technical assistance & oversight of partnership programming.*
59-152-10, 59-152-30	Objective 1.2.2 - Ensure that 60% or more of home visitation client families possess two or more school readiness risk factors.	As a measure of client demographics, this objective meets SMART criteria.	*By targeting students most at risk of early school failure, First Steps effectively targets resources and enables high-risk children to achieve at higher levels.*	*Mary Anne Matthews*	*Approx. 8 years*	*Director of Parenting Services*	*1300 Sumter Street, Columbia SC 29201*	*County Partnership Technical Assistance*	*Provides technical assistance & oversight of partnership programming.*
59-152-10, 59-152-30	Objective 1.2.3 - Measure client family outcomes using the Keys to Interactive Parenting Scale and Adult-Child Interactive Reading Inventory.	As a measure of client family outcome assessment, this objective meets SMART criteria.	*The growth of participating parents and children will be tracked in a measurable form.*	*Mary Anne Matthews*	*Approx. 8 years*	*Director of Parenting Services*	*1300 Sumter Street, Columbia SC 29201*	*County Partnership Technical Assistance*	*Provides technical assistance & oversight of partnership*
59-152-30	Strategy 1.3 - Implement child care quality enhancement strategies in communities identifying these services as a need.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
59-152-30	Objective 1.3.1 - Ensure that quality enhancement client centers are served within First Steps' guidelines for intensity and duration of services.	As a measure of client service receipt, this objective meets SMART criteria.	*By providing quality enhancement services within best practice guidelines, the quality of child care will be improved.*	*Debbie Robertson*	*18 months*	*Chief Partnership Officer*	*1300 Sumter Street, Columbia SC 29201*	*County Partnership Technical Assistance*	*Provides technical assistance & oversight of partnership*
59-152-30	Objective 1.3.2 - Increase the quality of client centers as measured by the Early Childhood Environment Rating Scales.	As a measure of client outcome assessment, this objective meets SMART criteria.	*By assessing quality using the Environment Rating Scales, First Steps will be able to document the improvements of participating centers.*	*Debbie Robertson*	*18 months*	*Chief Partnership Officer*	*1300 Sumter Street, Columbia SC 29201*	*County Partnership Technical Assistance*	*Provides technical assistance & oversight of partnership programming.*
Individuals with Disabilities Education Act, Part C	Strategy 1.4 - Enhance the quality and timliness of BabyNet service delivery and payments.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Strategy, Objectives and Responsibility

Individuals with Disabilities Education Act, Part C	Objective 1.4.1 - Increase staffing designed to improve response time for incoming BabyNet clients.	As a measure of staffing inputs, this objective meets SMART criteria.	*By expanding front line staffing capacity, First Steps will speed the delivery of Part C services to eligible families, improving federal compliance.*	*Kristie Musick*	*6 years*	*Part C Coordinator*	*1300 Sumter Street, Columbia SC 29201*	*BabyNet*	*Oversees IDEA Part C early intervention programming.*
Individuals with Disabilities Education Act, Part C	Objective 1.4.2 - Improve the functioning and compatibility of the BRIDGES BabyNet data system.	As a measure of data system use and compatibilty this objective meets SMART criteria.	*By improving the BRIDGES data system in collaboration with partners, First Steps will ensure the collection of data required by the US Department of Education.*	*Kristie Musick*	*6 years*	*Part C Coordinator*	*1300 Sumter Street, Columbia SC 29201*	*BabyNet*	*Oversees IDEA Part C early intervention programming.*
Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,	Goal 2 - Enhance leadership development and capacity building. (NOTE: The First Steps Board of Trustees is actively engaged in a strategic planning process through which new strategy and objective language, measures and timelines will be established over the coming months for implementation in FY17. The Strategies and Objectives listed below reflect the current operation of the agency.)	With the adoption of these three overarching Goals (noted as Strategic Themes within the Board's Vision 2020 Strategic Plan) in December of 2015, Trustees plan to spend the coming months developing measurable objectives related to each. In operationalizing these goals, the Board will work specifically to ensure that each is specific, measurable, attainable, relevant and time-bound, identifying specific timelines, outcome measures and benchmarks for each.	By enhancing leadership capacity throughout South Carolina's early childhood infrastructure, providers - including the local First Steps Partnerships will be better equipped to support the needs of high-risk children and families, leading to early school success.	Julia-Ellen Davis	1	Interim Director	1300 Sumter Street, Columbia SC 29201	SC First Steps (State Office)	Office of the Interim Director
	Strategy 2.1 - Support the needs and governance capacity of local First Steps Partnerships.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
59-152-50	Objective 2.1.1 - Complete site visits to each local partnership by August 1, 2015.	As a specific, time limited activity this technical assistance initiative by the state office and Board meets SMART criteria.	By completing on-site technical assistance visits to each local partnership, the state office and Board will identify the needs and concerns of local boards, improving their ability to address these concerns and improve child outcomes.	Dan Wuori	12	Deputy Director	1300 Sumter Street, Columbia SC 29201	SC First Steps (State Office)	Oversight of the First Steps initiative.
	Strategy 2.2 - Develop and distribute parent-friendly means of communicating the importance of early childhood development.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
59-152-32	Objective 2.2.1 - Develop and distribute an interagency description of the ready five year old.	As a specific, time limited activity dictated by statute, this objective and its measurable completion meets SMART criteria.	Through the creation of an interagency readiness description, First Steps and its partners will ensure a common interagency message about school readiness, improving the ability of parents to help their children begin school ready to succeed.	Dan Wuori	18	Deputy Director	1300 Sumter Street, Columbia SC 29201	SC First Steps (State Office)	Oversight of the First Steps initiative.
59-152-32	Objective 2.2.2 - Launch a community education intitiative designed to promote the school readiness in South Carolina.	As a specific, time limited activity dictated by statute, this objective and its measurable completion meets SMART criteria.	Through the creation of a public awareness campaign, SC First Steps will support the new school readiness description through a high-visibility effort to reach all SC parents, thus ensuring use of the description by SC families.	Dan Wuori	12	Deputy Director	1300 Sumter Street, Columbia SC 29201	SC First Steps (State Office)	Oversight of the First Steps initiative.

Strategy, Objectives and Responsibility

Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,	Goal 3 - Strengthen interagency accountability and public-private collaboration. (NOTE: The First Steps Board of Trustees is actively engaged in a strategic planning process through which new strategy and objective language, measures and timelines will be established over the coming months for implementation in FY17. The Strategies and Objectives listed below reflect the current operation of the agency.)	With the adoption of these three overarching Goals (noted as Strategic Themes within the Board's Vision 2020 Strategic Plan) in December of 2015, Trustees plan to spend the coming months developing measurable objectives related to each. In operationalizing these goals, the Board will work specifically to ensure that each is specific, measurable, attainable, relevant and time-bound, identifying specific timelines, outcome measures and benchmarks for each.	By strengthening interagency accountabilithy and public-private collaboration, First Steps will support South Carolina in maximizing its public and private investments in young children and their families, leading to greater efficiencies and improved client outcomes.	Julia-Ellen Davis	1	Interim Director	1300 Sumter Street, Columbia SC 29201	SC First Steps (State Office)	Office of the Interim Director
	Strategy 3.1 - Improve interagency communication and collaboration.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
59-152-20	Objective 3.1.1 - Seat and convene a collaborative interagency group comprised by First Steps and DSS staff designed to clarify and coordinate regulatory and quality enhancement efforts supporting SC child care providers.	As a specific, time limited initiative with attainable goals and measurable outcomes, this objective meets SMART criteria.	By convening this interagency group, First Steps and DSS will achieve greater collaboration and efficiency through improved communication and the coordination of related - but distinct - program investments.	Dan Wuori	8	Deputy Director	1300 Sumter Street, Columbia SC 29201	SC First Steps (State Office)	Oversight of the First Steps initiative.
59-152-20	Objective 3.1.2 - Convene the Chairmen's Summit on Early Childhood Education, as a collaborative interagency effort comprised by each of the entities serving on the First Steps Board of Trustees.	As a specific, time limited initiative with attainable goals and measurable outcomes, this objective meets SMART criteria.	By convening this interagency summit, the First Steps Board of Trustees sought to engage all Trustee stakeholders in an increasingly well-coordinated and collaborative effort to support the needs of the state's young children and families.	Dan Wuori	12	Deputy Director	1300 Sumter Street, Columbia SC 29201	SC First Steps (State Office)	Oversight of the First Steps initiative.

Associated Programs

This is the next chart because once the agency has determined its goals, strategies and objectives, the agency needs to determine which of its programs will help achieve those objectives and goals and which programs may need to be curtailed or eliminated. If one program is helping accomplish an objective that a lot of other programs are also helping accomplish, the agency should consider whether the resources needed for that program could be better utilized (i.e. so the agency can most effectively and efficiently accomplish all of its goals and objectives) if they were distributed among the other programs that are helping accomplish the same objective or among programs that are helping accomplish other objectives.

Agency Responding	South Carolina First Steps to School Readiness
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Instructions :
1) Under the "Name of Agency Program" column, enter the name of every program at the agency on a separate row.
2) Under the "Description of Program" column, enter a 1-3 sentence description of the agency program.
3) Under the "Legal Statute Requiring Program" column, enter the legal statute which requires (this is different than allows) the program, if the program is required by a state or federal statute or proviso. Make sure it is clear whether the agency is referencing state or federal laws and whether it is a proviso or statute. If the program is not required by a state or federal statute or proviso, enter "none."
3) Under the "Objective the Program Helps Accomplish" column, enter the strategic plan objective number and description. The agency can copy the Objective number and description from the first column of the Strategy, Objective and Responsibility Chart. Enter ONLY ONE objective per row. If an agency program helps accomplish multiple objectives, insert additional rows with that agency program information and enter each different objective it helps accomplish on a separate row.

