



# Quarterly Stakeholder Update

April 29, 2021

[www.earlylearnersd.org](http://www.earlylearnersd.org)



# Tonight's Agenda

- Welcome & Facilitation by Jess Gromer
- Breakout Session
- Subcommittee Updates
- Early Learner SD Update
- Equity Discussion
- Remarks from Mayor Allender
- Closing Comments from Jess
  - Next meeting in July





Mayor Allender

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# Subcommittee Updates



# 1.1 (Jess Gromer)

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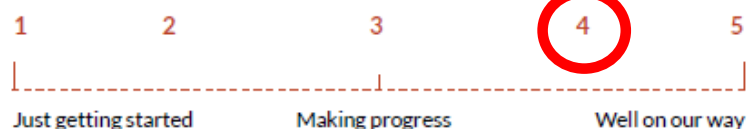
**Local leaders work together across systems with a focus on early childhood.**



**LEVEL 1**

A group of stakeholders committed to early childhood meets regularly to identify areas of overlap and possible areas of future work.

---- HAS THE COMMUNITY REACHED THIS LEVEL? ----

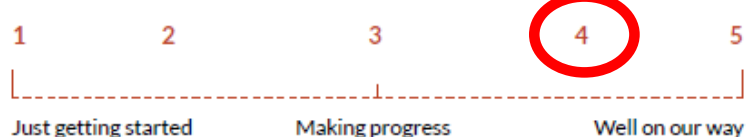


- ☒ Hold multiple listening sessions across the city or county, using community liaisons to recruit broad participation, to learn what the community wants for children and what their aspirations are for their community. Foster a culture of trust, respect and inclusion to ensure you receive authentic 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.
- ☒ 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.
- ☒ Consider who is not at the table and ensure that representation is equitable and inclusive.
- ☒ Establish regular and open lines of communication between a core group of stakeholders and top community leaders, such as the mayor or county executive.
- ☐ Have each provider and community organization identify how they influence families' lives and identify overlaps and gaps.
- ☐ Other:

**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.

---- HAS THE COMMUNITY REACHED THIS LEVEL? ----

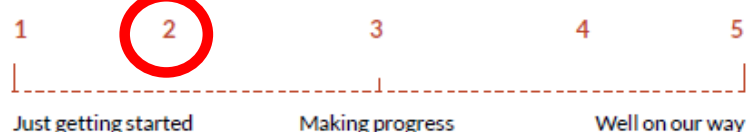


- ☒ After extensive outreach and multiple conversations with a diverse set of community members, develop a shared vision and shared goals among a core group of stakeholders committed to moving the work forward.
- ☒ 1/2 Identify a few discrete areas to focus joint action. Create working groups or subcommittees around these areas.
- ☒ Establish regular and open lines of communication between a core group of stakeholders and top community leaders, such as the mayor or county executive.
- ☒ 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.
- ☐ Other:

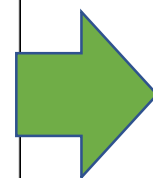
**LEVEL 3**

A broad group of stakeholders with dedicated leadership and community input works together to promote the healthy development of young children.

---- HAS THE COMMUNITY REACHED THIS LEVEL? ----



- ☒ 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.
- ☐ 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.
- ☐ Sign commitment letters or memoranda of understanding to formalize the partnership and demonstrate each organization or individual's staff, financial and in-kind commitments.
- ☐ Other:




**EQUITY  
PILOT  
FOR ELSD**

# 1.1 (continued)

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**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)
  5. Reviewed City's Comprehensive Plan, Rapid City Cultural Plan and Downtown Plan – Identified where NLC overlaps
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# 1.1 (continued)

## Where are we going?

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

Rapid City Comprehensive Plan

-Transportation

Rapid City Downtown Area Master Plan

-Affordable housing

Rapid City Cultural Plan

-Equity & Arts

**Preschools levels of excellence:** created by SD school admin organization. Rating tool for preschools. A community can measure their progress and make the link between the preschools and the district. Working on incorporating this into the toolkit for ELRC and ELSD. Adopting this measurement tool and encouraging preschools in our community to utilize this.

