



Quarterly Stakeholder Update

February 3, 2022

www.earlylearnersd.org

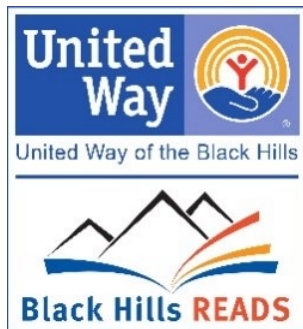


Welcome!



**JOHN T. VUCUREVICH
FOUNDATION**

...to make a piece of the world a brighter place.



sdaeyc

South Dakota Association for the
Education of Young Children



Timeline of Events

2007

- Mayor's National League of Cities (NLC) Task force for Strengthening Families identified early learning as a priority

2010

- Starting Strong pilot funded and continues to be funded by John T Vucurevich Foundation, City of Rapid City, other donors

2018

- Mayor Allender attends NLC session on 'No Small Matter'

2019

- Host 'No Small Matter' screenings
- Launch of Early Learner Rapid City as a result of NLC Early Learning Initiative
- Adopt NLC Early Learner Community Action Guide
- Started Quarterly meetings

2020

- Received first Black Hills Reads (BHR) Early Learning Community grant
- Mayor's office hands ELRC coordination to Rapid City Public Library

2021

- BHR released first Early Learning System evaluation report
- Received two BHR Early Learning Innovation Community grants





Mayor Allender

Communications and Leadership Structure

Advisory Team - Key leadership from:

- City of Rapid City, Rapid City Public Library
- United Way of the Black Hills, Black Hills Reads initiative
- SD Association for the Education of Young Children
- John T Vucurevich Foundation

Leadership Team

- All Advisory Team members
- Subcommittee Leads and Co-Leads

Subcommittees

- Lead and Co-Lead
- Additional community members

Stakeholders

- All the above
- Additional Community Members who support ELRC



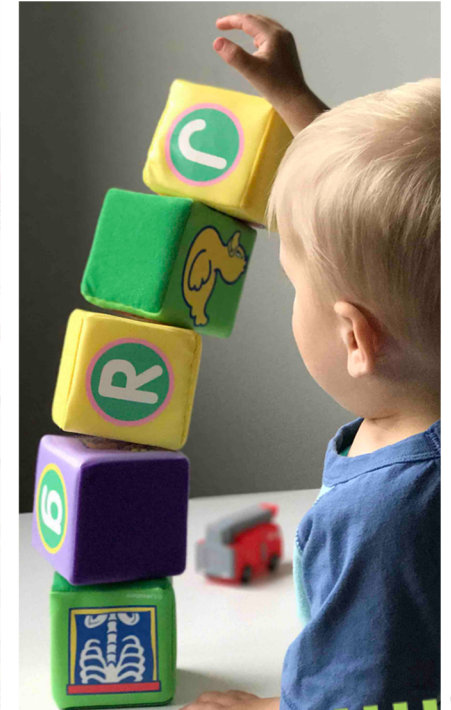
Subcommittees and Leads

Subcommittee	Lead	Co-Lead	Subcommittee	Lead	Co-Lead
1.1 Local leaders work together across systems with a focus on early childhood	Jess Gromer	Terri Davis	1.4 A rich network of informal supports is available for all families	Amelia Meyer	Aly Quinn
	Jessica.Gromer@jtvf.org	tdavis@rcplib.org		amelia.meyer@sdpb.org	aquinn@rcplib.org
1.2 The community invests in young children and families	Tim Raben	Aly Quinn	1.5 Community resources for children and families are well-known, accessible, and easy to use	Subcommittee 1.5 merged with 1.4, to complete the 1.4 targets	
	Tim.Raben@gmail.com	aquinn@rcplib.org			
1.3 Community members support and understand the importance of early childhood health, learning, and well-being	Janessa Bixel	Open			
	jbixel@mac.com				