Name of Agency Program	Description of Program	Legal Statute or Proviso Requiring the Program	Objective the Program Helps Accomplish (The agency can copy the Objective number and description from the first column of the Strategy, Objective and Responsibility Chart) List ONLY ONE strategic objective per row.
County (Local) Partnerships	Non-profit public/private partnerships throughout the state (one per county) that convene partners to improve the school readiness of children in each community.	Title 59, Chapter 152: South Carolina First Steps to School Readiness.	Objective 1.2.1 - Ensure that home visitation clients are served within model best-practice guidelines related to the intensity and duration of services.
County (Local) Partnerships	Non-profit public/private partnerships throughout the state (one per county) that convene partners to improve the school readiness of children in each community.	Title 59, Chapter 152: South Carolina First Steps to School Readiness.	Objective 1.2.2 - Ensure that 60% or more of home visitation client families possess two or more school readiness risk factors.
County (Local) Partnerships	Non-profit public/private partnerships throughout the state (one per county) that convene partners to improve the school readiness of children in each community.	Title 59, Chapter 152: South Carolina First Steps to School Readiness.	Objective 1.2.3 - Measure client family outcomes using the Keys to Interactive Parenting Scale and Adult-Child Interactive Reading Inventory.
County (Local) Partnerships	Non-profit public/private partnerships throughout the state (one per county) that convene partners to improve the school readiness of children in each community.	Title 59, Chapter 152: South Carolina First Steps to School Readiness.	Objective 1.3.1 - Ensure that quality enhancement client centers are served within First Steps' guidelines for intensity and duration of services.
County (Local) Partnerships	Non-profit public/private partnerships throughout the state (one per county) that convene partners to improve the school readiness of children in each community.	Title 59, Chapter 152: South Carolina First Steps to School Readiness.	Objective 1.3.2 - Increase the quality of client centers as measured by the Early Childhood Environment Rating Scales.
County (Local) Partnerships	Non-profit public/private partnerships throughout the state (one per county) that convene partners to improve the school readiness of children in each community.	Title 59, Chapter 152: South Carolina First Steps to School Readiness.	Objective 2.1.1 - Complete site visits to each local partnership by August 1, 2015.
First Steps 4K (CERDP)	SC's publicly funded program for private 4-year-old kindergarten for low income families.	Title 59, Chapter 156: The Child Early Reading and Development Program	Objective 1.1.1 - Increase the number of students and eligible preschool providers participating in the First Steps 4K Program.

Associated Programs

First Steps 4K (CERDP)	SC's publicly funded program for private 4-year-old kindergarten for low income families.	Title 59, Chapter 156: The Child Early Reading and Development Program	Objective 1.1.2 - Ensure on-site monitoring and technical assistance of First Steps 4K providers twice monthly.
First Steps 4K (CERDP)	SC's publicly funded program for private 4-year-old kindergarten for low income families.	Title 59, Chapter 156: The Child Early Reading and Development Program	Objective 1.1.3 - Ensure that the early literacy competencies of all First Steps 4K providers are assessed using the Teaching Strategies GOLD as required by law.
BabyNet	BabyNet is South Carolina's interagency special education/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 grant funds under Part C of the Individuals with Disabilities Education Act.	Individuals with Disabilities Education Act, Part C (federal), Title 59, Chapter 152: South Carolina First Steps to School Readiness.	Objective 1.4.1 - Increase staffing designed to improve response time for incoming BabyNet clients.
BabyNet	BabyNet is South Carolina's interagency special education/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 grant funds under Part C of the Individuals with Disabilities Education Act.	Individuals with Disabilities Education Act, Part C (federal), Title 59, Chapter 152: South Carolina First Steps to School Readiness.	Objective 1.4.2 - Improve the functioning and compatibility of the BRIDGES BabyNet data system.
First Steps	SC First Steps to School Readiness is responsible for improving the school readiness for children in SC.	Title 59, Chapter 152: South Carolina First Steps to School Readiness.	Objective 2.2.1 - Develop and distribute an interagency description of the ready five year old.
First Steps	SC First Steps to School Readiness is responsible for improving the school readiness for children in SC.	Title 59, Chapter 152: South Carolina First Steps to School Readiness.	Objective 2.2.2 - Launch a community education intitiative designed to promote the school readiness in South Carolina.
First Steps	SC First Steps to School Readiness is responsible for improving the school readiness for children in SC.	Title 59, Chapter 152: South Carolina First Steps to School Readiness.	Objective 3.1.1 - Seat and convene a collaborative interagency group comprised by First Steps and DSS staff designed to clarify and coordinate regulatory and quality enhancement efforts supporting SC child care providers.
First Steps	SC First Steps to School Readiness is responsible for improving the school readiness for children in SC.	Title 59, Chapter 152: South Carolina First Steps to School Readiness.	Objective 3.1.2 - Convene the Chairmen's Summit on Early Childhood Education, as a collaborative interagency effort comprised by each of the entities serving on the First Steps Board of Trustees.

Strategic Budgeting

This is the next chart because once the agency determines its goals, strategies and objectives, as well as the programs that will best allow the agency to accomplish its objectives, the agency needs to determine how to allocate its funds to most effectively and efficiently accomplish the objectives. After allocating the funds to the objectives, the agency may decide to go back and revise which associated programs it will continue, curtail or eliminate in order to most effectively and efficiently accomplish its goals and objectives.

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IMPORTANT TIME SAVING NOTE: Please note that only one year of budgeted funds is requested. Once an agency is under study with the House Legislative Oversight Committee, the Committee may request information on how the agency budgeted and spent money for the previous five years. If an agency is chosen for study five years from now, the agency can quickly and easily combine the information from this chart for each of the last five years.

Part A Instructions : Estimated Funds Available this Fiscal Year (2015-16)
1) Please enter each source of funds for the agency in a separate column. Group the funding sources however is best for the agency (i.e. general appropriation programs, proviso 18.2, proviso 19.3, grant ABC, grant XYZ, Motor Vehicle User Fees, License Fines, etc.) to provide the information requested below each source (i.e. state, other or federal funding; recurring or one-time funding; etc.). The agency is not restricted by the number of columns below so please delete or add as many as needed. **However the agency chooses to group its funding sources, it should be clear through Part A and B, how much the agency estimates it has available to spend and where the agency has budgeted the funds it has available to spend.**

Part B Instructions : How Agency Budgeted Funds this Fiscal Year (2015-16)
1) Enter each agency objective and description (i.e. Objective 1.1.1 - insert description of objective). The agency can insert as many rows as necessary so that all objectives are included.
2) After entering all of the objectives, enter each "unrelated purpose" for which money received by the agency will go (i.e. Unrelated Purpose #1 - insert description of unrelated purpose) on a separate row. An "unrelated purpose" is money the agency is legislatively directed to spend on something that is not related to an agency objective (i.e. pass through, carry forward, etc.).
3) Enter how much money from each source of funds the agency budgets to spend on each objective and unrelated purpose. The "Total budgeted to spend on objectives and unrelated purposes" for each source of funds in Part B should equal the "Amount estimated to have available to spend this fiscal year" in Part A.

Explanations from the Agency regarding Part A: *Insert any additional explanations the agency would like to provide related to the information it provides below.*

PART A
Estimated Funds Available this Fiscal Year (2015-16)

Source of Funds:	Totals	*State Appropriation*	*Federal*	*Private*	*Insert name of Source of Funds #4*	*Insert name of Source of Funds #5*	*Etc.*
	$ 49,418,230	*$ 35,654,088*	*$ 10,464,142*	*$ 3,300,000*			
Is the source state, other or federal funding:	Totals	*State, Federal or Other Funds?*	*State, Federal or Other Funds?*	*State, Federal or Other Funds?*	*State, Federal or Other Funds?*	*State, Federal or Other Funds?*	*State, Federal or Other Funds?*
Is funding recurring or one-time?	Totals	*Recurring or one-time funding?*	*Recurring or one-time funding?*	*Recurring or one-time funding?*	*Recurring or one-time funding?*	*Recurring or one-time funding?*	*Recurring or one-time funding?*
$ From Last Year Available to Spend this Year							
Amount available at end of previous fiscal year	$ 12,190,059	$ 12,119,414	$ -	$ 70,645			
Amount available at end of previous fiscal year that agency can actually use this fiscal year:	$ 3,008,556	$ 2,937,911		$ 70,645			
If the amounts in the two rows above are not the same, explain why :	Enter explanation for each fund to the right	*Per provisos, $11,256,503 of private 4K funds were transferred to SC Dept. of Education and the Education Oversight Committee*					
$ Estimated to Receive this Year							
Amount budgeted/estimated to receive in this fiscal year:							
Total Actually Available this Year							
Amount estimated to have available to spend this fiscal year (i.e. Amount available at end of previous fiscal year that agency can actually use in this fiscal year PLUS Amount budgeted/estimated to receive this fiscal year):	$ 52,426,786	$ 38,591,999	$ 10,464,142	$ 3,370,645			

Strategic Budgeting

Explanations from the Agency regarding Part B: *Insert any additional explanations the agency would like to provide related to the information it provides below.*

PART B
How Agency Budgeted Funds this Fiscal Year (2015-16)

Source of Funds: (the rows to the left should populate automatically from what the agency entered in Part A)	Totals	State Appropriation	Federal	Private	Insert name of Source of Funds #4	Insert name of Source of Funds #5	Etc.
Is source state, other or federal funding: (the rows to the left should populate automatically from what the agency entered in Part A)	Totals	State, Federal or Other Funds?	State, Federal or Other Funds?	State, Federal or Other Funds?	State, Federal or Other Funds?	State, Federal or Other Funds?	State, Federal or Other Funds?
Restrictions on how agency is able to spend the funds from this source:	n/a						
Amount estimated to have available to spend this fiscal year: (the rows to the left should populate automatically from what the agency entered in Part A)	$52,426,786	$38,591,999	$10,464,142	$3,370,645	$0	$0	$0
Are expenditure of funds tracked through SCEIS? (if no, state the system through which they are recorded so the total amount of expenditures could be verified, if needed)	n/a						
Where Agency Budgeted to Spend Money this Year							
Strategy 1.1 - Expand the availability and quality of the First Steps 4K Program in private preschool settings.	$ 18,352,864	$ 18,352,864					
Strategy 1.2 - Implement High Quality parent education and home visitation strategies (Parents as Teachers, Countdown to	$ 5,331,171	$ 5,331,171					
Strategy 1.3 - Implement child care quality enhancement strategies in communities identifying these services as a need.	$ 3,554,114	$ 3,554,114					
Strategy 1.4 - Enhance the quality and timliness of BabyNet service delivery and payments.	$ 11,993,320	$ 3,620,320	$ 6,573,000	$ 1,800,000			
Strategy 2.1 - Support the needs and governance capacity of local First Steps Partnerships.	$ 20,000	$ 20,000					
Strategy 2.2 - Develop and distribute parent-friendly means of communicating the importance of early childhood development.	$ 5,000	$ 5,000					
Strategy 3.1 - Improve interagency communication and collaboration.	$ 50,000			$ 50,000			
Early education, school transition and health	$ 4,670,891	$ 4,670,891					
Early Head Start	$ 3,891,142		$ 3,891,142				
Policy and Accountability and Local Partnership Support	$ 4,558,284	$ 3,037,639		$ 1,520,645			
Total Budgeted to Spend on Objectives and Unrelated Purposes: (this should be the same as Amount estimated to have available to spend this fiscal year)	$ 52,426,786	$ 38,591,999	$ 10,464,142	$ 3,370,645			

