



Quarterly Stakeholder Update

October 29, 2020

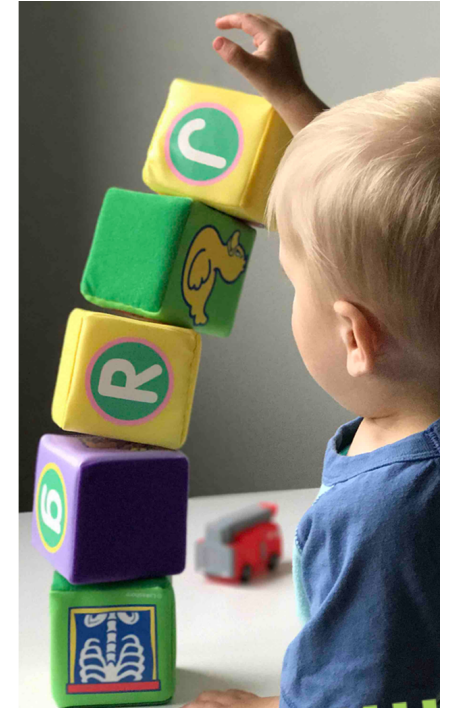
www.earlylearnersd.org

Vision & Goals

Vision: All children have access to high quality early learning experiences and environments to create a solid foundation for lifelong success.

Goals:

1. Pregnant women and young children are healthy
2. Children are ready to succeed in school
3. Children live in safe, stable, and nurturing families and communities
4. The community understands and supports the importance of early learning for children.



Subcommittee Updates

BUILDING BLOCK #1

Community leadership,
commitment and public will
to make early childhood
a priority

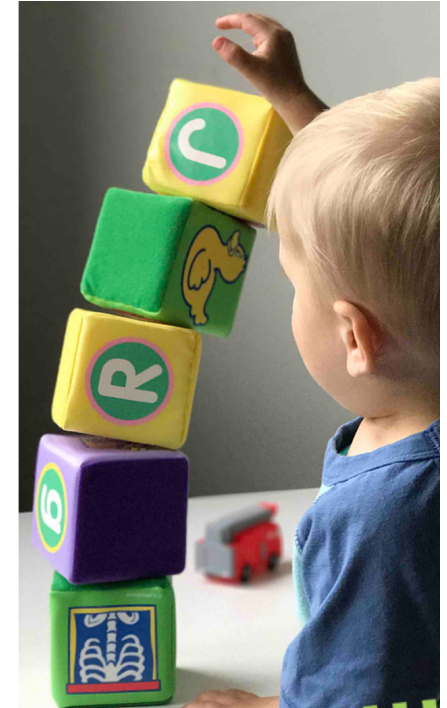
- **Target 1.1** Local leaders work together across systems with a focus on early childhood.
- **Target 1.2** The community invests in young children and families.
- **Target 1.3** Community members support and understand the importance of early childhood health, learning and well-being.
- **Target 1.4** A rich network of informal supports is available for all families.
- **Target 1.5** Community resources for children and families are well-known, accessible and easy to use.

1.1

Local leaders work together across systems with a focus on early childhood.

Accomplishments:

1. Leaders support their organization's involvement in ELRC activities
2. Created Vision Statement: That all children have access to high quality learning experiences and environments to create a solid foundation for lifelong success.
3. Created First One-Pager Information sheet
4. Approved ELRC 4 Goals (listed on slide 3)





VISION: That all children have access to high quality early learning experiences and environments to create a solid foundation for lifelong success.

ALL YOU NEED TO KNOW

WHAT IS IT?

ELSD is a community-driven grass roots effort, bringing awareness and support to the importance of how access to a variety of early learning environments impacts our community's future.

WHERE DOES EARLY LEARNING TAKE PLACE?

Everywhere! In the home, classroom, friend's home, religious organizations, on the ranch and playground!

WHO IS AN EARLY LEARNER?

All children ages 0-8. A child in the home, preschool classroom, grandparent's house, foster home, places of worship, on the farm or ranch. Every child in our community is an Early Learner!

WHY?

All children are the future of our state. They are the next generation of parents, workforce, and leaders. Data is clear. Early access to quality learning for ALL children leads to healthier, thriving communities. Commitment to our future is rooted in community and state leadership, quality services that work for all young children and their families including backing local/state policies and creating safe and caring neighborhoods that support families.*

WHO IS RESPONSIBLE FOR EARLY LEARNING?

You! Everyone can support early learning and our future.

HOW?

First, be aware and informed. Then, invest time, knowledge, resources, perspectives, talent and skills.

WHEN?