<https://www.naeyc.org/resources/position-statements/equity>

<https://www.sasd.org/preschool-levels-excellence/#>






# 1.2 Update

# 1.2 (Aly Albert)

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**The community invests in young children and families.**

- Background: 1.2 survey and trustworthiness
  - What type of information are trustworthy sources supplying the community with?
  - Developing three focus groups within the medical community
  - Chose the medical community to further question views on early learning because they are the most likely to come into contact with families with young children
  - Focusing on what resources they need in order to focus more on early education
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# 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	ADD TO ACTION PLAN
<p><b>1.2</b></p> <p>The community invests in young children and families</p>	<p><b>LEVEL 1</b></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 2 3 4 5</p> <p>Just getting started Making progress Well on our way</p>	<p><input checked="" 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.</p> <p><input type="checkbox"/> Use public media, like the local open access channel, and other public assets to get the word out about early childhood development.</p> <p><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.</p> <p><input 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.</p> <p><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.</p> <p><input checked="" 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.</p> <p><input type="checkbox"/> Other:</p>	
	<p><b>LEVEL 2</b></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>	<p><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.</p> <p><input checked="" 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.</p> <p><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.</p> <p><input checked="" type="checkbox"/> Consider the current needs of the early childhood system and develop an improvement or strategic plan.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><input checked="" 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.</p> <p><input type="checkbox"/> Other:</p>	



## 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	ADD TO ACTION PLAN
<p>1.2 (continued)</p> <p>The community invests in young children and families</p>	<p><b>LEVEL 3</b></p> <p>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.</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"><li><input checked="" type="checkbox"/> Identify consistent, dedicated funds for early childhood services, care and education.</li><li><input checked="" 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.</li><li><input checked="" 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.</li><li><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.</li><li><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.</li><li><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.</li><li><input type="checkbox"/> Other:</li></ul>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>



# 1.3 Update

# 1.3 ( Janessa Bixel)


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

Accomplished: Provided a presentation to the AAUW. Sharing information via social media since there has been limited in-person meeting opportunities

At: Created rubric for vetting websites to recommend to parents and providers about early learning. Committee is testing this on the Journey Museum website. Created list of websites to vet once we have the rubric finalized.

Going: Working on getting permissions to install Early Learner signs in Rapid City - Parks & Rec and Outdoor Campus (sample images attached)



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	ADD TO ACTION PLAN
<b>1.3</b> Community members support and understand the importance of early childhood health, learning and well-being	<b>LEVEL 1</b> 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.  <div> <div>----</div> <div>HAS THE COMMUNITY REACHED THIS LEVEL?</div> <div>----</div> </div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> <div>Just getting started</div> <div>Making progress</div> <div>Well on our way</div> </div>	<input checked="" type="checkbox"/> Post information about child development and available services in all city and county buildings and cultural and community centers. <b>COVID has changed this - moved towards social media</b> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Host story times in libraries and recreation centers in languages spoken in the community for different age groups with developmentally appropriate books and activities. <input checked="" type="checkbox"/> Align messaging across agencies and groups to reduce confusion and conflicting messages. <input checked="" type="checkbox"/> Assess how families are acquiring and viewing information. Optimize online materials for viewing on smartphones. <input checked="" type="checkbox"/> Other: <b>Online messaging consistently provided through - ELSD website, Facebook, partners social media sites</b>	
	<b>LEVEL 2</b> 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.  <div> <div>----</div> <div>HAS THE COMMUNITY REACHED THIS LEVEL?</div> <div>----</div> </div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> <div>Just getting started</div> <div>Making progress</div> <div>Well on our way</div> </div>	<input checked="" type="checkbox"/> 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. <b>No Small Matter, Starting Strong breakfast,</b> <input checked="" type="checkbox"/> Host "film nights" with documentaries and films related to early childhood to spark conversation. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Other: <b>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</b>	
	<b>LEVEL 3</b> Everywhere families go, they receive culturally relevant messages about early childhood health, learning and well-being.  <div> <div>----</div> <div>HAS THE COMMUNITY REACHED THIS LEVEL?</div> <div>----</div> </div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> <div>Just getting started</div> <div>Making progress</div> <div>Well on our way</div> </div>	<input checked="" type="checkbox"/> Promote brain-building moments throughout the community with multi-platform tools such as Vroom and Talk Read Sing. <input checked="" type="checkbox"/> 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. <input type="checkbox"/> 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. <input checked="" type="checkbox"/> Reach out to "unusual suspects" or groups that have influence such as seniors, the business community or civic organizations. <input type="checkbox"/> 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.	