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
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Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context	
# and description of Goal the Objective is helping accomplish:	*Goal 1 - Increase access to quality early childhood programs and resources. (NOTE: The First Steps Board of Trustees is actively engaged in a strategic planning process through which new strategy and objective language, measures and timelines will be established over the coming months for implementation in FY17. The Strategies and Objectives listed below reflect the current operation of the agency.)*
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,*
# and description of Strategy the Objective is under:	*Strategy 1.1 - Expand the availability and quality of the First Steps 4K Program in private preschool settings.*
Objective	
Objective # and Description:	*Objective 1.1.1 - Increase the number of students and eligible preschool providers participating in the First Steps 4K Program.*
Legal responsibilities satisfied by Objective:	*Title 59, Chapter 156: The Child Early Reading and Development Program*
Public Benefit/Intended Outcome:	*More low-income children will be enrolled in high quality private 4K settings, improving their chances of school success.*
Agency Programs Associated with Objective	
Program Names:	*First Steps 4K, First Steps, County (Local) Partnerships*
Responsible Person	
Name:	*Martha Strickland*
Number of Months Responsible:	24
Position:	*First Steps 4K Director*
Office Address:	*1300 Sumter Street, Columbia, SC 29201*
Department or Division:	*First Steps 4K*
Department or Division Summary:	*Oversees First Steps 4K offerings in private settings.*

Objective Details

Amount Budgeted and Spent To Accomplish Objective	
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,
Total Actually Spent:	*Agency will provide next year*

PERFORMANCE MEASURES

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, "Performance Measure," enter the performance measure just like the agency did in the accountability report.
2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).
3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results," enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - "Agency did not use PM during this year."
4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.
Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection
Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance	
Objective Number and Description	Objective 1.1.1 - Increase the number of students and eligible preschool providers participating in the First Steps 4K Program.
Performance Measure:	Student and Provider Enrollment Counts
Type of Measure:	Output
Results	
2013-14 Actual Results (as of 6/30/14):	1,402 students, 93 providers
2014-15 Target Results:	1,612 students, 107 providers
2014-15 Actual Results (as of 6/30/15):	1,916 students, 151 providers
2015-16 Minimum Acceptable Results:	2,203 students, 174 providers
2015-16 Target Results:	2,653 students, 185 providers
Details	
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	State
What are the names and titles of the individuals who chose this as a performance measure?	Dr. Dan Wuori, Deputy Director, Martha Strickland, 4K Director
Why was this performance measure chosen?	Concrete measure of both student and provider enrollment growth.
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A
What are the names and titles of the individuals who chose the target value for 2015-16?	Dr. Dan Wuori, Deputy Director
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	15% increases annually
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	Yes
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?	

POTENTIAL NEGATIVE IMPACT

Objective Details

Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Most Potential Negative Impact	*Funds dedicated for 4K provision will go unused, children may not be served and private providers may lose business to public school districts.*
Level Requires Outside Help	*Less than 5% growth.*
Outside Help to Request	*DSS, Local Partnerships, Early Childhood Professional Organizations*
Level Requires Inform General Assembly	*Less than 5% growth.*
3 General Assembly Options	*1) Allocate additional resources to support recrutiment efforts,2) Permit expansion into new geographies, and 3) Consider tuition increases and tax incentives to providers.*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
Annual Reporting on 4K Program	*Required annually under Title 59, Chapter 156*	*Education Oversight Committee, External*	*Annual*

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
DSS	*Supports center and student recruitment via direct*	*State/Local Government Entity*
SC Department of Education	Alignment of curriculum/assessments	*State/Local Government Entity*

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
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Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context	
# and description of Goal the Objective is helping accomplish:	*Goal 1 - Increase access to quality early childhood programs and resources. (NOTE: The First Steps Board of Trustees is actively engaged in a strategic planning process through which new strategy and objective language, measures and timelines will be established over the coming months for implementation in FY17. The Strategies and Objectives listed below reflect the current operation of the agency.)*
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,*
# and description of Strategy the Objective is under:	*Strategy 1.1 - Expand the availability and quality of the First Steps 4K Program in private preschool settings.*
Objective	
Objective # and Description:	*Objective 1.1.2 - Ensure on-site monitoring and technical assistance of First Steps 4K providers twice monthly.*
Legal responsibilities satisfied by Objective:	*Title 59, Chapter 156: The Child Early Reading and Development Program*
Public Benefit/Intended Outcome:	*Providers will be monitored, ensuring compliance with both state law and the First Steps 4K Guidelines. As a result of ensuring high-quality programming, enrolled students will be prepared for success.*
Agency Programs Associated with Objective	
Program Names:	*First Steps 4K, First Steps*
Responsible Person	
Name:	*Martha Strickland*
Number of Months Responsible:	24
Position:	*First Steps 4K Director*
Office Address:	*1300 Sumter Street, Columbia, SC 29201*
Department or Division:	*First Steps 4K*

Objective Details

Department or Division Summary:	*Oversees First Steps 4K offerings in private settings.*	
Amount Budgeted and Spent To Accomplish Objective		
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,	Copy and paste this information from the Strategic Budgeting Chart
Total Actually Spent:	*Agency will provide next year*	

PERFORMANCE MEASURES

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, "Performance Measure," enter the performance measure just like the agency did in the accountability report.
2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).
3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results," enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - "Agency did not use PM during this year."
4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.
Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection
Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance		
Objective Number and Description	Objective 1.1.2 - Ensure on-site monitoring and technical assistance of First Steps 4K providers twice monthly.	
Performance Measure:	Technical Assistance Visit Counts	
Type of Measure:	Output	
Results		
2013-14 Actual Results (as of 6/30/14):	1,674 site visits	
2014-15 Target Results:	2x monthly per center enrolled	
2014-15 Actual Results (as of 6/30/15):	2,718 site visits	
2015-16 Minimum Acceptable Results:	2x monthly per center enrolled	
2015-16 Target Results:	3,300 site visits	
Details		
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	Only Agency Selected	
What are the names and titles of the individuals who chose this as a performance measure?	Dr. Dan Wuori, Deputy Director, Martha Strickland, 4K Director	
Why was this performance measure chosen?	Concrete measure of provider technical assistance	
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A	
What are the names and titles of the individuals who chose the target value for 2015-16?	Dr. Dan Wuori, Deputy Director	
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	2x monthly per center enrolled	
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	Yes	
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?		

Objective Details

POTENTIAL NEGATIVE IMPACT

Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Most Potential Negative Impact	*Centers will not receive the technical assistance they require and program quality will suffer.*
Level Requires Outside Help	*Unable to achieve twice monthly visits schedule.*
Outside Help to Request	*DSS, Local Partnerships, Early Childhood Professional Organizations*
Level Requires Inform General Assembly	*Unable to achieve twice monthly visits schedule.*
3 General Assembly Options	*1) Allocate additional resources to support technical assistance staff, 2) reduce expectation of quality and accountability, and 3) eliminate private service provision.*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
Annual Reporting on 4K Program	*Required annually under Title 59, Chapter 156*	*Education Oversight Committee, External*	*Annual*

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
N/A		

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context	
# and description of Goal the Objective is helping accomplish:	*Goal 1 - Increase access to quality early childhood programs and resources. (NOTE: The First Steps Board of Trustees is actively engaged in a strategic planning process through which new strategy and objective language, measures and timelines will be established over the coming months for implementation in FY17. The Strategies and Objectives listed below reflect the current operation of the agency.)*
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,*
# and description of Strategy the Objective is under:	*Strategy 1.1 - Expand the availability and quality of the First Steps 4K Program in private preschool settings.*
Objective	
Objective # and Description:	*Objective 1.1.3 - Ensure that the early literacy competencies of all First Steps 4K providers are assessed using the Teaching Strategies GOLD as required by law.*
Legal responsibilities satisfied by Objective:	*Title 59, Chapter 156: The Child Early Reading and Development Program, Proviso 1A.77 (SDE: Early Literacy Competencies Assessments)*
Public Benefit/Intended Outcome:	*Student assessments will be completed by law, providing teachers and families the instructional tools necessary to measure and improve students' early literacy competencies.*
Agency Programs Associated with Objective	
Program Names:	*First Steps 4K, First Steps*
Responsible Person	
Name:	*Martha Strickland*
Number of Months Responsible:	24
Position:	*First Steps 4K Director*
Office Address:	*1300 Sumter Street, Columbia, SC 29201*

Objective Details

Department or Division:	*First Steps 4K*
Department or Division Summary:	*Oversees First Steps 4K offerings in private settings.*

Amount Budgeted and Spent To Accomplish Objective

Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,	Copy and paste this information from the Strategic Budgeting Chart
Total Actually Spent:	*Agency will provide next year*	

PERFORMANCE MEASURES

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.

1) In the cell next to, "Performance Measure," enter the performance measure just like the agency did in the accountability report.

2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).

3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results," enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - "Agency did not use PM during this year."

4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:

Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.

Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection

Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.

Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance	
Objective Number and Description	Objective 1.1.3 - Ensure that the early literacy competencies of all First Steps 4K providers are assessed using the Teaching Strategies GOLD as required by law.
Performance Measure:	Training and Assessment Implementation
Type of Measure:	Outcome
Results	
2013-14 Actual Results (as of 6/30/14):	N/A
2014-15 Target Results:	N/A
2014-15 Actual Results (as of 6/30/15):	N/A
2015-16 Minimum Acceptable Results:	All First Steps 4K students assessed in Fall, Mid-Year and Year End.
2015-16 Target Results:	All First Steps 4K students assessed in Fall, Mid-Year and Year End.
Details	
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	State
What are the names and titles of the individuals who chose this as a performance measure?	Dr. Dan Wuori, Deputy Director, Martha Strickland, 4K Director
Why was this performance measure chosen?	Required by Proviso 1A.77
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A
What are the names and titles of the individuals who chose the target value for 2015-16?	Dr. Dan Wuori, Deputy Director
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	Proviso 1A.77 (SDE: Early Literacy Competencies Assessments)
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	Yes

Objective Details

If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?	