The time to support early learning is now. Find out how you can be involved by contacting: info@earlylearnersd.org

FROM THE WORLD HEALTH ORGANIZATION:

"Recent research confirms that the first five years are particularly important for the development of the child's brain, and the first three years are the most critical in shaping the child's brain structure. Early experiences provide the base for the brain's organizational development and functioning throughout life. They have a direct impact on how children develop learning skills as well as social and emotional abilities."

Studies show that access to quality early learning has long-term results for children**:

- > Fewer teenage pregnancies
- > More likely to graduate from high school
- > More likely to hold a job and have higher earnings
- > Commit fewer crimes
- > More likely to own their own car and home

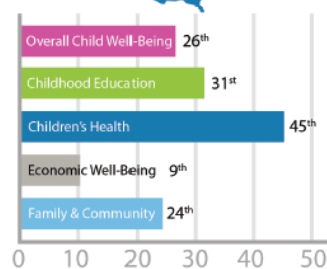
Lack of access to quality early learning has shown harmful effects on individuals and society**:

- > Increased long-term health conditions into adulthood such as hypertension and coronary heart disease
- > Costs the U.S. economy \$1.8 billion in tax revenue

**Perry Preschool Project, The Heckman Equation, Federal Reserve Bank of Minneapolis

HOW DOES SOUTH DAKOTA RANK?

South Dakota ranks highest in the Economic Well-Being Category while Children's Health sits at 45 out of 50 states.



From the 2019 KIDS COUNT Data Book: State trends in Child Well-Being from the Annie E. Casey Foundation

Get involved now in Early Learning
South Dakota by contacting
info@earlylearnersd.org
www.EarlyLearnerSD.org

EARLY LEARNER
South Dakota
is an initiative led by:

sdaeyc

South Dakota Association for the
Education of Young Children

1.1 (continued)

Where are we going?

Will be looking at ways to align goals, as they relate to early childhood of the following:

1. Rapid City Area School District
2. Rapid City Comprehensive Plan
3. Rapid City Downtown Area Master Plan
4. Rapid City Cultural Plan

Continue to evaluate our progress rating tool and determine how to continue to move closer to 5's on all levels

What challenges occurred due to Covid-19?

- Disruption in our meeting schedule
- Adapting to virtual meetings
- Adjusting to additional demands experienced by all



[Our District](#)

[Parents](#)

[Students](#)

[Community](#)

[Schools](#)

STRATEGIC PLANS

Reading by Third Grade

21st Century Learning

College, Career, and Life Readiness

Teaching and Leading

School and Community Partnerships

1.1

LEVEL AND PROGRESS		✓ COMPLETED
<p>LEVEL 1 A group of stakeholders committed to early childhood meets regularly to identify areas of overlap and possible areas of future work.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>	<p><input checked="" type="checkbox"/> Hold multiple listening sessions across the city or county, using community liaisons to recruit broad participation, to learn what the community wants for children and what their aspirations are for their community. Foster a culture of trust, respect and inclusion to ensure you receive authentic feedback. All members of the community must feel free to share their own opinions, experiences and ideas and feel recognized and accepted for who they are.</p> <p><input checked="" type="checkbox"/> Activate an existing group of stakeholders or host a community-wide early learning summit to identify partners who would be willing to serve. The local United Way may be able to help identify potential partners. Parents of young children and early care and education providers from the community should be included in this group.</p> <p><input checked="" type="checkbox"/> Consider who is not at the table and ensure that representation is equitable and inclusive.</p> <p><input checked="" type="checkbox"/> Establish regular and open lines of communication between a core group of stakeholders and top community leaders, such as the mayor or county executive.</p> <p><input type="checkbox"/> Have each provider and community organization identify how they influence families' lives and identify overlaps and gaps.</p> <p><input type="checkbox"/> Other:</p>	
<p>LEVEL 2 A group of community members and representatives from a wide variety of organizations and institutions are jointly working toward a shared vision and common goals.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 2.75 3 4 5</p> <p>Just getting started Making progress Well on our way</p>	<p><input checked="" type="checkbox"/> After extensive outreach and multiple conversations with a diverse set of community members, develop a shared vision and shared goals among a core group of stakeholders committed to moving the work forward.</p> <p>1/2 <input checked="" type="checkbox"/> Identify a few discrete areas to focus joint action. Create working groups or subcommittees around these areas.</p> <p><input checked="" type="checkbox"/> Establish regular and open lines of communication between a core group of stakeholders and top community leaders, such as the mayor or county executive.</p> <p>1/4 <input checked="" type="checkbox"/> Evaluate how different partners' organizational and programmatic strategies and goals intersect. Consider aligning plans across the community to work on shared goals. For example, align the city plan with the school district's plan or the community development plan.</p> <p><input type="checkbox"/> Other:</p>	
<p>LEVEL 3 A broad group of stakeholders with dedicated leadership and community input works together to promote the healthy development of young children.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>	<p><input checked="" type="checkbox"/> Formalize the administration of this group of stakeholders with a coordinator at an existing non-profit – or create an office of early learning or young children at the city or county level. Identify funding for the sustainability of this position or office.</p> <p><input type="checkbox"/> Ensure that the partnership is diverse and representative of the community. It should include regular and routine input from families and sectors beyond early childhood that impact families such as transportation and workforce. Representation should be equitable and inclusive of folks from different backgrounds, neighborhoods, socioeconomic statuses, races and ethnicities.</p> <p><input type="checkbox"/> Sign commitment letters or memoranda of understanding to formalize the partnership and demonstrate each organization or individual's staff, financial and in-kind commitments.</p> <p><input type="checkbox"/> Other:</p>	