Sub-committee Updates

1.1 - Jess Gromer

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



1.1 continued

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

- Accomplishments
 - Community leadership support
 - Created vision statement
 - Developed information sheet
 - Approved ELRC goals
 - Reviewed overlaps in ELRC goals and Rapid City's plans
 - Comprehensive Plan, Cultural Plan, Downtown Plan
 - Determined MOU status with organizations
 - Began drafting a sustainability plan



1

BUILDING BLOCK #1Community Leadership, Commitment and Public Will
to Make Early Childhood a PriorityHOW 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
1.1 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? ---- <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"/> 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. <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. <input checked="" type="checkbox"/> Consider who is not at the table and ensure that representation is equitable and inclusive. <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. <input checked="" type="checkbox"/> Have each provider and community organization identify how they influence families' lives and identify overlaps and gaps. <input type="checkbox"/> 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? ---- <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"/> 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. <input checked="" type="checkbox"/> Identify a few discrete areas to focus joint action. Create working groups or subcommittees around these areas. <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. <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. <input type="checkbox"/> 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? ---- <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"/> 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. <input checked="" 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. <input checked="" 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. <input type="checkbox"/> Other:	

1.2 - Tim Raben

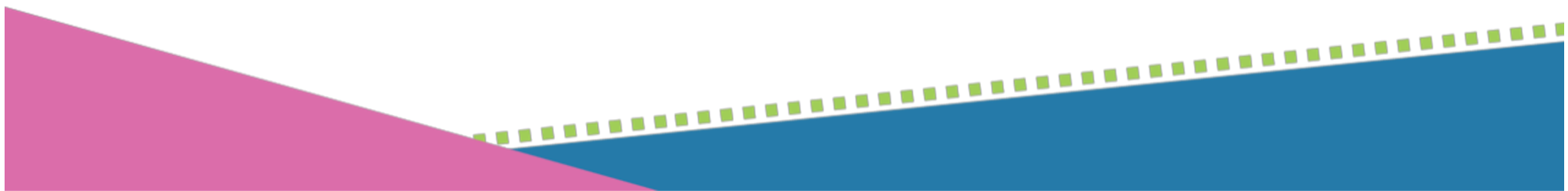
**The community invests
in young children
and families**



1.2 continued

The community invests in young children and families

- Returning to medical focus groups, anticipated for summer depending on Covid
- Working on creating a stronger social media presence for ELRC
- Looking into what medical events we can attend in order to share information about ELRC
- Working with the Emerging Leaders group for achieving our goals
- Planning a quarterly report on grants that can help early childhood providers find and receive the resources they need



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WHAT ACTIONS DO YOU INTEND TO TAKE TO REACH THIS LEVEL?

TARGET	LEVEL AND PROGRESS	✓ COMPLETED	ADD TO ACTION PLAN
1.2 The community invests in young children and families	<p>LEVEL 1 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>	<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 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. <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 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. <input type="checkbox"/> Other:	
	<p>LEVEL 2 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>	<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 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. <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 checked="" 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 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. <input type="checkbox"/> Other:	

1.3 - Janessa Bixel

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



1.3 continued

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

Accomplishments

- Submitted purchase request for early learning trails signs and picnic table
- Drafted a sustainability plan

What's next

- Installing the picnic table at the Grow Campus
- Getting the vetted websites uploaded onto the ELSD website
- Collaborate with Emerging Leaders - signs



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BUILDING BLOCK #1

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

PROGRESS RATING TOOL

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
1.3 Community members support and understand the importance of early childhood health, learning and well-being	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. ---- HAS THE COMMUNITY REACHED THIS LEVEL? ---- <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. <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: Online messaging consistently provided through ESLD website, Facebook, partners' social media sites	
	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. ---- HAS THE COMMUNITY REACHED THIS LEVEL? ---- <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. <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: Building a connection with Love Inc through the school-age support from COVID response. Low response from faith-based communities.	
	LEVEL 3 Everywhere families go, they receive culturally relevant messages about early childhood health, learning and well-being. ---- HAS THE COMMUNITY REACHED THIS LEVEL? ---- <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 checked="" 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 checked="" 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. <input type="checkbox"/> Other:	

