Leadership Team & Community Partners
Kick Off Meeting
June 23, 2020
To Be Celebrated

For four months SC thought we would not receive additional PDG funding, but our spirit of collaboration born during our first year of working together, led us to look for creative ways to continue the work we had begun together.

DSS, SCDOE, and SCFS 4K pooled together funding to keep up the momentum for the Palmetto Pre-K portal and to purchase radio, Facebook and Google ads to recruit through July.

The Early Childhood Advisory Council (ECAC) voted to continue support for the development of the First Five SC portal and an RFP has been posted.

SCFS secured outside funding to continue the PASOs Community Health Worker program begun in year one of PDG.
**Leadership Team & Community Partners Kick Off Virtual Meeting**

**Agenda for June 23, 2020 | 3:00 PM – 4:30 PM | Via Microsoft Teams**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>3:00 PM</td>
<td>Welcome</td>
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<tr>
<td>3:05 PM</td>
<td>PDG Basic Information</td>
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<td>3:15 PM</td>
<td><strong>Project Overviews: As Proposed and Possible Modifications</strong> (5 min per project)</td>
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<td>- Activity 1: Statewide Needs Assessment</td>
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<td>- Activity 2: Statewide Strategic Plan</td>
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<td>- Activity 3: Maximizing Parent and Family Knowledge, Choice, and Engagement</td>
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<td>- Activity 4: Sharing Best Practices and Professional Development</td>
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<td>- Activity 5: Improving Overall Quality and Service Integration, Expanding Access</td>
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<td>- Activity 6: Integrated Data and Evaluation</td>
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<tr>
<td>3:50 PM</td>
<td>Reflections and Questions</td>
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<td>4:10 PM</td>
<td><strong>Project Management Details</strong></td>
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<td>- Timelines</td>
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<td>- Reporting</td>
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<td>4:20 PM</td>
<td><strong>Next Steps</strong></td>
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Overview

• On April 23, 2020 SC DSS received notification that $11,146,654 in federal funds per the final FY 2020 spending bill that allocated additional PDG funding would be awarded to SC.

• Renewal Year April 30, 2020 - April 29, 2021 with the possibility for two additional years pending needed appropriations.
PDG Activities Designed To:

- Refine and enhance SC’s statewide, birth-through-five Needs Assessment and Strategic Plan.
- Improve the coordination and delivery of services across models and funding streams in SC’s mixed delivery system.
- Coordinate the efficient use of existing resources to improve the participation of children, particularly vulnerable, underserved, or unserved children and children with, or at risk for disabilities, in a mixed delivery system of federal, state, and local ECE programs.
- Improve program quality, while maintaining access and availability of services.
- Maximize family and parental choice, knowledge and engagement.
- Enhance school readiness for children from low-income and disadvantaged families.
- Insure effective transitions for children into elementary school.
- Conduct an evaluation process that supports the continuous quality improvement of the implemented initiative.
Updates of PDG

Activity 1: Statewide Needs Assessment
Activity 2: Statewide Strategic Plan
Activity 3: Maximizing Parent and Family Knowledge, Choice, and Engagement
Activity 4: Sharing Best Practices and Professional Development
Activity 5: Improving Overall Quality and Service Integration, Expanding Access
Activity 6: Integrated Data and Evaluation
Funded Partners (Prime)

- University of South Carolina (USC) | Activities 1, 3, 4, and 5
- SC First Steps | Activities 1, 2, 3, 4, and 5
- Third Sector New England | Activities 2 and 6
- Department of Health and Environmental Control | Activity 3
- Department of Education | Activity 4
- SC Infant Mental Health Association (SCIMHA) | Activity 5 and Bonus 2
- SC Revenue and Fiscal Affairs Office (RFA) | Activity 6
Activity 1: Statewide Needs Assessment

Completion of B-5 needs and resource assessment by all 46 county First Steps local partnerships.

Convene Institutions of Higher Education Collaborative to plan and implement updates to initial Needs Assessment.