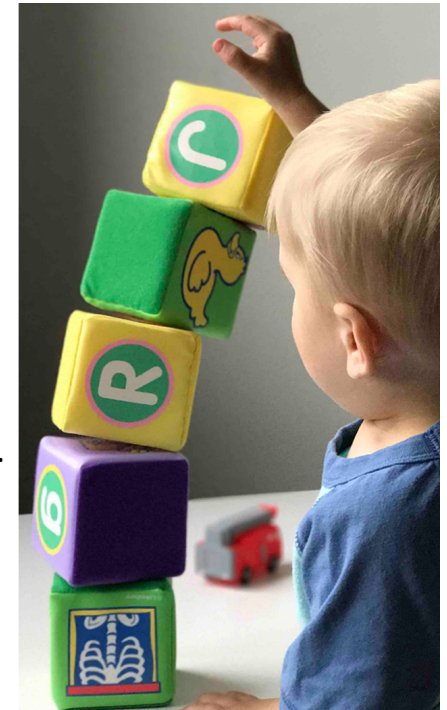
1.2

The community invests in young children and families.

Level 1: The community uses available resources including existing funding streams

The community is between “Just getting started” and making process. Score = 1 to 2

- Initiatives 2007 – *Starting Strong* & 2019 – *Early Learning Rapid City*
- Using public media i.e., SDPB, KNBN, etc., to distribute early learning information
- 1.2 Initial survey finding revealed limited or no knowledge of early learning resources and that there is a need for awareness, affordability, and availability of early learning resources.
- 1.2 expects to improve the survey and survey a larger sample of the community to determine what the community understands is “early learning”; their current sources of information; and how we can better help the community understand and access early learning resources in Rapid City.
- Following the survey, Early Learning will host focus groups on early learning



1.2

The community invests in young children and families.

Level 2: The community works to use existing and new funds and resources.

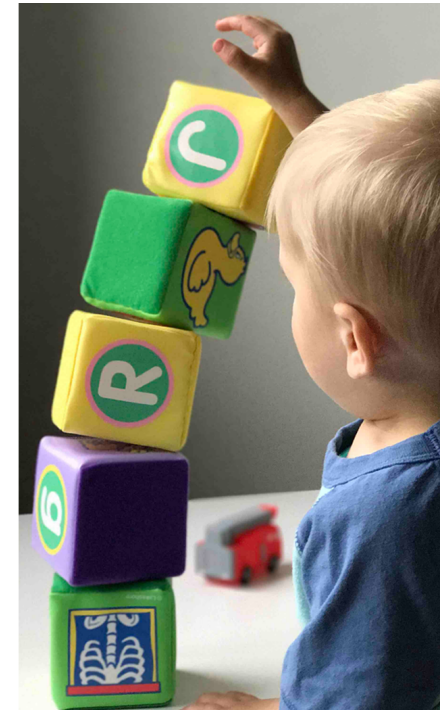
The community is just getting started. Score = 1

- The City of Rapid City provides financial support for *Starting Strong*
- Local Regional nonprofit financial support, for example JTV support for Starting Strong.

Level 3: The community's support for early childhood is formalized.