POTENTIAL NEGATIVE IMPACT

Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Most Potential Negative Impact	*The early literacy competencies of all students will not be assessed as required by Proviso 1A.77 (SDE: Early Literacy Competencies Assessments)*
Level Requires Outside Help	*Less than 100% of students assessed.*
Outside Help to Request	*SC Department of Education*
Level Requires Inform General Assembly	*Less than 100% of students assessed (excluding those unavailalbe for testing due to transience, health issues, etc)*
3 General Assembly Options	*1) Allocate additional resources to support technical assistance staff, 2) reduce expectation of quality and accountability, and 3) eliminate private service provision.*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
Annual Reporting on 4K Program	*Required annually under Title 59, Chapter 156*	*Education Oversight Committee, External*	*Annual*

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
SC Department of Education	*Assignment of SUNS Numbers, Procurement of Testing*	*State/Local Government Entity*

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context		
# and description of Goal the Objective is helping accomplish:	*Goal 1 - Increase access to quality early childhood programs and resources. (NOTE: The First Steps Board*	
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,*	
# and description of Strategy the Objective is under:	*Strategy 1.2 - Implement High Quality parent education and home visitation strategies (Parents as Teachers, Countdown to Kindergarten, etc.) in communities identifying these services as a need.*	
Objective		
Objective # and Description:	*Objective 1.2.1 - Ensure that home visitation cleints are served within model best-practice guidelines related to the intensity and duration of services.*	
Legal responsibilities satisfied by Objective:	*59-152-10, 59-152-30*	
Public Benefit/Intended Outcome:	*By receiving services within model best practice guidelines, families will receive maximum benefit from services as defined by published research.*	
Agency Programs Associated with Objective		
Program Names:	*County (Local) Partnerships, First Steps*	
Responsible Person		
Name:	*Mary Anne Matthews*	
Number of Months Responsible:	approx. 8 years	
Position:	*Director of Parenting Services*	
Office Address:	*1300 Sumter Street, Columbia, SC 29201*	
Department or Division:	*County Partnership Technical Assistance*	
Department or Division Summary:	*Provides technical assistance & oversight of partnership programming.*	
Amount Budgeted and Spent To Accomplish Objective		
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,	Copy and paste this information from the Strategic Budgeting Chart
Total Actually Spent:	*Agency will provide next year*	
PERFORMANCE MEASURES		

Objective Details

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, "Performance Measure," enter the performance measure just like the agency did in the accountability report.
2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).
3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results," enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - "Agency did not use PM during this year."
4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.
Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection
Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance		
Objective Number and Description	Objective 1.2.1 - Ensure that home visitation cleints are served within model best-practice guidelines related to the intensity and duration of services.	
Performance Measure:	Client visit intensity and duration data	
Type of Measure:	Output	
Results		
2013-14 Actual Results (as of 6/30/14):	2.25 visits per month, 1.18 hours in avg. duration (Parents as Teachers)	
2014-15 Target Results:	2 visits per month, 1 hour in avg. duration (Parents as Teachers)	
2014-15 Actual Results (as of 6/30/15):	2.18 visits per month, 1.14 hours in avg. duration (Parents as Teachers)	
2015-16 Minimum Acceptable Results:	2 visits per month, 1 hour in avg. duration (Parents as Teachers)	
2015-16 Target Results:	2 visits per month, 1 hour in avg. duration (Parents as Teachers)	
Details		
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	Only Agency Selected	
What are the names and titles of the individuals who chose this as a performance measure?	SC First Steps Board of Trustees Accountability Standards	
Why was this performance measure chosen?	To ensure the desired outcomes, research suggests that clients need home visitation services of sufficient intensity and duration, particularly those at high-risk.	
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A - Individual county programs failing to meet standard are given conditional grant renewal. Left uncorrected this can result in the suspension of grant funds.	
What are the names and titles of the individuals who chose the target value for 2015-16?	SC First Steps Board of Trustees Accountability Standards	
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	SC First Steps Board of Trustees Accountability Standards require 2 visits per month, averaging 1 hour in duration. High risk clients whose family schedules	
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	Yes	
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?		

POTENTIAL NEGATIVE IMPACT
Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Objective Details

Most Potential Negative Impact	*If clients do not receive services of sufficent duration and intensity, their outcomes are likely to be diminished.,*
Level Requires Outside Help	*N/A - This is closely monitored by the SCFS Board of Trustees. Partnerships failing to meet standard here risk conditional approval, a formal improvement plan and defunding if compliance is not corrected.*
Outside Help to Request	*N/A - See above.*
Level Requires Inform General Assembly	*The General Assembly's involvement would only be required in the event the Board fails to enforce its own standards.*
3 General Assembly Options	*Replace legislatively appointed Trustees in the event the Board fails to enforce its own, successful monitoring efforts.*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
Parents as Teachers Evaluation	*Required by Act 287 of 2014*	*Compass Evaluation and Research (Durham, NC) - EXTERNAL*	*November 2015 - May 2016 (IN PROCESS)*

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
Parents as Teachers National Center	*Distribution of model guidelines, affiliate requirements*	*Business, Association or Individual*

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context		
# and description of Goal the Objective is helping accomplish:	*Goal 1 - Increase access to quality early childhood programs and resources. (NOTE: The First Steps Board of Trustees is actively engaged in a strategic planning process through which new strategy and objective language, measures and timelines will be established over the coming months for implementation in FY17. The Strategies and Objectives listed below reflect the current operation of the agency.)*	
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,*	
# and description of Strategy the Objective is under:	*Strategy 1.2 - Implement High Quality parent education and home visitation strategies (Parents as Teachers, Countdown to Kindergarten, etc.) in communities identifying these services as a need.*	
Objective		
Objective # and Description:	*Objective 1.2.2 - Ensure that 60% or more of home visitation client families possess two or more school readiness risk factors.*	
Legal responsibilities satisfied by Objective:	*59-152-10, 59-152-30*	
Public Benefit/Intended Outcome:	*By targeting students most at risk of early school failure, First Steps effectively targets resources and enables high-risk children to achieve at higher levels.*	
Agency Programs Associated with Objective		
Program Names:	*County (Local) Partnerships, First Steps*	
Responsible Person		
Name:	*Mary Anne Matthews*	
Number of Months Responsible:	approx. 8 years	
Position:	*Director of Parenting Services*	
Office Address:	*1300 Sumter Street, Columbia, SC 29201*	
Department or Division:	*County Partnership Technical Assistance*	
Department or Division Summary:	*Provides technical assistance & oversight of partnership programming.*	
Amount Budgeted and Spent To Accomplish Objective		
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,	Copy and paste this information from the Strategic Budgeting Chart
Total Actually Spent:	*Agency will provide next year*	

Objective Details

PERFORMANCE MEASURES

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, "Performance Measure," enter the performance measure just like the agency did in the accountability report.
2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).
3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results," enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - "Agency did not use PM during this year."
4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.
Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection
Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance	
Objective Number and Description	Objective 1.2.2 - Ensure that 60% or more of home visitation client families possess two or more school readiness risk factors.
Performance Measure:	Client visit risk factor/demographic data
Type of Measure:	Output
Results	
2013-14 Actual Results (as of 6/30/14):	Figure unavailable due to system malfunction at time of reporting
2014-15 Target Results:	60% possess two or more risk factors
2014-15 Actual Results (as of 6/30/15):	88.8% possess two or more risk factors
2015-16 Minimum Acceptable Results:	60% possess two or more risk factors
2015-16 Target Results:	85% possess two or more risk factors
Details	
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	Only Agency Selected
What are the names and titles of the individuals who chose this as a performance measure?	SC First Steps Board of Trustees Accountability Standards
Why was this performance measure chosen?	To ensure service to South Carolina's most high-risk children and families, the First Steps Board of Trustees requires that at least 60% of home visitation clients possess two or more indentified school readiness risk factors.
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A - Individual county programs failing to meet standard are given conditional grant renewal. Left uncorrected this can result in the suspension of
What are the names and titles of the individuals who chose the target value for 2015-16?	SC First Steps Board of Trustees Accountability Standards
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	SC First Steps Board of Trustees Accountability Standards
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	Yes
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?	

POTENTIAL NEGATIVE IMPACT

Objective Details

Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Most Potential Negative Impact	*If clients are not well targeted, resources will not be prioritized to those most at risk.*
Level Requires Outside Help	*N/A - This is closely monitored by the SCFS Board of Trustees. Partnerships failing to meet standard here risk conditional approval, a formal improvement plan and defunding if compliance is not corrected.*
Outside Help to Request	*N/A - See above.*
Level Requires Inform General Assembly	*The General Assembly's involvement would only be required in the event the Board fails to enforce its own standards.*
3 General Assembly Options	*Replace legislatively appointed Trustees in the event the Board fails to enforce its own, successful monitoring efforts.*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
Parents as Teachers Evaluation	*Required by Act 287 of 2014*	*Compass Evaluation and Research (Durham, NC) - EXTERNAL*	*November 2015 - May 2016 (IN PROCESS)*

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
Parents as Teachers National Center	*Distribution of model guidelines, affiliate requirements*	*Business, Association or Individual*

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context		
# and description of Goal the Objective is helping accomplish:	*Goal 1 - Increase access to quality early childhood programs and resources. (NOTE: The First Steps Board*	
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,*	
# and description of Strategy the Objective is under:	*Strategy 1.2 - Implement High Quality parent education and home visitation strategies (Parents as Teachers, Countdown to Kindergarten, etc.) in communities identifying these services as a need.*	
Objective		
Objective # and Description:	*Objective 1.2.3 - Measure client family outcomes using the Keys to Interactive Parenting Scale and Adult-Child Interactive Reading Inventory.*	
Legal responsibilities satisfied by Objective:	*59-152-10, 59-152-30*	
Public Benefit/Intended Outcome:	*The growth of participating parents and children will be tracked in a measurable form.*	
Agency Programs Associated with Objective		
Program Names:	*County (Local) Partnerships, First Steps*	
Responsible Person		
Name:	*Mary Anne Matthews*	
Number of Months Responsible:	approx. 8 years	
Position:	*Director of Parenting Services*	
Office Address:	*1300 Sumter Street, Columbia, SC 29201*	
Department or Division:	*County Partnership Technical Assistance*	
Department or Division Summary:	*Provides technical assistance & oversight of partnership programming.*	
Amount Budgeted and Spent To Accomplish Objective		
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,	Copy and paste this information from the Strategic Budgeting Chart
Total Actually Spent:	*Agency will provide next year*	
PERFORMANCE MEASURES		

Objective Details

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, "Performance Measure," enter the performance measure just like the agency did in the accountability report.
2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).
3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results," enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - "Agency did not use PM during this year."
4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.
Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection
Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance		
Objective Number and Description	Objective 1.2.3 - Measure client family outcomes using the Keys to Interactive Parenting Scale and Adult-Child Interactive Reading Inventory.	
Performance Measure:	Client visit risk factor/demographic data	
Type of Measure:	Output	
Results		
2013-14 Actual Results (as of 6/30/14):	Percent of cases that meet requirement: 93.77%	
2014-15 Target Results:	90% or greater meeting requirement	
2014-15 Actual Results (as of 6/30/15):	Percent of cases that meet requirement: 90.99%	
2015-16 Minimum Acceptable Results:	90% or greater meeting requirement	
2015-16 Target Results:	Percent of cases that meet requirement: 92%	
Details		
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	Only Agency Selected	
What are the names and titles of the individuals who chose this as a performance measure?	SC First Steps Board of Trustees Accountability Standards	
Why was this performance measure chosen?	To ensure common, statewide outcome measures the First Steps Board of Trustees requires all home vistation programs to assess clients pre- and post using the Keys to Interactive Parenting Scale (KIPS) and Adult-Child Interactive Reading Inventory (ACIRI). Both are valid and reliable measures recommended by external evaluators.	
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A - Individual county programs failing to administer the KIPS and ACIRI as required are given conditional grant renewal. Left uncorrected this can result in the suspension of grant funds.	
What are the names and titles of the individuals who chose the target value for 2015-16?	SC First Steps Board of Trustees Accountability Standards	
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	SC First Steps Board of Trustees Accountability Standards	
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	Yes	
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?		