# 1.4 Update



# 1.4 (Troy Kilpatrick)

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

**1. Where do we access ourselves?** – Making Progress

3.0 on Level 1

**2. What have we done?**

- \*Created a list of Informal and Formal ELRC partners and collaborators to survey.

- \*Obtained a copy of the Food Security mapping and believe this will be a quick fix to create mapping for our ELRC partner locations.

- \*This will also allow us to create external communications to end users who can identify readily where to go for services (of course this will help partners know who is the network too).

**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.

**Coming Soon:**

- \*Questionnaire to be sent to the Informal and Formal partners. Important to this process is the consumption of the content that was developed by 1.2

**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.

---- HAS THE COMMUNITY REACHED THIS LEVEL? ----

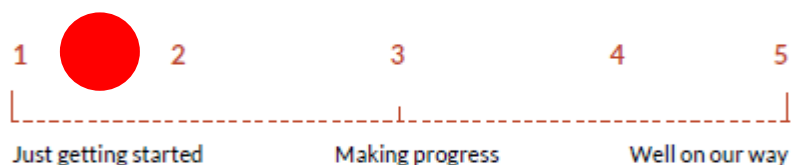


- ☐ Conduct a needs assessment and landscape analysis at the neighborhood and district level.
- ☒ Ask community and cultural organizations with strong ties to the community for their insight into opportunities, gaps and barriers for families to build their social connections.
- ☐ Invite parents and caregivers to give their input on needs and opportunities to reduce social isolation through surveys, focus groups or going to door to door.
- ☒ Create a community map of safe places where families can and do gather.
- ☐ 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.
- ☐ Other

**LEVEL 2**

The community is rich with opportunities for families to make connections.

---- HAS THE COMMUNITY REACHED THIS LEVEL? ----

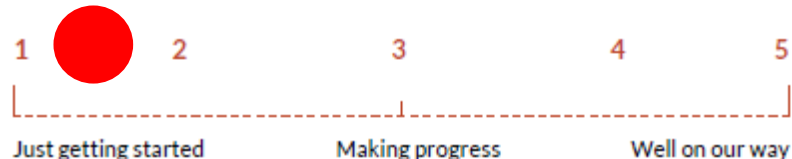


- ☐ Ask residents what kind of opportunities they would like to see to build social connections, and engage them in co-creating those opportunities.
- ☐ Create a space for residents to come together to create solutions that will work.
- ☐ Use a "snowball" approach where each parent who participates agrees to bring at least one more parent to the next meeting or event.
- ☐ Provide community "mini-grants" for neighborhood groups or community-based organizations to carry out community engagement efforts.
- ☐ Facilitate connections and information sharing by organizing local groups on social media platforms, online tools or group-messaging programs.
- ☐ Other

**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.

---- HAS THE COMMUNITY REACHED THIS LEVEL? ----



- ☐ Create groups for new parents to come together for support in the early months and beyond.
- ☐ Establish dad groups to engage fathers in the early development of their children and form connections with other dads in their community.
- ☐ 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.
- ☐ 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.
- ☐ 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.
- ☐ Other:

# 1.5 Update

# 1.5 (Kayla Klein & Kelsey Sakos)

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

## **What have we accomplished?**

- Created a resource guide for early learner families, based on the 6 most common/related questions being asked of the 211
- The guide was marketed and posted on our website.
- A press release was issued, and Kayla was interviewed by KNBN.