Rapid City's 2007 Healthy family initiative* and 2019 Early Learner RC is evidence Rapid City is working toward this end. Score = 2

* Led to Starting Strong, a program to help low income families access pre-K education



1.2

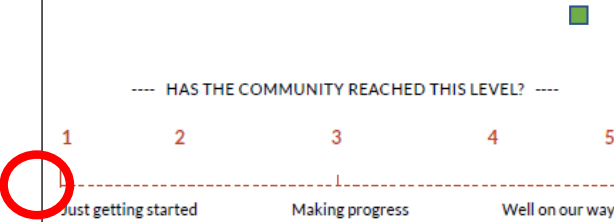
LEVEL AND PROGRESS		✓ COMPLETED
<p>LEVEL 1</p> <p>The community uses its available resources, including existing funding streams, to effectively support families and promote healthy child development.</p> <p>----- HAS THE COMMUNITY REACHED THIS LEVEL? -----</p> <p>1 1.5 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide space at publicly owned buildings, such as recreation centers, libraries or school buildings, for providers to deliver services, host parent gatherings and address other community needs. <input checked="" type="checkbox"/> Use public media, like the local open access channel, and other public assets to get the word out about early childhood development. <input type="checkbox"/> Put tips for how parents can engage children in brain-building moments, inside utility bills, on the sides of buses and trash trucks, in public transportation stations and depots or on other city owned vehicles. 1/2 <input checked="" type="checkbox"/> Survey or interview early care and education providers about the resources they have, challenges they face and the supports they could use as they work to improve quality. This could also be an opportunity to connect providers to community supports, services and their elected officials. <input type="checkbox"/> Partner with school districts to assess how public education funds are being used and whether they can be used to support early childhood programming within schools and the surrounding neighborhoods. <input type="checkbox"/> Engage city or local government departments that are funding programs for healthy and safe communities and strengthening families, such as crime prevention, family literacy or mentoring for school-age children and youth. <input type="checkbox"/> Other: 	
<p>LEVEL 2</p> <p>Community and early childhood partners work together to identify points of intersection to use existing funds and resources creatively as well as to find new funding sources.</p> <p>----- HAS THE COMMUNITY REACHED THIS LEVEL? -----</p> <p>1 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Consider what assets each partner has (financial and otherwise) and how they might be employed to further common goals. For example, when the school district is hosting trainings or conferences for pre-k teachers, community-based pre-k providers could be invited to attend. Parent leadership groups can be powerful allies to increase parent and family engagement in city or county level planning and initiatives. <input type="checkbox"/> Learn from service providers about how they "blend and braid" funding to meet family needs, and explore whether there are ways to formalize those strategies or support other programs in making similar innovations. <input type="checkbox"/> Use business development resources and tax incentives to help early care and education providers better manage the business side of their centers and improve quality. <input type="checkbox"/> Consider the current needs of the early childhood system and develop an improvement or strategic plan. <input checked="" type="checkbox"/> Engage the philanthropic and business community through public/private partnerships focused on specific issues or neighborhoods, or to fund programs, evaluation efforts or your Early Learning Community efforts in general. <input type="checkbox"/> Provide technical assistance in a variety of areas, including organizing bulk buying groups and participation in the Child and Adult Care Food Program to provide subsidized meals to children in early care and education centers. <input type="checkbox"/> Encourage providers to use a shared services model to reduce or share costs through joint purchasing, staff sharing or centralized administration to ease the administrative burden. Consider how local government could help administer this model. <input type="checkbox"/> Partner with agencies and providers to write proposals and apply for grants. Use the opportunity to showcase what combined strengths and resources can accomplish. <input type="checkbox"/> Other: 	

1.2

1 BUILDING BLOCK #1

Community Leadership, Commitment and Public Will to Make Early Childhood a Priority

HOW HAS YOUR COMMUNITY DEMONSTRATED PROGRESS TOWARD THIS LEVEL?
WHAT ACTIONS DO YOU INTEND TO TAKE TO REACH THIS LEVEL?