POTENTIAL NEGATIVE IMPACT

Objective Details

Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Most Potential Negative Impact	*If outcome measures are not utilized as required, then First Steps will be unable to tell a statewide outcome story as a result of its investment.*
Level Requires Outside Help	*N/A - This is closely monitored by the SCFS Board of Trustees. Partnerships failing to meet standard here risk conditional approval, a formal improvement plan and defunding if compliance is not corrected.*
Outside Help to Request	*N/A - See above.*
Level Requires Inform General Assembly	*The General Assembly's involvement would only be required in the event the Board fails to enforce its own standards.*
3 General Assembly Options	*Replace legislatively appointed Trustees in the event the Board fails to enforce its own, successful monitoring efforts.*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
Parents as Teachers Evaluation	*Required by Act 287 of 2014*	*Compass Evaluation and Research (Durham, NC) - EXTERNAL*	*November 2015 - May 2016 (IN PROCESS)*

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
Parents as Teachers National Center	*Distribution of model guidelines, affiliate requirements*	*Business, Association or Individual*

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context		
# and description of Goal the Objective is helping accomplish:	*Goal 1 - Increase access to quality early childhood programs and resources. (NOTE: The First Steps Board of Trustees is actively engaged in a strategic planning process through which new strategy and objective language, measures and timelines will be established over the coming months for implementation in FY17. The Strategies and Objectives listed below reflect the current operation of the agency.)*	
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C*	
# and description of Strategy the Objective is under:	*Strategy 1.3 - Implement child care quality enhancement strategies in communities identifying these services as a need.*	
Objective		
Objective # and Description:	*Objective 1.3.1 - Ensure that quality enhancement client centers are served within First Steps' guidelines for intensity and duration of services.*	
Legal responsibilities satisfied by Objective:	*59-152-30*	
Public Benefit/Intended Outcome:	*By providing quality enhancement services within best practice guidelines, the quality of child care will be improved.*	
Agency Programs Associated with Objective		
Program Names:	*County (Local) Partnerships, First Steps, First Steps 4K*	
Responsible Person		
Name:	*Debbie Robertson*	
Number of Months Responsible:	18 months	
Position:	*Chief Partnership Officer*	
Office Address:	*1300 Sumter Street, Columbia, SC 29201*	
Department or Division:	*County Partnership Technical Assistance*	
Department or Division Summary:	*Provides technical assistance & oversight of partnership programming.*	
Amount Budgeted and Spent To Accomplish Objective		
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,	Copy and paste this information from the Strategic Budgeting Chart
Total Actually Spent:	*Agency will provide next year*	

Objective Details

PERFORMANCE MEASURES

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, "Performance Measure," enter the performance measure just like the agency did in the accountability report.
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4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.
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Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance		
Objective Number and Description	Objective 1.3.1 - Ensure that quality enhancement client centers are served within First Steps' guidelines for intensity and duration of services.	
Performance Measure:	Technical assistance intensity and duration data.	
Type of Measure:	Output	
Results		
2013-14 Actual Results (as of 6/30/14):		
2014-15 Target Results:	At least 2 visits per month, per center	
2014-15 Actual Results (as of 6/30/15):	2.14 visits per month, per center average	
2015-16 Minimum Acceptable Results:	At least 2 visits per month, per center	
2015-16 Target Results:	2.14 visits per month, per center average	
Details		
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	Only Agency Selected	
What are the names and titles of the individuals who chose this as a performance measure?	SC First Steps Board of Trustees Accountability Standards	
Why was this performance measure chosen?	To ensure the desired outcomes, research suggests that clients need technical assistance of sufficient intensity and duration to meaningfully increase quality.	
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A	
What are the names and titles of the individuals who chose the target value for 2015-16?	SC First Steps Board of Trustees Accountability Standards	
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	SC First Steps Board of Trustees Accountability Standards	
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	YES	
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?		

POTENTIAL NEGATIVE IMPACT

Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Most Potential Negative Impact	*If clients do not receive services of sufficent duration and intensity, their outcomes are likely to be diminished.,*

Objective Details

Level Requires Outside Help	*N/A - This is closely monitored by the SCFS Board of Trustees. Partnerships failing to meet standard here risk conditional approval, a formal improvement plan and defunding if*
Outside Help to Request	*N/A - See above.*
Level Requires Inform General Assembly	*The General Assembly's involvement would only be required in the event the Board fails to enforce its own standards.*
3 General Assembly Options	*Replace legislatively appointed Trustees in the event the Board fails to enforce its own, successful monitoring efforts.*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
N/A			

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
SC Department of Social Services	*Collaborate closely with DSS (which provides child care*	*State/Local Government Entity*

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context		
# and description of Goal the Objective is helping accomplish:	*Goal 1 - Increase access to quality early childhood programs and resources. (NOTE: The First Steps Board of Trustees is actively engaged in a strategic planning process through which new strategy and objective language, measures and timelines will be established over the coming months for implementation in FY17. The Strategies and Objectives listed below reflect the current operation of the agency.)*	
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C*	
# and description of Strategy the Objective is under:	*Strategy 1.3 - Implement child care quality enhancement strategies in communities identifying these services as a need.*	
Objective		
Objective # and Description:	*Objective 1.3.2 - Increase the quality of client centers as measured by the Early Childhood Environment Rating Scales.*	
Legal responsibilities satisfied by Objective:	*59-152-30*	
Public Benefit/Intended Outcome:	*By assessing quality using the Environment Rating Scales, First Steps will be able to document the improvements of participating centers.*	
Agency Programs Associated with Objective		
Program Names:	*County (Local) Partnerships, First Steps, First Steps 4K*	
Responsible Person		
Name:	*Debbie Robertson*	
Number of Months Responsible:	18 months	
Position:	*Chief Partnership Officer*	
Office Address:	*1300 Sumter Street, Columbia, SC 29201*	
Department or Division:	*County Partnership Technical Assistance*	
Department or Division Summary:	*Provides technical assistance & oversight of partnership programming.*	
Amount Budgeted and Spent To Accomplish Objective		
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,	Copy and paste this information from the Strategic Budgeting Chart
Total Actually Spent:	*Agency will provide next year*	

Objective Details

PERFORMANCE MEASURES

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, “Performance Measure,” enter the performance measure just like the agency did in the accountability report.
2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).
3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results,” enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - “Agency did not use PM during this year.”
4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.
Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection
Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance		
Objective Number and Description	Objective 1.3.2 - Increase the quality of client centers as measured by the Early Childhood Environment Rating Scales.	
Performance Measure:	Center assessment data	
Type of Measure:	Outcome	
Results		
2013-14 Actual Results (as of 6/30/14):	980 ERS Post Tests Completed, Average Increase of 12%	
2014-15 Target Results:	All participating centers assessed per standards	
2014-15 Actual Results (as of 6/30/15):	980 ERS Post Tests Completed, Average Increase of 12%	
2015-16 Minimum Acceptable Results:	All participating centers assessed per standards	
2015-16 Target Results:	All participating centers assessed per standards	
Details		
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	Only Agency Selected	
What are the names and titles of the individuals who chose this as a performance measure?	SC First Steps Board of Trustees Accountability Standards	
Why was this performance measure chosen?	To ensure common, statewide outcome measures the First Steps Board of Trustees requires all child care quality enhancement programs to assess clients pre- and post using the Environment Rating Scales, a set of valid and reliable measures recommended by external evaluators.	
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A	
What are the names and titles of the individuals who chose the target value for 2015-16?	SC First Steps Board of Trustees Accountability Standards	
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	SC First Steps Board of Trustees Accountability Standards	
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	YES	
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?		

POTENTIAL NEGATIVE IMPACT

Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Most Potential Negative Impact	*If outcome measures are not utilized as required, then First Steps will be unable to tell a statewide outcome story as a result of its investment.*

Objective Details

Level Requires Outside Help	*N/A - This is closely monitored by the SCFS Board of Trustees. Partnerships failing to meet standard here risk conditional approval, a formal improvement plan and defunding if*
Outside Help to Request	*N/A - See above.*
Level Requires Inform General Assembly	*The General Assembly's involvement would only be required in the event the Board fails to enforce its own standards.*
3 General Assembly Options	*Replace legislatively appointed Trustees in the event the Board fails to enforce its own, successful monitoring efforts.*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
N/A			

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
SC Department of Social Services	*Collaborate closely with DSS (which provides child care regulation) to ensure that quality enhancement efforts reflect licensing guidance.*	*State/Local Government Entity*
University of North Carolina at Chapel Hill	Publisher of the ECERS3	*College/University*

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context		
# and description of Goal the Objective is helping accomplish:	*Goal 1 - Increase access to quality early childhood programs and resources. (NOTE: The First Steps Board*	
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C*	
# and description of Strategy the Objective is under:	*Strategy 1.4 - Enhance the quality and timliness of BabyNet service delivery and payments.*	
Objective		
Objective # and Description:	*Objective 1.4.1 - Increase staffing designed to improve response time for incoming BabyNet clients.*	
Legal responsibilities satisfied by Objective:	*Individuals with Disabilities Education Act, Part C*	
Public Benefit/Intended Outcome:	*By expanding front line staffing capacity, First Steps will speed the delivery of Part C services to eligible families, improving federal compliance.*	
Agency Programs Associated with Objective		
Program Names:	*BabyNet, First Steps*	
Responsible Person		
Name:	*Kristie Musick*	
Number of Months Responsible:	6 years	
Position:	*Part C Coordinator*	
Office Address:	*1300 Sumter Street, Columbia, SC 29201*	
Department or Division:	*BabyNet*	
Department or Division Summary:	*Oversees IDEA Part C early intervention programming.*	
Amount Budgeted and Spent To Accomplish Objective		
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,	Copy and paste this information from the Strategic Budgeting Chart
Total Actually Spent:	*Agency will provide next year*	
PERFORMANCE MEASURES		

Objective Details

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, "Performance Measure," enter the performance measure just like the agency did in the accountability report.
2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).
3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results," enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - "Agency did not use PM during this year."
4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.
Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection
Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance		
Objective Number and Description	Objective 1.4.1 - Increase staffing designed to improve response time for incoming BabyNet clients.	
Performance Measure:	Expanded Staffing	
Type of Measure:	Output	
Results		
2013-14 Actual Results (as of 6/30/14):	N/A	
2014-15 Target Results:	N/A	
2014-15 Actual Results (as of 6/30/15):	N/A	
2015-16 Minimum Acceptable Results:	23 New FTEs deployed	
2015-16 Target Results:	23 New FTEs deployed	
Details		
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	Only Agency Selected	
What are the names and titles of the individuals who chose this as a performance measure?	Mark Barnes, CFO/COO, Kristie Musick, Part C Coordinator	
Why was this performance measure chosen?	This staffing is necessary to speed delivery of early intervention services to infants and toddlers with disabilities and developmental delays within the identified federal 45 day timeframe.	
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A	
What are the names and titles of the individuals who chose the target value for 2015-16?	Mark Barnes, CFO/COO, Kristie Musick, Part C Coordinator	
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	This request was based on data regarding the number of referrals make to BabyNet annually (approximately 10,000) and the number of hours required to process each under IDEA, Part C.	
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	Yes	
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?		