1.4 / 1.5 - Amelia Meyer

A rich network of informal supports is available for all families / Community resources for children and families are well known, accessible, and easy to use



1.4 continued

A rich network of informal supports is available for all families

- Working on a supplemental page to the resource guide that explains how to create an informal support, includes examples of informal supports, and recommends social media resources for parents
- Considering a short survey for community and cultural leaders asking about opportunities for informal connections, where gaps exist, and how we can support them in creating new informal supports
- Reviewing the progress rating tool to determine where to prioritize attention in 2022



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TARGET	LEVEL AND PROGRESS	✓ COMPLETED	ADD TO ACTION PLAN
1.4 A rich network of informal supports is available for all families	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? ---- <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 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	
	LEVEL 2 The community is rich with opportunities for families to make connections. ---- HAS THE COMMUNITY REACHED THIS LEVEL? ---- <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 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	
	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? ---- <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 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:	

Bright by Text

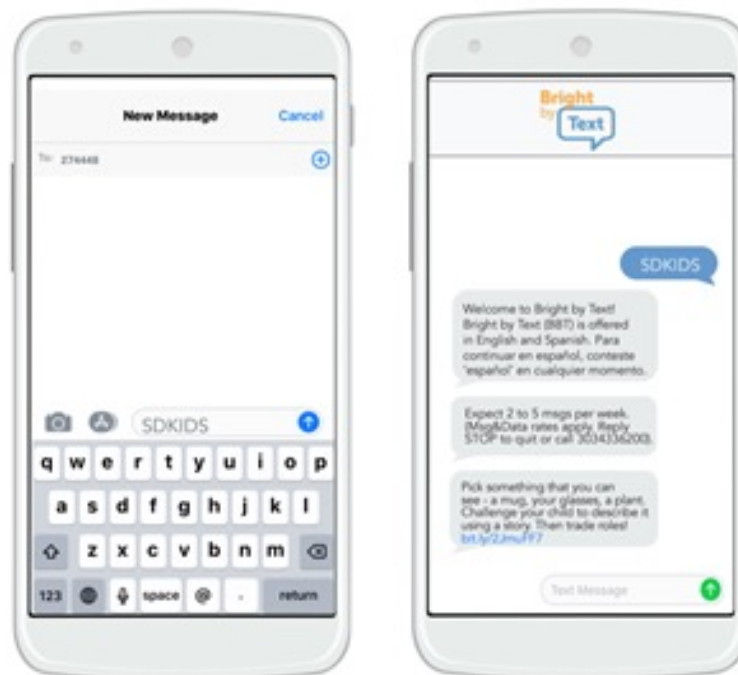
Sign up is easy!

Text **SDKIDS** to **274448**
then follow the prompts.

Receive text messages to help you in your parenting journey.

We cover it all: tantrums, nutrition, brain-building activities, local events, and much more!

Messages are timed to your child's age, from pregnancy through age 8.