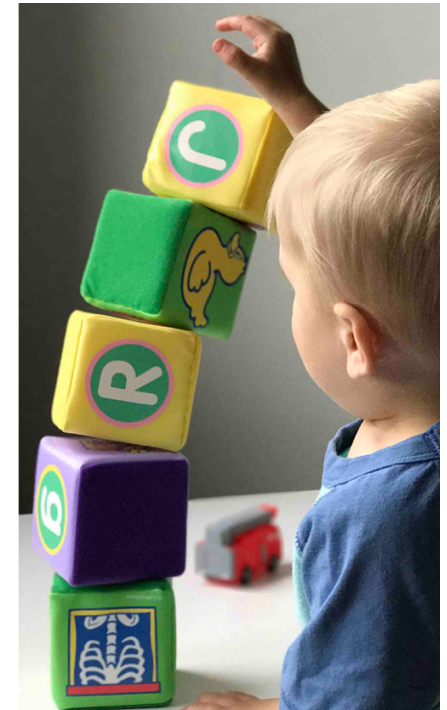
TARGET	LEVEL AND PROGRESS	✓ COMPLETED
1.2 (continued) The community invests in young children and families	LEVEL 3 The community's support for early childhood is formalized, and support for the families who need it most (including families with low incomes, families of color, immigrant and refugee families and families with LGBTQ members) is prioritized. <div style="text-align: center;"> ---- HAS THE COMMUNITY REACHED THIS LEVEL? ---- </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 1 Just getting started </div> <div style="text-align: center;"> 2 </div> <div style="text-align: center;"> 3 Making progress </div> <div style="text-align: center;"> 4 </div> <div style="text-align: center;"> 5 Well on our way </div> </div> 	<input type="checkbox"/> Identify consistent, dedicated funds for early childhood services, care and education. <input type="checkbox"/> Ensure that resident priorities, drawn from a representative group from within the community, drive how funding is directed and how services are provided. <input type="checkbox"/> Engage a broader range of community leaders to be champions and advocate for additional financing mechanisms to support early childhood services, care and education. <input type="checkbox"/> Develop a coordinated or universal application and/or reporting requirements for city-managed resources to reduce the administrative burden on providers and families. Encourage other public agencies and private funders to do the same. <input type="checkbox"/> Create a dedicated source of revenue through a local sales or property tax, or earmark a portion of existing taxes for early learning programs. <input type="checkbox"/> Establish a developer impact or linkage fee to fund new early care and education centers or seats within existing centers to meet demand created by new development. <input type="checkbox"/> Other:

1.3

Community members support and understand the importance of early childhood health, learning, and well-being.

Where are we going?

- Utilizing survey data on how families acquire and view information
- Disseminate Vroom platform for brain-building parent resources
- Work with civic organizations to promote early learning advocacy
- Vetting and compiling local developmental growth resources



1.3

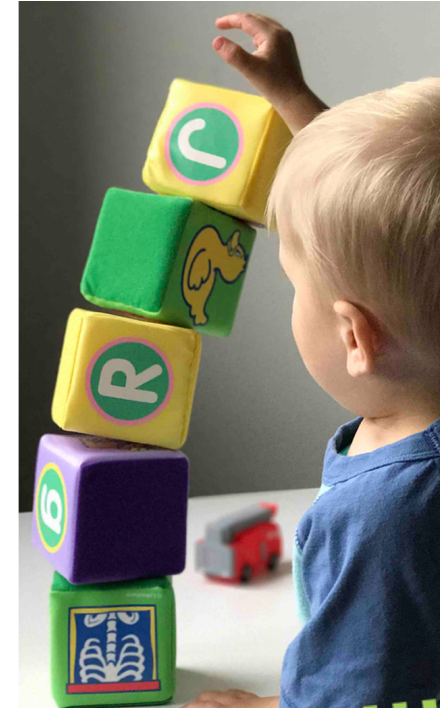
Community Action Guide Progress

LEVEL AND PROGRESS		✓ COMPLETED
<p>LEVEL 1 Information about developmental science, early health and learning and parenting is disseminated to the community with messages that are accessible and relevant to members of different cultural groups.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>		<ul style="list-style-type: none"> Post information about child development and available services in all city and county buildings and cultural and community centers. COVID has changed this - moved towards social media Ensure that elected officials and other high level city and county staff understand and talk about the importance of early childhood in speaking engagements both with community members and with other stakeholders such as business leaders and agency heads. Pass a resolution in local government demonstrating community support for early childhood. Host story times in libraries and recreation centers in languages spoken in the community for different age groups with developmentally appropriate books and activities. Align messaging across agencies and groups to reduce confusion and conflicting messages. Assess how families are acquiring and viewing information. Optimize online materials for viewing on smartphones. Other: Online messaging consistently provided through - ELSA website, Facebook, partners social media sites
<p>LEVEL 2 Families and the entire community are engaged in a conversation about the importance of early childhood well-being and what families need and want to succeed. This should go beyond one-sided messaging.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>		<ul style="list-style-type: none"> Host co-created community events, such as a parent night at public housing complexes or a public recreation center, with a focus on child and family well-being. Consider including a "parents and caregivers only" portion where they might learn about brain development and family portions where caregivers can try out activities with their children that promote development and well-being. Working with families to co-create these events will make them more successful. Tip: Providing food and child care goes a long way in allowing families to participate. No Small Matter, Starting Strong breakfast Host "film nights" with documentaries and films related to early childhood to spark conversation. Host ongoing trainings for providers from a variety of fields to help them learn about child development, new strategies for encouraging healthy development and how to engage with parents and families, including recognizing parents' expertise about their own children, families and communities. Invite faith-based communities to consider what they can do to support families in promoting healthy child development, including hosting the types of events described here. Other: We have invited faith-based communities in the past but have had a low response. Starting to build a connections with Love, Inc. through the school-age support from COVID response
<p>LEVEL 3 Everywhere families go, they receive culturally relevant messages about early childhood health, learning and well-being.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>		<ul style="list-style-type: none"> Promote brain-building moments throughout the community with multi-platform tools such as Vroom and Talk Read Sing. Consider who you can partner with to disseminate your message (such as local public radio and television stations) and how and when you already touch families with young children (when they pay bills, at the library, in public housing, at local medical clinics). Encourage businesses to think about how they can post materials in their offices both for employees and customers. For instance, grocery stores can post brain development information or activities on their shopping carts. Partner with parent leaders to develop an advocacy campaign that shows the importance of investing in early childhood and how the investment benefits everyone in the community. Reach out to "unusual suspects" or groups that have influence such as seniors, the business community or civic organizations. Use a "Children in All Policies" or "Children First" approach to promote awareness of how all policies affect children and to endorse the commitment the community has made to children and their well-being. Other:

1.4

A rich network of informal supports is available for all families.

1. **Where do we access ourselves?** - In the beginning 1.0
2. **What have we done?** New Committee Group that is energetic already created a Master list of contacts for questioning on how we can align in throughout the Community.
3. **What are we working on?** - We are working on definitions within our Master list of the types of relationships these groups may have to Early Learning. We are posing the potential thought process of different types of questions based on the groups orientation.



LEVEL AND PROGRESS		✓ COMPLETED
<p>LEVEL 1 Community leaders understand who does and who does not have access to informal supports and what the barriers are to building those informal supports in the community.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>	<input type="checkbox"/> Conduct a needs assessment and landscape analysis at the neighborhood and district level. <input checked="" type="checkbox"/> Ask community and cultural organizations with strong ties to the community for their insight into opportunities, gaps and barriers for families to build their social connections. <input type="checkbox"/> Invite parents and caregivers to give their input on needs and opportunities to reduce social isolation through surveys, focus groups or going to door to door. <input checked="" type="checkbox"/> Create a community map of safe places where families can and do gather. <input type="checkbox"/> If there are places where families could gather but don't – such as an unused playground in a neighborhood park – engage residents to find out what is keeping them from going there and what could be done to get families to start using that space. <input type="checkbox"/> Other	
<p>LEVEL 2 The community is rich with opportunities for families to make connections.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>	<input type="checkbox"/> Ask residents what kind of opportunities they would like to see to build social connections, and engage them in co-creating those opportunities. <input type="checkbox"/> Create a space for residents to come together to create solutions that will work. <input type="checkbox"/> Use a "snowball" approach where each parent who participates agrees to bring at least one more parent to the next meeting or event. <input type="checkbox"/> Provide community "mini-grants" for neighborhood groups or community-based organizations to carry out community engagement efforts. <input type="checkbox"/> Facilitate connections and information sharing by organizing local groups on social media platforms, online tools or group-messaging programs. <input type="checkbox"/> Other	
<p>LEVEL 3 Mechanisms are in place for all parents and families, especially families who are often more isolated, to make connections with each other. Every neighborhood has safe places for people to make connections.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>	<input type="checkbox"/> Create groups for new parents to come together for support in the early months and beyond. <input type="checkbox"/> Establish dad groups to engage fathers in the early development of their children and form connections with other dads in their community. <input type="checkbox"/> Convene parent advisory groups made up of parents and caregivers from different neighborhoods, races and ethnicities. These are the groups that should determine what activities are carried out in their neighborhoods to best engage more isolated parents. <input type="checkbox"/> Support community-based groups to host a series of Parent Cafes or Community Cafes, with residents facilitating the conversation. Parents engaged in planning and facilitating cafes are the best ambassadors to recruit isolated families to join in. <input type="checkbox"/> Establish Family Resource Centers to provide opportunities for parents and caregivers to come together. Consider co-locating such centers with other services including early care and education. <input type="checkbox"/> Other:	

1.5

Community resources for children and families are well-known, accessible and easy to use.

What have we accomplished?

- We identified the top 6 early learner related questions from 211
- From this, we created a resource guide specific to these inquiries.
- The guide has been designed and has active links for ease of use

Where are we at?

- We are working to link this guide to our website and disseminate it to providers

Where are we going?