## **Where are we at?**

- We are coming up with creative ways to disseminate our guide, despite Covid-19.

## **Where are we going?**

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

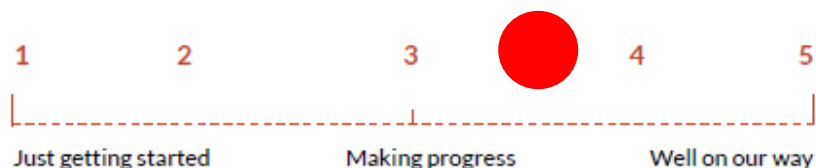




**LEVEL 1**

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.

---- HAS THE COMMUNITY REACHED THIS LEVEL? ----

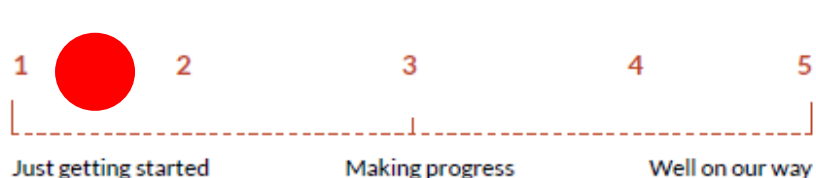


- ☒ Create online and hard copy versions of the directory and ensure that they are updated at least once a year by giving listed organizations and providers an opportunity to edit their contact information and services offered.
- ☒ Visit early care and education centers to show providers and families how to use the directory.
- ☒ Encourage the local information and referral providers to invest in an easy-to-use mobile interface for their online service directory.
- ☐ Other:

**LEVEL 2**

Non-traditional partners are aware of and use the directory to make referrals. Barriers that prevent families from accessing care are addressed.

---- HAS THE COMMUNITY REACHED THIS LEVEL? ----



- ☐ Host trainings for partners such as health care providers, clergy members and business owners on how to use the directory and make referrals.
- ☒ 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.
- ☐ Hold listening sessions to learn root causes of the barriers to accessing needed services.
- ☐ 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.
- ☐ Other:

**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.

---- HAS THE COMMUNITY REACHED THIS LEVEL? ----



- ☐ Promote implementation of this approach by training support staff who interact with families, such as bus drivers and front desk staff.
- ☒ When possible, streamline application processes for services, using just one application for the different services a family might need.
- ☒ Encourage parents and other family members to become ambassadors in spreading the word about these services, compensating them for their time and expertise.
- ☐ 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.
- ☐ Other:



## Breakout Session 1

What would you like to see from us in order to understand our progress?

# Early Learner South Dakota

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- Early learner South Dakota social media tool kit
- State monthly newsletter
- Supporting our early learning communities
  - Rapid City
  - Lead/Deadwood
  - Brookings
  - Huron
  - Chamberlain-Oacoma
- Strategic Planning work with Benchmark Data Labs



# EARLY LEARNING IN SOUTH DAKOTA

These 3 components work together to achieve the overall goal.

## VISION:

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

### EARLY LEARNER TOOLKIT

The toolkit supports communities to begin the process of becoming an early learning community.

### EARLY LEARNER SOUTH DAKOTA

The state supports the work of each community and helps build public awareness and advocates for the growth of early learning in the state.

### EARLY LEARNER COMMUNITIES

Individual communities take on in-depth work to build awareness and better support for providers and families in their community.