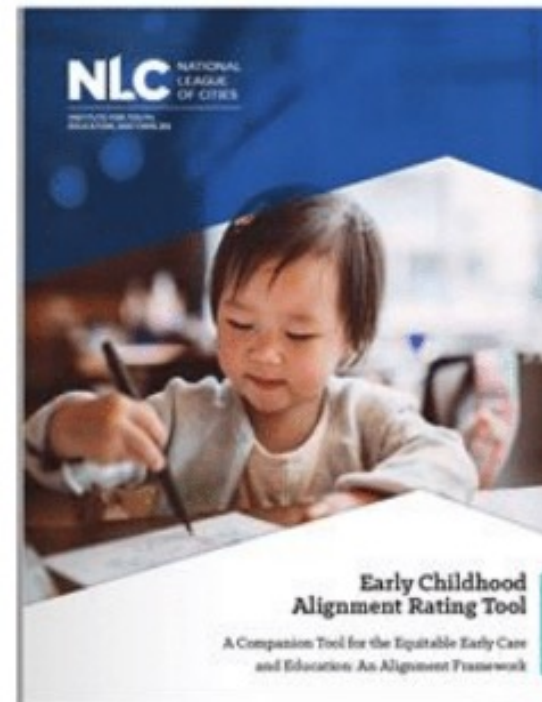
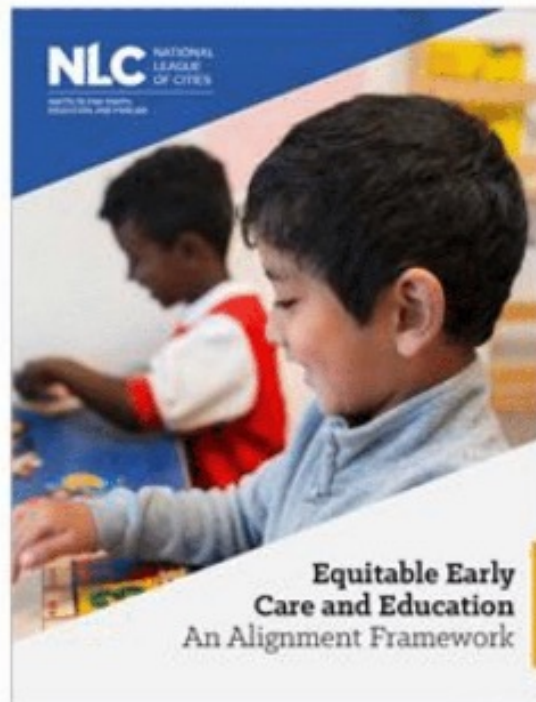
Have a local event or resource you would like to share with families? Request to share a message here:

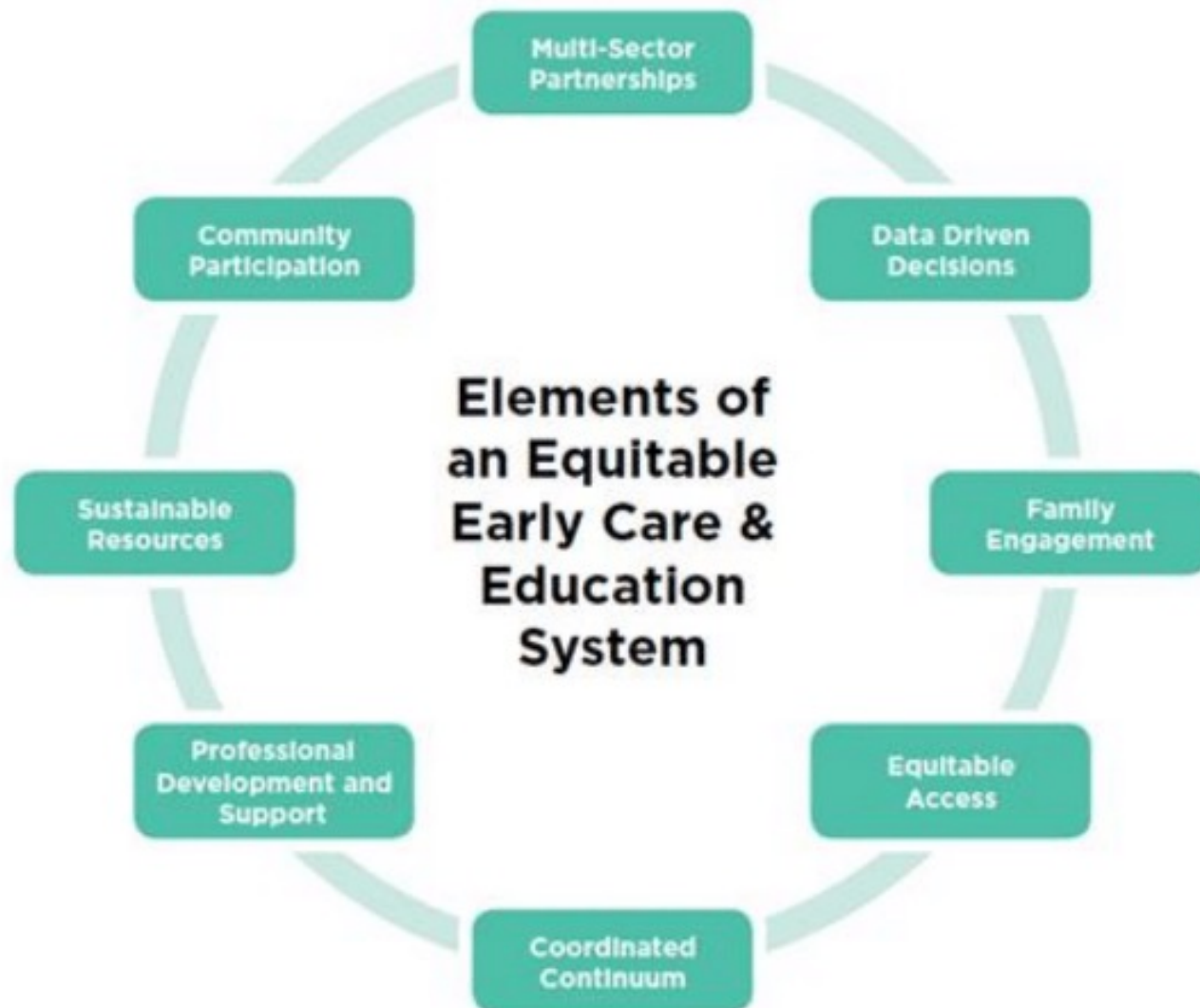
<https://bit.ly/SDPBbbt>



Equity Work

Early Childhood Alignment Rating Tool





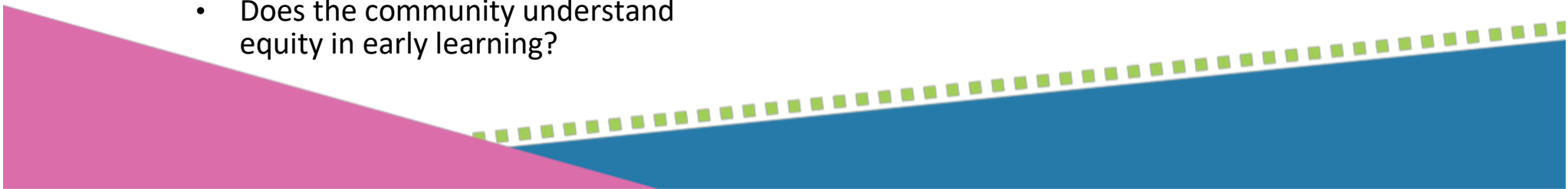
Equity in Early Learning Rapid City

Progress

- Identified the tool to guide our work: Early Childhood Alignment Rating Tool
- April 2021: Established baseline
- July 2021: Determined next steps
 - Where do subcommittees fit?
 - Is ELRC the correct entity to do this work?
 - What partners do we need?
 - Does the community understand equity in early learning?

January 2022:

- Rated progress on 6 action items from July 2021 meeting
- Will meet again in April 2022 to complete self-assessment and compare to the baseline



National League of Cities Guide: Block 2





Block 2: Quality services that work for all young children and their families

- A review of Block 2 is underway to determine the best transition to new targets
- Work on Block 2 targets is anticipated to begin in Spring 2022

Early Learner SD – Janessa Bixel



- Advocacy series - recordings available on the ELSD website
- Children's Day at the Capitol
- Early Childhood Education conference - Business folks on April 7
- New committee structure



We'll see you in April!

Next Quarterly Update meeting:
Thursday, April 21, 2022, at 5:30 p.m.