- We will work to identify barriers that prevent families from knowing of and accessing resources

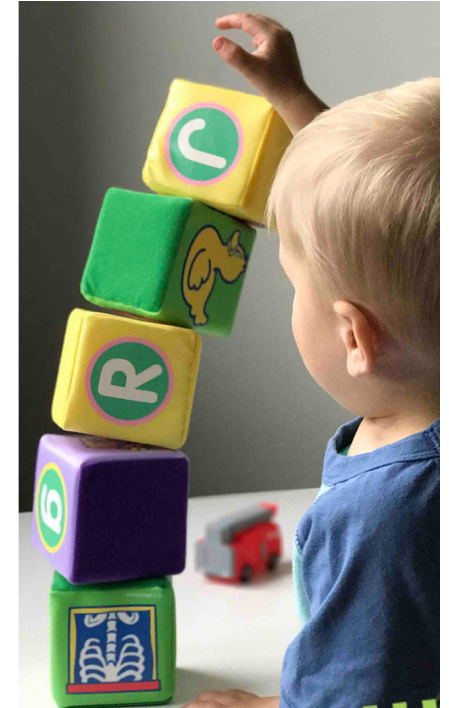


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BASIC NEEDS: p. 1-5

HOUSING ASSISTANCE

- Black Hills Area Habitat
- Club for Boys Thrift Store
- Cornerstone Apartments
- Cornerstone Thrift Store
- Fair Housing South Dakota
- Goodwill
- HUD South Dakota
- Love Inc Clearinghouse
- Pennington County Health and Human Services
- Pennington County Housing and Redevelopment Commission
- Rapid City Restore
- Rural Development Multi-Family Housing Rentals
- Salvation Army Thrift Store
- SD Housing Search
- Social Service Center
- South Dakota Housing Development Authority
- Supportive Services for Veterans Families
- We Care Rapid City Thrift Store
- Western South Dakota Community Action

HEALTHCARE

- Community Health Center of the Black Hills

FOOD ASSISTANCE

- Adventist Food Pantry
- Church Response
- Cornerstone Rescue Mission

- Feeding South Dakota
- Mother Butler Food Pantry
- Partnership with Native Americans
- Temporary Assistance to Needy Families (TANF)

SHELTER

- Cornerstone Women & Children's Home
- Helpline Center
- HOPE Center
- WAVI Working Against Violence, Inc

EXPECTANT/NEW PARENT ASSISTANCE: p. 6-8

- Bethany Christian Services
- Birth to Three
- Birthright of Rapid City
- Black Hills Pregnancy Center
- Bright Start
- Catholic Social Services
- Child Support (DSS)
- Childcare Assistance (DSS)
- CHIP (DSS)
- Community Health Center of the Black Hills
- Helpline Center
- Lutheran Social Services
- Medicaid (DSS)
- Mommy's Closet
- Parent Connections
- SNAP (DSS)
- Temporary Assistance to Needy Families (TANF)
- WIC Office of Child and Family Services

FAMILY FUN and LEARNING: p. 9-10

- Black Hills Reads: Imagination Library
- Main Street Square
- Museum of Geology
- Rapid City Parks and Rec
- Rapid City Public Library
- SD Association for the Education of Young Children
- SDPB Kids
- State Family Engagement Center
- Storybook Island
- The Dahl
- Yellow Bike Program
- YMCA

- Behavior Management Systems
- Bright Start
- Parents 4 Parents Support Network
- Parent Connections
- Love INC of the Black Hills - Life INC
- SDPB Kids
- Prosperity Initiative
- Bethany Christian Services
- Uplifting Parents
- Volunteer of America Mommy's Closet
- WIC Office of Child and Family Services
- Youth and Family Services

SPECIAL NEEDS AND SPECIAL EDUCATION: p.15-17

- Autism Society of the Black Hills
- Behavior Management Systems
- Birth to 3
- Early Childhood Connections
- Helpline Center
- LifeScape
- Northern Plains Eye Foundation
- Parent Connections
- Parents 4 Parents Support Network
- South Dakota Lions Foundation
- South Dakota School for the Blind and Deaf
- Special Services - Rapid City Area Schools
- Ups of Downs Family Support
- Youth and Family Services: Trauma Center

FINDING and PAYING FOR CHILDCARE: p. 11

- DSS Child Care Assistance
- Early Childhood Connections
- Helpline Center
- Starting Strong

PARENTING SKILLS AND SUPPORT: p. 12-14

- 12-Step Programs
- Autism Society of the Black Hills
- Life INC - Love INC of the Black Hills
- Stronger Family Program
- Crisis Care Center
- Big Brothers Big Sisters
- Early Childhood Connections