Collaborate with equity, family inputs, and research methods experts.

Develop effective/valid tools to collect data related to local needs, priorities, and barriers mirroring statewide Needs Assessment process as appropriate.

Explore data availability, quality, and connections between needs, strategic plan, and performance evaluation.

Review and update measurable quality indicators.

Work in collaboration with all team leads to support consistency and connectivity.
**Activity 2: Statewide Strategic Plan**

- Assess strategies and action steps for each objective and make adjustments.
- Quarterly and annual work sessions to share progress and provide feedback.
- Quarterly and annual reports for the SC Early Childhood Advisory Council (ECAC).
- Convene family focus groups to support feedback loops.
**South Carolina’s Vision for B-5 System**

“We will be successful when all children reach their highest potential.”

**South Carolina’s Mission for B-5 System**

Improve the capacity of the existing system to better serve children and families, especially those most vulnerable, in a continuum of B-5 programs and services that result in successful transition to elementary school, and increase the overall participation of children in the ECE mixed delivery system.

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<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS (Year 1)</th>
<th>OUTPUTS (Years 2+)</th>
<th>SHORT-TERM OUTCOMES</th>
<th>LONG-TERM OUTCOMES</th>
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<tr>
<td>FEDERAL TA PARTNERS, STATE</td>
<td>Ongoing Update: System Needs Assessment</td>
<td>Ongoing Update: System Needs Assessment</td>
<td>Increased provider knowledge on implementing high-quality ECE PRACTICES</td>
<td>Integrated ECE System</td>
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<td>• National TA Centers</td>
<td>• Activity 3-5</td>
<td>• Activity 3-5</td>
<td>More PARENTS identify and have access to high quality ECE programs and support services</td>
<td>More CHILDREN attend HIGH QUALITY ECE programs, Parents are accessing needed SUPPORTS, Children are SCHOOL READY and experience SMOOTH TRANSITIONS to elementary school.</td>
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<td>• ACF/ED Program Officers</td>
<td>Activities/Targets as described in Strategic Plan</td>
<td>Activities/Targets as described in Strategic Plan</td>
<td>More SCHOOLS have information necessary to smooth transitions from ECE</td>
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<td>• Regional Offices</td>
<td>PDG Renewal Application</td>
<td>PDG Renewal Application</td>
<td>DATA is available to inform decision making</td>
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<td>• BUILD</td>
<td>Implementation and Program Evaluation</td>
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<td>• Head Start</td>
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<td>• State Pre-K</td>
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<td>• Part C, Part B</td>
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**B-5 SYSTEM ELEMENTS**

- Policy, Governance
- Financing
- Data quality and linkages
- Workforce development
- Family involvement
- Transitions
- Quality assurance
- Monitoring & evaluation
- Others
- Public and Private Financing

**PDG B-5 PROJECT SUPPORT**

- Community
- Family
- PDG Partners, Leads
- Partner Orgs/Agencies
- PDG Renewal Funds
- Data
- Research
- Feedback Loops/ CQI

**Continuous Quality Improvement – Coordination and Collaboration**

**Partners:** Diversity of thought partners; (families, providers, policy makers, child-serving organizations), Implementation Teams, Effective collaboration; clear roles & responsibilities; authentic engagement

**Feedback Loops and Reliable Data**

**Infrastructure Support:** TA Networks, Federal Partners
## Activity 3: Maximizing Parent and Family Knowledge, Choice & Engagement

- Single point of entry/central web portal for ECE services and enrollment. (Bonus)
- Increased number of families participating in evidence-based home visitation and parent support services.
- Navigators to help families access information to support knowledge and choice.
- Increased utilization of WIC, SNAP and other public supports.
- Families included in the design/evaluation of resources and delivery systems.
- Increase awareness and supports to families of children who are deaf or hard of hearing as they transition between Part C, Part B 619 and Kindergarten.
- Utilization of Baby Coach Model.
Activity 3: Maximizing Parent & Family Knowledge, Choice & Engagement