POTENTIAL NEGATIVE IMPACT
Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Most Potential Negative Impact	*If the BabyNet system is unable to process referrals quickly, then clients will not be connected to early intervention services within the 45 day timeframe required.*

Objective Details

Level Requires Outside Help	*The BabyNet system requires help currently. First Steps and its BabyNet partner agencies are working aggressively to remedy the state's historical system non-compliance, which long predate the program's arrival at First Steps.*
Outside Help to Request	*US Department of Education, Office of Special Education Services, National and Regional Technical Assistants*
Level Requires Inform General Assembly	*Currently*
3 General Assembly Options	*Provide the resources and structural remedies necessary to correct longstanding deficiencies within the BabyNet structure.*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
Performance of the Part C system	*Federal requirement for all states*	*US Department of Education - External*	*Annual*

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
DDSN	*DDSN provides service coordination and special instruction to BN clients*	*State/Local Government Entity*
SC School for the Deaf and Blind	DDSN provides service coordination and special instruction to BN clients	*State/Local Government Entity*
BabyNet Contracted Service Providers	Private contractors provide therapy services as necessary to BN clients	*Business, Association or Individual*

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context	
# and description of Goal the Objective is helping accomplish:	*Goal 1 - Increase access to quality early childhood programs and resources. (NOTE: The First Steps Board*
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C*
# and description of Strategy the Objective is under:	*Strategy 1.4 - Enhance the quality and timliness of BabyNet service delivery and payments.*
Objective	
Objective # and Description:	*Objective 1.4.2 - Improve the functioning and compatibility of the BRIDGES BabyNet data system.*
Legal responsibilities satisfied by Objective:	*Individuals with Disabilities Education Act, Part C*
Public Benefit/Intended Outcome:	*By improving the BRIDGES data system in collaboration with partners, First Steps will ensure the collection of data required by the US Department of Education.*
Agency Programs Associated with Objective	
Program Names:	*BabyNet, First Steps*
Responsible Person	
Name:	*Kristie Musick*
Number of Months Responsible:	6 years
Position:	*Part C Coordinator*
Office Address:	*1300 Sumter Street, Columbia, SC 29201*
Department or Division:	*BabyNet*
Department or Division Summary:	*Oversees IDEA Part C early intervention programming.*
Amount Budgeted and Spent To Accomplish Objective	
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,
Total Actually Spent:	*Agency will provide next year*
PERFORMANCE MEASURES	

Objective Details

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
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Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance		
Objective Number and Description	Objective 1.4.2 - Improve the functioning and compatibility of the BRIDGES BabyNet data system.	
Performance Measure:	Completion of upgrades and addressing of interagency connectivity within the BRIDGES data system	
Type of Measure:	Output	
Results		
2013-14 Actual Results (as of 6/30/14):	N/A	
2014-15 Target Results:	N/A	
2014-15 Actual Results (as of 6/30/15):	N/A	
2015-16 Minimum Acceptable Results:	Improvements to BRIDGES underway	
2015-16 Target Results:	Improvements to BRIDGES completed	
Details		
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	Only Agency Selected	
What are the names and titles of the individuals who chose this as a performance measure?	Mark Barnes, CFO/COO, Kristie Musick, Part C Coordinator	
Why was this performance measure chosen?	Improvements to the BRIDGES data system are necessary to improve BabyNet's system of payments, to collect data required by the US Department of Education and improve connectivity with partner data systems.	
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A	
What are the names and titles of the individuals who chose the target value for 2015-16?	Mark Barnes, CFO/COO, Kristie Musick, Part C Coordinator	
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	N/A	
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	Yes	
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?		

POTENTIAL NEGATIVE IMPACT

Objective Details

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Most Potential Negative Impact	*If the BabyNet BRIDGES system is unable to meet the needs of system users, services will be diminished and SC will not be able to ensure federal compliance.*
Level Requires Outside Help	*The BabyNet system requires help currently. First Steps and its BabyNet partner agencies are working aggressively to remedy the state's historical system non-compliance, which long predate the program's arrival at First Steps.*
Outside Help to Request	*US Department of Education, Office of Special Education Services, National and Regional Technical Assistants*
Level Requires Inform General Assembly	*Currently*
3 General Assembly Options	*Provide the resources and structural remedies necessary to correct longstanding deficiencies within the BabyNet structure.*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
Performance of the Part C system	*Federal requirement for all states*	*US Department of Education - External*	*Annual*

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
DDSN	*DDSN provides service coordination and special instruction to BN clients*	*State/Local Government Entity*
SC School for the Deaf and Blind	DDSN provides service coordination and special instruction to BN clients	*State/Local Government Entity*
BabyNet Contracted Service Providers	Private contractors provide therapy services as necessary to BN clients	*Business, Association or Individual*
Yahasoft	Data vendor	*Business, Association or Individual*

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context		
# and description of Goal the Objective is helping accomplish:	*Goal 2 - Enhance leadership development and capacity building. (NOTE: The First Steps Board of Trustees is actively engaged in a strategic planning process through which new strategy and objective language, measures and timelines will be established over the coming months for implementation in FY17. The Strategies and Objectives listed below reflect the current operation of the agency.)*	
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,*	
# and description of Strategy the Objective is under:	*Strategy 2.1 - Support the needs and governance capacity of local First Steps Partnerships.*	
Objective		
Objective # and Description:	*Objective 2.1.1 - Complete site visits to each local partnership by August 1, 2015.*	
Legal responsibilities satisfied by Objective:	*59-152-50*	
Public Benefit/Intended Outcome:	*By completing on-site technical assistance visits to each local partnership, the state office and Board will identify the needs and concerns of local boards, improving their ability to address these concerns and improve child outcomes.*	
Agency Programs Associated with Objective		
Program Names:	*First Steps, Local (County) Partnerships, First Steps 4K, BabyNet*	
Responsible Person		
Name:	*Dr. Dan Wuori*	
Number of Months Responsible:	12	
Position:	*Deputy Director*	
Office Address:	*1300 Sumter Street, Columbia, SC 29201*	
Department or Division:	*SC First Steps (State Office)*	
Department or Division Summary:	*Oversight of the First Steps initiative.*	
Amount Budgeted and Spent To Accomplish Objective		
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,	Copy and paste this information from the Strategic Budgeting Chart
Total Actually Spent:	*Agency will provide next year*	
PERFORMANCE MEASURES		

Objective Details

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, "Performance Measure," enter the performance measure just like the agency did in the accountability report.
2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).
3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results," enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - "Agency did not use PM during this year."
4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.
Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection
Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance	
Objective Number and Description	Objective 2.1.1 - Complete site visits to each local partnership by August 1, 2015.
Performance Measure:	Partnership Site Visits Completed
Type of Measure:	Output
Results	
2013-14 Actual Results (as of 6/30/14):	N/A - This objective relates to a specific initiative during the summer of 2015.
2014-15 Target Results:	N/A - This objective relates to a specific initiative during the summer of 2015.
2014-15 Actual Results (as of 6/30/15):	N/A - This objective relates to a specific initiative during the summer of 2015.
2015-16 Minimum Acceptable Results:	46
2015-16 Target Results:	46
Details	
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	Only Agency Selected
What are the names and titles of the individuals who chose this as a performance measure?	Susan DeVenny, Former Director, Ken Wingate, Board Chair
Why was this performance measure chosen?	In preparation for the Board's 2015 strategic planning effort, it was decided that each partnership would receive a site visit during the summer of 2015. Delegations comprised by State Trustees, Senior Staff and representatives from the County Technical Assistance, 4K and BabyNet teams visited each of 46 counties to gather feedback on successes, challenges, concerns and needs.
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A
What are the names and titles of the individuals who chose the target value for 2015-16?	Susan DeVenny, Former Director, Ken Wingate, Board Chair
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	Visits to 100% of partnerships by the state office and State Board during the summer of 2015.
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	Yes, all visits were completed as scheduled, with themes derrived helping to inform creation of the Board's strategic plan, adopted December 2015.
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?	

POTENTIAL NEGATIVE IMPACT

Objective Details

Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Most Potential Negative Impact	*If not all visits were completed, then not all local communities would be heard.*
Level Requires Outside Help	*N/A - complete*
Outside Help to Request	*N/A - complete*
Level Requires Inform General Assembly	*N/A - complete*
3 General Assembly Options	*N/A - complete*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
N/A			

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
Agency head trustees were encouraged to participate in one or more visits.		

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context		
# and description of Goal the Objective is helping accomplish:	*Goal 2 - Enhance leadership development and capacity building. (NOTE: The First Steps Board of Trustees is*	
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,*	
# and description of Strategy the Objective is under:	*Strategy 2.2 - Develop and distribute parent-friendly means of communicating the importance of early childhood development.*	
Objective		
Objective # and Description:	*Objective 2.2.1 - Develop and distribute an interagency description of the ready five year old.*	
Legal responsibilities satisfied by Objective:	*59-152-32*	
Public Benefit/Intended Outcome:	*Through the creation of an interagency readiness description, First Steps and its partners will ensure a common interagency message about school readiness, improving the ability of parents to help their children begin school ready to succeed.*	
Agency Programs Associated with Objective		
Program Names:	*First Steps, First Steps 4K, Local (County) Partnerships*	
Responsible Person		
Name:	*Dr. Dan Wuori*	
Number of Months Responsible:	12	
Position:	*Deputy Director*	
Office Address:	*1300 Sumter Street, Columbia, SC 29201*	
Department or Division:	*SC First Steps (State Office)*	
Department or Division Summary:	*Oversight of the First Steps initiative.*	
Amount Budgeted and Spent To Accomplish Objective		
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,	Copy and paste this information from the Strategic Budgeting Chart
Total Actually Spent:	*Agency will provide next year*	
PERFORMANCE MEASURES		

Objective Details

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, “Performance Measure,” enter the performance measure just like the agency did in the accountability report.
2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).
3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results," enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - “Agency did not use PM during this year.”
4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.
Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection
Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance	
Objective Number and Description	Objective 2.2.1 - Develop and distribute an interagency description of the ready five year old.
Performance Measure:	Completion of School Readiness Description required under 59-152-32.
Type of Measure:	Output
Results	
2013-14 Actual Results (as of 6/30/14):	N/A
2014-15 Target Results:	N/A
2014-15 Actual Results (as of 6/30/15):	N/A
2015-16 Minimum Acceptable Results:	Creation and adoption of Interagency School Readiness Description
2015-16 Target Results:	Creation and adoption of Interagency School Readiness Description
Details	
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	State
What are the names and titles of the individuals who chose this as a performance measure?	Required under 59-152-32
Why was this performance measure chosen?	Required under 59-152-32
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A
What are the names and titles of the individuals who chose the target value for 2015-16?	Required under 59-152-32
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	Required under 59-152-32
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	YES
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?	