Helpline Center 211 | 402 St. Joseph St, Rapid City
211 | helplinecenter.org

earlylearnersd.org/rapid-city

BASIC NEEDS: Housing Assistance

ORGANIZATION	DESCRIPTION	LINKS
	Receive a hand up, not a hand out, and partner with Habitat for Humanity to help build your own home. Income guidelines apply and an application process is required.	Black Hills Area Habitat 610 E. Omaha St, Rapid City (605) 348-9196 blackhillshabitat.org
	Offers low cost household goods, clothing, furniture, and more.	Club for Boys Thrift Store 960 Cambell St, Rapid City (605) 341-8878 theclubforboys.org
	Offers permanent supportive housing for homeless and disabled individuals and families. Case management and referrals/partnerships with area agencies are provided to assist residents to strive for self-sufficiency.	Cornerstone Apartments 1220 East Blvd, Rapid City (605) 721-9497 cornerstonemission.org/apartments.html
	Offers clothing, furniture, household goods, and more available for purchase.	Cornerstone Rescue Mission Thrift Store 401 11th St, Rapid City (605) 716-2768 cornerstonemission.org
	A resource for renters, potential homeowners, lenders, landlords, and other housing professionals to utilize to understand their rights and responsibilities.	Fair Housing South Dakota Statewide (877) 832-0161 sdhda.org
	Offers clothing, furniture, and household items; work clothing vouchers available with referral from a social service agency.	Goodwill of the Great Plains 611 Lindbergh Ave, Rapid City (605) 737-395 goodwillgreatplains.org
	A resource for renters, potential homeowners, lenders, landlords, and other housing professionals to utilize to understand their rights and responsibilities.	HUD South Dakota Statewide (605) 330-4223 hud.gov

LEVEL AND PROGRESS		✓ COMPLETED
<p>LEVEL 1 An up-to-date directory is available and accessible for all families to find services and for service providers to refer families to additional services and resources.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>	<p><input checked="" type="checkbox"/> Create online and hard copy versions of the directory and ensure that they are updated at least once a year by giving listed organizations and providers an opportunity to edit their contact information and services offered.</p> <p><input type="checkbox"/> Visit early care and education centers to show providers and families how to use the directory.</p> <p><input type="checkbox"/> Encourage the local information and referral providers to invest in an easy-to-use mobile interface for their online service directory.</p> <p><input type="checkbox"/> Other:</p>	
<p>LEVEL 2 Non-traditional partners are aware of and use the directory to make referrals. Barriers that prevent families from accessing care are addressed.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>	<p><input type="checkbox"/> Host trainings for partners such as health care providers, clergy members and business owners on how to use the directory and make referrals.</p> <p><input type="checkbox"/> Address practices and policies that stigmatize families who seek support. Ask families about sources of stigma and their experiences with different service providers. Incorporate a way for parents and caregivers to rate and/or review the services and resources listed in the directory.</p> <p><input type="checkbox"/> Hold listening sessions to learn root causes of the barriers to accessing needed services.</p> <p><input type="checkbox"/> Assess language needs among families in the community. Make language services available to families whose primary language is not English, and translate marketing and application materials.</p> <p><input type="checkbox"/> Other:</p>	
<p>LEVEL 3 A "no wrong door" approach is used by public service and community organization staff to connect families with appropriate services even if the service isn't available directly through their agency or organization.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>	<p><input type="checkbox"/> Promote implementation of this approach by training support staff who interact with families, such as bus drivers and front desk staff.</p> <p><input type="checkbox"/> When possible, streamline application processes for services, using just one application for the different services a family might need.</p> <p><input type="checkbox"/> Encourage parents and other family members to become ambassadors in spreading the word about these services, compensating them for their time and expertise.</p> <p><input type="checkbox"/> Consider co-locating several social services into one location where families can access the resources they need to be successful. This one-stop shop can promote efficiency, leverage resources and support families.</p> <p><input type="checkbox"/> Other:</p>	

Early Learner South Dakota



Marketing:

- Partnership with News Center 1 and Mile Up marketing to bring the following focus on Early Learning public awareness :
 - Radio streaming Voice Over
 - Banner ads
 - Google/Facebook/YouTube ads
 - PSA's / email campaigns
 - Chat Bot

Advocacy / Policy:

- Creation of an Advocacy Toolkit (Located on Website)
- Grant and Partnership with national org – Alliance for Early Success
- Creation of a bill (currently in draft)

Sign up for the
newsletter!

<https://lp.constantcontactpages.com/su/I3ALkUH/EarlyLearnerSD>