This is what Early Learner South Dakota supports:

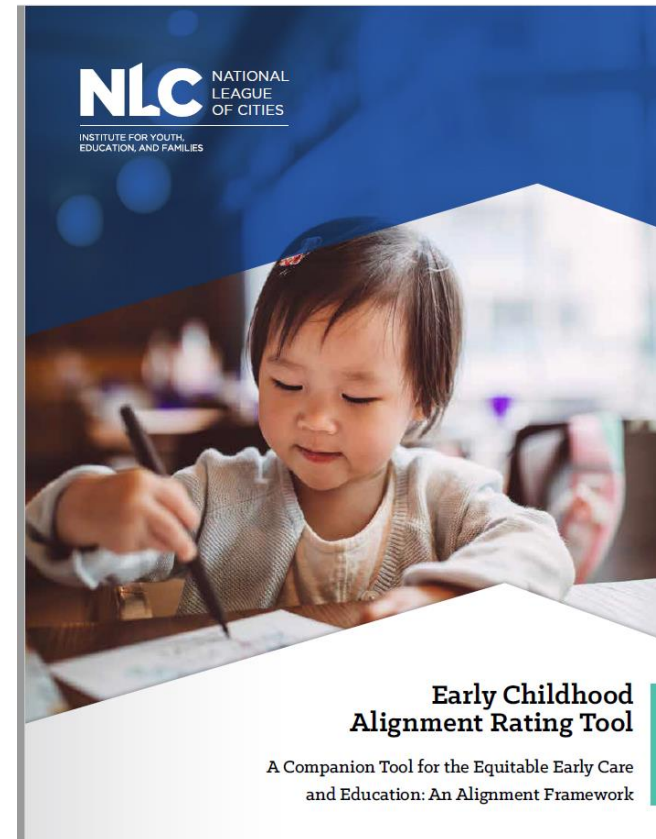
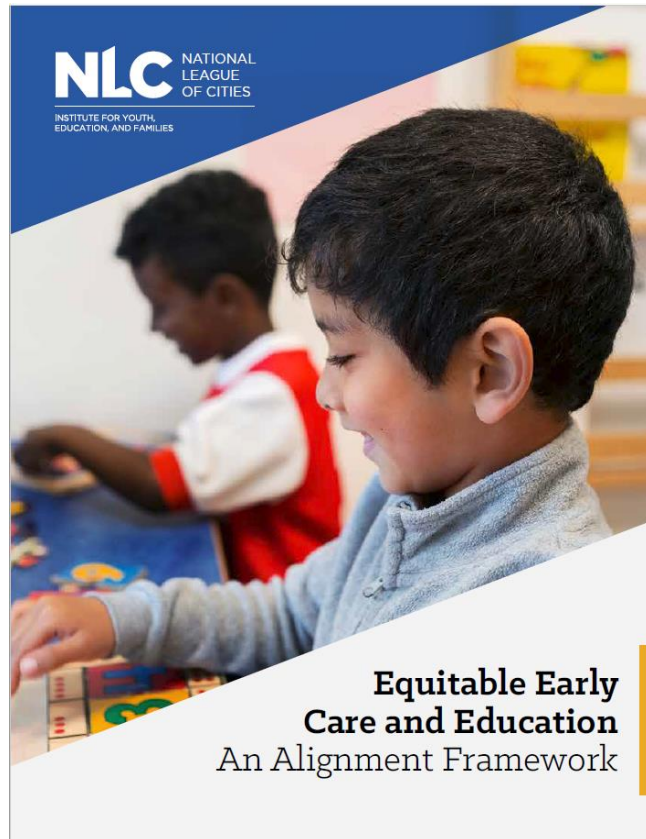
Everyone can support early learning with advocacy and resources available for families and providers.