3.1 Consumer Outreach and Education
- Shared Identity, Website Portals, Public Education Campaign (Bonus)

3.2 Access to Services
- System Navigators
- PASOs Services for Latino Families
- Enhance and Expand Parents as Teachers and other Evidence-Based Parent Supports
- WIC Promotion and Increased Utilization
- Help Me Grow – parent awareness
- Family Connections – support for families who have children with special needs
- NICU Transition

3.3 Family Engagement and Leadership
- Parent Leadership
- Supports for Families with Children with Special Needs
- 2Gen Policy Development
Activity 4: Sharing Best Practices

- ECE teachers completing post-secondary education programs.
- Availability and accessibility of the Workforce Registry.
- Evidence-Based technical assistance (TA) and training.
- Parent home visitation staff demonstrate core competencies for working with vulnerable families.

- Qualified (endorsed) mental health service providers.
- TA consultation and training materials support successful transitions.
- Increased number of children with disabilities transitioning from Part C to Part B 619 served in inclusive environments without disruption of services.
- Increased number of families participating in Countdown to Kindergarten.

- Increased number of providers receive pre-service and in-service preparation programs related to social emotional wellness.
- Expansion of Inclusion SCIC.
- Pyramid Model Implementation.
Activity 4: Sharing Best Practices & Professional Development

4.1 Professional Development, Aligned

- Credentials, Degrees
- Palmetto Pre-K Jamboree (Bonus)
- “Baby Jam” PD Infant/Toddler Seminar Series
- Interdisciplinary Learning Community
- Multi-Disciplinary Course Content
- Online PD Courses
- ECE PD Marketing
- Supporting the Coaching Workforce
- SCETV PD Partnership
- Beginnings SC (Hearing Screening)
- Pyramid CoP and Law Enforcement Training

4.2 Recruit and Retain ECE Professionals

- Family Child Care Communities of Practice
- SC Endeavors  ECE Teacher Retention Bonuses
- Smart Money Credential Bonuses
- Expansion of T.E.A.C.H.

4.3 Best Practice Activities

- Home Visitor Core Competencies
- Be Well Care Well
- Help me Grow (Bonus)
- SC Education Policy Fellows Program
- Countdown to Kindergarten Transition (Bonus)
- Expand IECMH Consultation (Bonus)
- Transdisciplinary Play-Based Assessment Part B
Activity 5: Improving Overall Quality and Service Integration, Expanding Access

- Increased percentage of children B-5, accessing high quality ECE programs.
- Increased number of high-quality early education programs in areas designated as having insufficient supply.
- Increased number of children screened, identified and accessing early intervention.
- Increased number of children served by a mental health service provider.
- Increased number of ECE programs who meet ABC Quality standards.
- Services targeted to areas and groups that lack specific services.
- Care Ready for All (CRAwl) to address needs of children w/special health care needs.
Activity 5: Improving Overall Quality

5.1 Improve Quality
- Parents as Teachers FCC and FFN Initiative
- ABCQ Grants/Incentives
- Local Support to Improve/Sustain Quality
- Inclusion Expansion

5.2 Improve/Expand Access
- ABCQ Mixed Delivery Initiatives
- CRAwl (Child Care Ready for All)

5.3 Develop New Programs
- FCC Home Initiative
- IECMH Consultation to ECE Programs (Bonus)
Activity 6: Integrated Data and Evaluation

Establish operational data governance structure for South Carolina’s publicly-funded programs serving children B-5.

Further develop the B-5 Integrated Data System (IDS) by examining data quality and adding remaining publicly funded early learning programs.

Feedback loops to support the successful implementation of PDG activities and engagement of project partners, agency leadership (ECAC) and policy makers.

Project Performance and Implementation Evaluation of PDG and Progress towards stated Goals.
Reflections and Questions
Project Management

**Timelines**: Implementation Team Leads will modify with Implementation Teams

**Reporting**: Quarterly and Annually

**Next Steps**: Implementation Team Leads Meeting