POTENTIAL NEGATIVE IMPACT
Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Most Potential Negative Impact	*Without a common school readiness description for use across South Carolina, families may be confused by a variety of competing interpretations.*
Level Requires Outside Help	*N/A - complete.*
Outside Help to Request	*N/A - complete.*
Level Requires Inform General Assembly	*N/A - complete.*
3 General Assembly Options	*N/A - complete.*

Objective Details

REVIEWS/AUDITS

Instructions :   Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
N/A			

PARTNERS

Instructions :   Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
The school readiness description created by SC First Steps was developed in conslutation with - and subsequently adopted by the SC Board of Education. It has since been adopted by the SC Chamber of Commerce, the SC Chapter of the American Academy of Pediatrics, the SC Association of School Administrators, the SC School Boards Association, the Palmetto State Teachers Association, the LARCUM Bishops Education Initiative and Transform SC - with additional ensorsements likely.	*The development of the school readiness description was a highly collaborative effort. Since its adoption by First Steps and the State Board of Education, it has been endorsed by a number of external partner agencies, each of which has signed on to support its content.*	

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context		
# and description of Goal the Objective is helping accomplish:	*Goal 2 - Enhance leadership development and capacity building. (NOTE: The First Steps Board of Trustees is*	
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,*	
# and description of Strategy the Objective is under:	*Strategy 2.2 - Develop and distribute parent-friendly means of communicating the importance of early childhood development.*	
Objective		
Objective # and Description:	*Objective 2.2.2 - Launch a community education intitiative designed to promote the school readiness in South Carolina.*	
Legal responsibilities satisfied by Objective:	*59-152-32*	
Public Benefit/Intended Outcome:	*Through the creation of a public awareness campaign, SC First Steps will support the new school readiness description through a high-visibility effort to reach all SC parents, thus ensuring use of the description by SC families.*	
Agency Programs Associated with Objective		
Program Names:	*SC First Steps, Local (County) Partnerships, First Steps 4K, BabyNet*	
Responsible Person		
Name:	*Dr. Dan Wuori*	
Number of Months Responsible:	12	
Position:	*Deputy Director*	
Office Address:	*1300 Sumter Street, Columbia, SC 29201*	
Department or Division:	*SC First Steps (State Office)*	
Department or Division Summary:	*Oversight of the First Steps initiative.*	
Amount Budgeted and Spent To Accomplish Objective		
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,	Copy and paste this information from the Strategic Budgeting Chart
Total Actually Spent:	*Agency will provide next year*	

PERFORMANCE MEASURES

Objective Details

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, "Performance Measure," enter the performance measure just like the agency did in the accountability report.
2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).
3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results," enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - "Agency did not use PM during this year."
4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.
Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection
Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance		
Objective Number and Description	Objective 2.2.2 - Launch a community education intitiative designed to promote the school readiness in South Carolina.	
Performance Measure:	Public awareness campaign	
Type of Measure:	Output	
Results		
2013-14 Actual Results (as of 6/30/14):	N/A	
2014-15 Target Results:	N/A	
2014-15 Actual Results (as of 6/30/15):	N/A	
2015-16 Minimum Acceptable Results:	Launch of statwide [I CAN] school readiness campaign.	
2015-16 Target Results:	Launch of statwide [I CAN] school readiness campaign.	
Details		
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	State	
What are the names and titles of the individuals who chose this as a performance measure?	Susan DeVenny, Former Director, Ken Wingate, Board Chair	
Why was this performance measure chosen?	First Steps has a statutory goal to mobilie communities around the needs of young children. This school readiness public awareness campaign is designed to promote the state's new school readiness definition.	
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A	
What are the names and titles of the individuals who chose the target value for 2015-16?	Susan DeVenny, Former Director, Ken Wingate, Board Chair	
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	N/A	
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	YES	
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?		

POTENTIAL NEGATIVE IMPACT
Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Most Potential Negative Impact	*Without a common school readiness description for use across South Carolina, families may be confused by a variety of competing interpretations.*
Level Requires Outside Help	*N/A - complete.*

Objective Details

Outside Help to Request	*N/A - complete.*
Level Requires Inform General Assembly	*N/A - complete.*
3 General Assembly Options	*N/A - complete.*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
N/A			

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
[I CAN] is an interagency effort, powered by First Steps as the state's school readiness initiative.		

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context	
# and description of Goal the Objective is helping accomplish:	*Goal 3 - Strengthen interagency accountability and public-private collaboration. (NOTE: The First Steps Board of Trustees is actively engaged in a strategic planning process through which new strategy and objective language, measures and timelines will be established over the coming months for implementation in FY17. The Strategies and Objectives listed below reflect the current operation of the agency.)*
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,*
# and description of Strategy the Objective is under:	*Strategy 3.1 - Improve interagency communication and collaboration.*
Objective	
Objective # and Description:	*Objective 3.1.1 - Seat and convene a collaborative interagency group comprised by First Steps and DSS staff designed to clarify and coordinate regulatory and quality enhancement efforts supporting SC child care providers.*
Legal responsibilities satisfied by Objective:	*59-152-20*
Public Benefit/Intended Outcome:	*By convening this interagency group, First Steps and DSS will achieve greater collaboration and efficiency through improved communication and the coordination of related - but distinct - program investments.*
Agency Programs Associated with Objective	
Program Names:	*SC First Steps, First Steps 4K, Local (County) Partnerships*
Responsible Person	
Name:	*Dr. Dan Wuori*
Number of Months Responsible:	12
Position:	*Deputy Director*
Office Address:	*1300 Sumter Street, Columbia, SC 29201*
Department or Division:	*SC First Steps (State Office)*
Department or Division Summary:	*Oversight of the First Steps initiative.*
Amount Budgeted and Spent To Accomplish Objective	
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,
Total Actually Spent:	*Agency will provide next year*

Objective Details

PERFORMANCE MEASURES

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, "Performance Measure," enter the performance measure just like the agency did in the accountability report.
2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).
3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results," enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - "Agency did not use PM during this year."
4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.
Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection
Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance		
Objective Number and Description	Objective 3.1.1 - Seat and convene a collaborative interagency group comprised by First Steps and DSS staff designed to clarify and coordinate regulatory and quality enhancement efforts supporting SC child care providers.	
Performance Measure:	Convene Interagency Work Group/Development of Interagency Child Care Plan	
Type of Measure:	Output	
Results		
2013-14 Actual Results (as of 6/30/14):	N/A	
2014-15 Target Results:	N/A	
2014-15 Actual Results (as of 6/30/15):	N/A	
2015-16 Minimum Acceptable Results:	Successful development of Interagency Child Care Plan	
2015-16 Target Results:	Successful development of Interagency Child Care Plan	
Details		
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	Only Agency Selected	
What are the names and titles of the individuals who chose this as a performance measure?	Susan DeVenny, Former Director, Susan Alford, DSS Director/Trustee	
Why was this performance measure chosen?	To improve collaboration and interagency coordination in the area of child care.	
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A	
What are the names and titles of the individuals who chose the target value for 2015-16?	Susan DeVenny, Former Director, Susan Alford, DSS Director/Trustee	
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	First Steps and DSS play important, complementary roles within the childcare community, with DSS serving as regulator and First Steps supporting program quality.	
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	YES	
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?		

POTENTIAL NEGATIVE IMPACT

Objective Details

Instructions : Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing this objective. Next to, "Most Potential Negative Impact," enter the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Next to, "Level Requires Outside Help," enter the level at which the agency believes it needs outside help. Next to, "Outside Help to Request," enter the entities to whom the agency would reach out if the potential negative impact rises to that level. Next to, "Level Requires Inform General Assembly," enter the 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. Next to, "3 General Assembly Options," enter three options for what the General Assembly could do to help resolve the issue before it became a crisis. The House Legislative Oversight Committee will provide this information to all other House standing committees, but will not address it itself until the agency is under study.

Most Potential Negative Impact	*Without deliberate interagency coordination, South Carolina's child care support systems will not be well aligned, leading to frustration among providers.*
Level Requires Outside Help	*N/A*
Outside Help to Request	*N/A*
Level Requires Inform General Assembly	*N/A*
3 General Assembly Options	*N/A*

REVIEWS/AUDITS

Instructions : Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
N/A			

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
DSS	*Child Care regulatory agency*	*State/Local Government Entity*

Objective Details

This is the next chart because once the agency determines the associated programs and amount of funds it is allocating to accomplish each objective, the agency needs to ensure it has proper performance measures established to track how effectively and efficiently it is utilizing the resources allocated. The agency also needs to consider potential negative impacts which may arise, and need to be addressed, if the objective is not accomplished; ensure the agency is addressing issues raised in previous audits or reviews; and continually consider which partners the agency could work with to more effectively and efficiently accomplish each objective.

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions: Below is a template to complete for each Objective listed in the Strategy, Objectives and Responsibility Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs, while it is still blank. The agency will then have a blank version to complete for each separate Objective. The agency needs to provide information in all the cells that are highlighted. Please save the information related to each Objective as a separate tab in the excel document. Label each Tab, "O__" and insert the applicable numbers in the blanks (For example "O1.1.1"). NOTE: Call House Staff if the agency has any questions or needs any assistance in completing the information below.