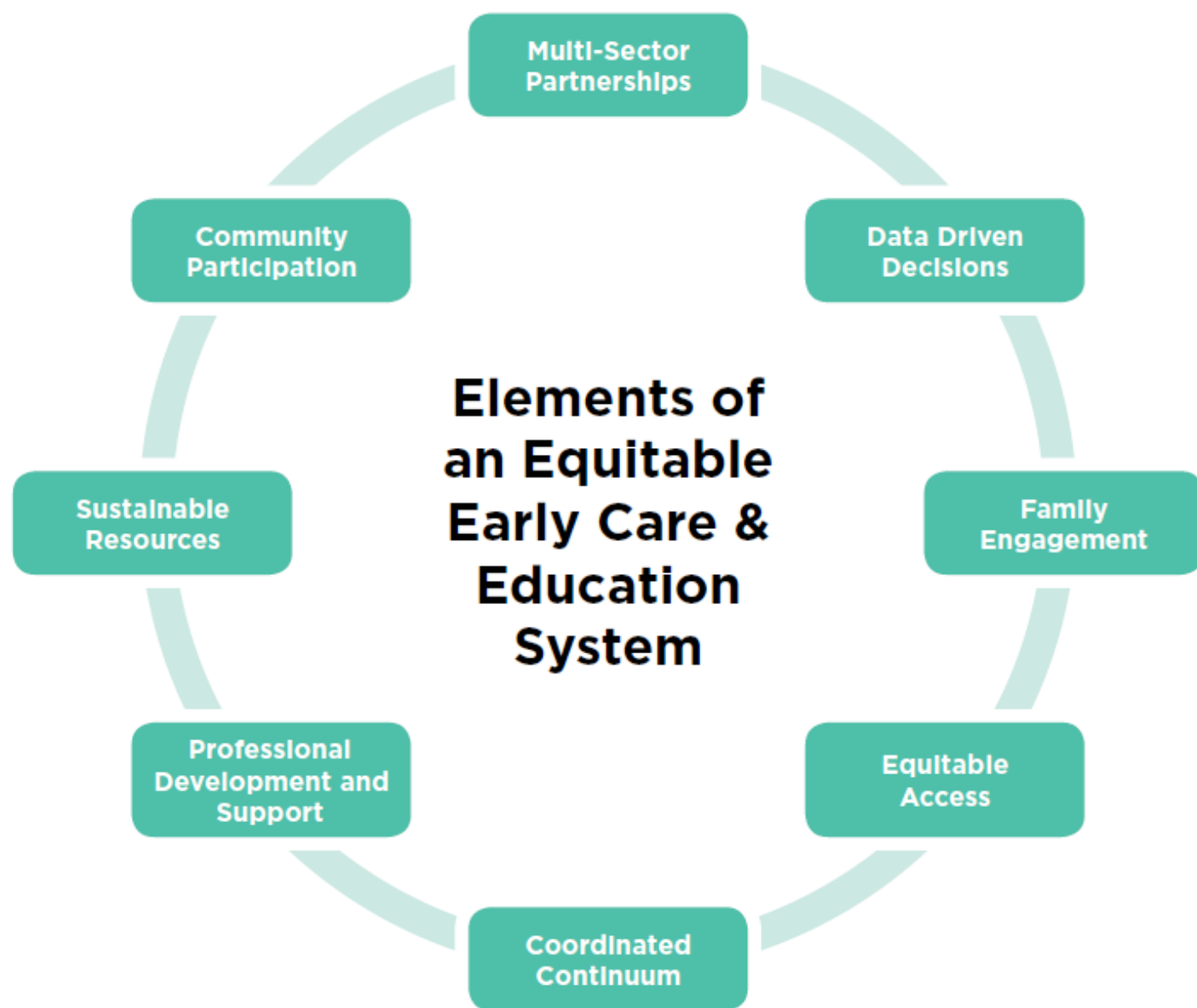
[www.EarlyLearnerSD.org](http://www.EarlyLearnerSD.org)



# ELRC Piloting Equity Work for ELSD









# Closing Remarks

Upcoming Quarterly Meetings:

Wednesday, July 28, 2021

Monday, October 25, 2021

Civic Center – LaCroix Hall C

[www.earlylearnersd.org](http://www.earlylearnersd.org)