Strategic Plan Context		
# and description of Goal the Objective is helping accomplish:	*Goal 3 - Strengthen interagency accountability and public-private collaboration. (NOTE: The First Steps Board of Trustees is actively engaged in a strategic planning process through which new strategy and objective language, measures and timelines will be established over the coming months for*	
Legal responsibilities satisfied by Goal:	*Title 59, Chapter 152: South Carolina First Steps to School Readiness, Title 59, Chapter 156: The Child Early Reading and Development Program, Individuals with Disabilities Education Act, Part C,*	
# and description of Strategy the Objective is under:	*Strategy 3.1 - Improve interagency communication and collaboration.*	
Objective		
Objective # and Description:	*Objective 3.1.2 - Convene the Chairmen's Summit on Early Childhood Education, as a collaborative interagency effort comprised by each of the entities serving on the First Steps Board of Trustees.*	
Legal responsibilities satisfied by Objective:	*59-152-20*	
Public Benefit/Intended Outcome:	*By convening this interagency summit, the First Steps Board of Trustees sought to engage all Trustee stakeholders in an increasingly well-coordinated and collaborative effort to support the needs of the state's young children and families.*	
Agency Programs Associated with Objective		
Program Names:	*SC First Steps, First Steps 4K, Local (County) Partnerships*	
Responsible Person		
Name:	*Dr. Dan Wuori*	
Number of Months Responsible:	12	
Position:	*Deputy Director*	
Office Address:	*1300 Sumter Street, Columbia, SC 29201*	
Department or Division:	*SC First Steps (State Office)*	
Department or Division Summary:	*Oversight of the First Steps initiative.*	
Amount Budgeted and Spent To Accomplish Objective		
Total Budgeted for this fiscal year:	Due to First Steps' current strategic planning effort,	Copy and paste this information from the Strategic Budgeting Chart
Total Actually Spent:	*Agency will provide next year*	

PERFORMANCE MEASURES

Objective Details

Instructions : Please copy and paste the chart and questions below as many times as needed so the agency can provide this information for each Performance Measure that applies to this objective.
1) In the cell next to, “Performance Measure,” enter the performance measure just like the agency did in the accountability report.
2) In the cell next to, "Type of Measure," pick the type of measure that best fits the performance measure from the drop down box (see Types of Performance Measures explained below).
3) In the next set of cells enter the actual and target results for each year. Next to "Actual Results," enter the actual value the agency had for that performance measure at the end of that year. Next to "Target Results,” enter the target value the agency wanted to reach for the performance measure for that year. Next to "Minimum acceptable level," enter the minimum level for this performance measure that the agency would find acceptable. Including a minimum acceptable level and target level will hopefully encourage the agency to continually set challenging targets each year. If the agency did not utilize a particular performance measure during certain years, then enter the following next to the applicable "Actual Results" and "Target Results," - “Agency did not use PM during this year.”
4) In the last set of cells, answer the questions to provide Details about each measure. In the cell next to, "Is agency required to keep track of this by the state or federal government," pick State from the drop down menu if an entity in state government requires the agency to track this information, Federal if an entity in the federal government requires the agency to track this information, or Only Agency Selected if there is no state or federal entity that requires the agency to track this information and the agency selected it.

Types of Performance Measures:
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Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.
Input/Explanatory/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

How the Agency is Measuring its Performance	
Objective Number and Description	Objective 3.1.2 - Convene the Chairmen's Summit on Early Childhood Education, as a collaborative interagency effort comprised by each of the entities serving on the First Steps Board of Trustees.
Performance Measure:	Plan and convene 2015 Chairmen's Summit on Early Childhood, a collaborative effort between the First Steps Board of Trustees, and House and Senate leaders for children.
Type of Measure:	Output
Results	
2013-14 Actual Results (as of 6/30/14):	N/A
2014-15 Target Results:	N/A
2014-15 Actual Results (as of 6/30/15):	N/A
2015-16 Minimum Acceptable Results:	Plan and convene 2015 Chairmen's Summit on Early Childhood.
2015-16 Target Results:	Plan and convene 2015 Chairmen's Summit on Early Childhood.
Details	
Does the state or federal government require the agency to track this? (provide any additional explanation needed, two cells over)	Only Agency Selected
What are the names and titles of the individuals who chose this as a performance measure?	Susan DeVenny, Former Director, Ken Wingate, Board Chair
Why was this performance measure chosen?	First Steps is charged by law with both the mobilization of communities around the needs of young children and fostering interagency collaboration as a means through which to ensure efficiency.
If the target value was not reached in 2014-15, what changes were made to try and ensure it was reached?	N/A
What are the names and titles of the individuals who chose the target value for 2015-16?	Susan DeVenny, Former Director, Ken Wingate, Board Chair
What was considered when determining the level to set the target value in 2015-16 and why was the decision finally made on setting it at the level at which it was set?	N/A
Based on the performance so far in 2015-16, does it appear the agency is going to reach the target for 2015-16?	YES
If the answer to the question above is "questionable" or "no," what changes are being made to try and ensure it is reached or what resources are being diverted to ensure performance measures more likely to be reached, are reached?	

POTENTIAL NEGATIVE IMPACT

Objective Details

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Most Potential Negative Impact	*Without interagency collaboration through a centeral hub such as First Steps, the state's public and private early childhood resources are siloed and poorly coordinated.*
Level Requires Outside Help	*N/A*
Outside Help to Request	*N/A*
Level Requires Inform General Assembly	*N/A*
3 General Assembly Options	*N/A*

REVIEWS/AUDITS

Instructions :   Below please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency which occurred during the past fiscal year that relates/impacts this objective. Please remember to maintain an electronic copy of each Review and any other information generated by the entity performing the Review as copies may be requested when the agency is under study. NOTE: Responses are not limited to the number of rows below that have borders around them, please insert as many rows as needed.

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Entity Performing the Review and Whether Reviewing Entity External or Internal	Date Review Began (MM/DD/YYYY) and Date Review Ended (MM/DD/YYYY)
N/A			

PARTNERS

Instructions : Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish this objective. Under the "Ways Agency works with Current Partners," enter the ways the agency works with the entity (names of projects, initiatives, etc.) which helps the agency accomplish this objective. List only one partner per row and insert as many rows as necessary to list all of the partners. Note, if there is a large list of partners that all fit within a certain group, the agency can list the group instead of each partner individually. For example, if the agency works with every middle school in the state, the agency can list SC Middle Schools, instead of listing each middle school separately. As another example, if the agency works with every high school in Lexington county, the agency can list Lexington County High Schools, instead of listing each high school in the county separately.

Current Partner Entity	Ways Agency Works with Current Partner	Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?
All agency level Trustee partners involved.		*State/Local Government Entity*

Reporting Requirements

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

Instructions :

List all reports, if any, the agency is required to submit to a state, federal or outside entity on a regular basis. Insert the name of each report in a separate column and answer the questions below it. Add as many columns as needed.

PLEASE NOTE: All information the agency provides in the rows below the row labeled, “Date the Report was last submitted,” should apply to when the agency most recently submitted the report (i.e. date report was last submitted).

	Agency Responding	First Steps	First Steps	First Steps
	Report #	1	2	3
	Report Name:	Restructuring Report	Annual Report	BabyNet Annual Performance Report
	Why Report is Required			
	Legislative entity requesting the agency complete the report:	House Legislative Oversight Committee	SC General Assembly	US Department of Education
	Law which requires the report:		59-152-50	IDEA, Part C
	Agency's understanding of the intent of the report:	Reporting to the House Legislative Overight Committee for purpose of examining agency structure, strengths and weaknesses.	Annual reporting to SC General Assembly, Board of Trustees and Community	Annual reporting to US Department of Education's Office of Special Education Programs (OSEP)
	Year agency was first required to complete the report:	2015	2000	2010
	Reporting frequency (i.e. annually, quarterly, monthly):	Annually	Annually	Annually
	Information on Most Recently Submitted Report			
Information in all these rows should be for when the agency completed the report most recently	Date Report was last submitted:	12-Jan-16	30-Nov-15	Feb-15
	Timing of the Report			
	Month Report Template is Received by Agency:	November	N/A	November
	Month Agency is Required to Submit the Report:	January	December	February
	Where Report is Available & Positive Results			
	To whom the agency provides the completed report:	House Legislative Oversight Committee	Board of Trustees, General Assembly	US Department of Education
	Website on which the report is available:	http://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/AgencyPHPFiles/FirstStepstoSchoolReadiness.php	scfirststeps.org/http://scfirststeps.com/annual-reports/	https://osep.grads360.org/#communities/pdc/documents/8287
	If it is not online, how can someone obtain a copy of it:	N/A	N/A	N/A
	Positive results agency has seen from completing the report:	Opportunity to articulate an increasingly clear strategic plan related to agency performance.	Opportunity to educate the General Assembly and public about First Steps' mission and accomplishments.	Opportunity to compare SC's performance against the rest of the nation.

Restructuring Recommendations and Feedback

Agency Responding	South Carolina First Steps to School Readiness
Date of Submission	1/12/2016
Fiscal Year for which information below pertains	2015-16

RESTRUCTURING RECOMMENDATIONS

Instructions: Please answer the questions below and add as many rows as needed.

Does the agency have any recommendations, minor or major, for restructuring?	No

If the agency has recommendations for restructuring, list each one on a separate row in the chart below. Add as many rows as needed.

Does the agency recommendation require legislative action?	Recommendation for restructuring

FEEDBACK (Optional)

Instructions: Please answer the questions below to provide feedback on this Annual Restructuring Report ("Report").

Please list 1-3 benefits the agency sees in the public having access to the information requested in the Report, in the format it was requested.	Please list 1-3 benefits to agency management and employees in having all of this information available in one document.	Now that the agency has completed the Report, please list 1-3 things the agency could do differently next year (or it could advise other agencies to do) to complete the Report in less time and at a lower cost to the agency.
1	1	1
2	2	2
3	3	3

Does the agency believe this year's Restructuring Report was less burdensome than last year's?	Please list 1-3 changes to the Report questions, format, etc. the agency recommends to ensure the Report provides the best information to the public and General Assembly, in the least burdensome way to the agency.	Please add any other feedback the agency would like to provide (add as many additional rows as necessary)
Yes	1	
Why or why not?	2	
While less burdensome that last year's report, this year's restructuring report still took at least 16 hours to complete. Coupled with First Steps current review and ongoing subcommittee requests, the agency respectfully encourages Committee members and staff to remain mindful of the very heavy workloads being placed on agencies under review.	3	

Agencies are not required to do anything in this worksheet. This worksheet is part of the document so the proper drop down menues can be available in the other tabs.

Is Performance Measure Required?
State
Federal
Only Agency Selected

Type of Performance Measure
Outcome
Efficiency
Output
Input/Explanatory/Activity

Is the Partner a State/Local Government Entity; College, University; or Other Business, Association, or Individual?

State/Local Government Entity
College/University
Business, Association or Individual

Does the Agency have any restructuring recommendations
Yes
No

Does the agency believe this year's Restructuring Report was less burdensome than last year's?
Yes
No