



# South Carolina Institute of Medicine & Public Health

DRAFT – APRIL 2026

Tier 1: Strongest drafts and consensus among small recommendation development workgroups

Recommendation Domain	Goal Statement
<p><b>Domain#1: Fostering Shared Language: Improving Data Quality, Reporting, and Dissemination using Developmentally Appropriate Definitions</b></p>	<p><b>Goal #1:</b> Enhance data collection, standardized measurement, and facilitation of timely consistent data sharing across early care and education (ECE) settings to increase quality and transparency of data on exclusionary discipline practices and accountability for outcomes in ECE settings receiving public funding.</p>
<p><b>Domain #3: Expanding Evidence Based Interventions: Developmentally Appropriate Social-Emotional and Behavioral Health Promotion Practices</b></p>	<p><b>Goal #1:</b> Develop shared resources for evidence-based promotion, prevention, and intervention practices for all adults caring for and educating early learners to ensure the ECE workforce is prepared to support all children and reduce reliance on exclusionary discipline practices.</p> <p><b>Goal #2:</b> Increase parent/family engagement in strategy development at the local level focused on nurturing relationships and school-family partnerships to foster trust and strengthen shared accountability for the success and well-being of their early learner.</p> <p><b>Goal #3:</b> Enhance the integration of trauma-informed practices in training and implementation strategies across all ECE settings to foster a shared understanding of how trauma influences the development and behavior of early learners to prevent the use of exclusionary discipline as a strategy to address trauma responses.</p> <p><b>Goal #4:</b> Leverage more private resources in public ECE settings to increase the sustainability and viability of evidence-based models and ensure resources are allocated to high-need areas and settings.</p>
<p><b>Domain #4: Strengthening Collaborative Decision Making Across Clinical, Transitional, and Education Services: Policy Pathways for Collaboration Among Parents/Guardians, Educators, Support Staff, School-Based Behavioral</b></p>	<p><b>Goal #3:</b> Increase parent/caregiver/family engagement in strategy development at the local level aimed at strengthening supports for parents/caregivers and families navigating the transitional service continuum to ensure supports reflect their lived experience and address the barriers families face.</p> <p><b>Goal #5:</b> Increase access to timely preventative and specialized clinical care to improve the identification of health conditions before they manifest as behaviors in ECE settings.</p>

<p><b>Health Providers, Medical Providers, and Community Partners</b></p>	
<p><b>Domain #5: Supporting the Early Childhood Workforce: Training, Technical Assistance, and Workforce Development Opportunities</b></p>	<p><b>Goal #1:</b> Increase ECE provider and educator knowledge in child development and awareness of developmentally appropriate, trauma-informed behavior management practices to address challenging behavior through partnerships with higher education institutions, technical colleges, and professional organizations.</p> <p><b>Goal #2:</b> Strengthen the ECE and behavioral health workforce with specialized training in infant and early childhood mental health (IECMH) through partnerships with higher education institutions, technical colleges, and professional organizations.</p>
<p><b>Domain #6: Promoting Wellness: Caring for Early Care Providers, Educators, and Caregivers</b></p>	<p><b>Goal #1:</b> Improve the emotional and psychological well-being of members of the ECE workforce to increase their capacity to respond to challenging behavior with support rather than removal.</p> <p><b>Goal #2:</b> Improve the emotional and psychological well-being of parents/caregivers of early learners to increase their capacity to effectively communicate the needs of their child, engage with ECE providers, educators, and staff as active partners, and foster supportive environments across home and ECE settings.</p>

Tier 2: Strong drafts informed by small recommendation development workgroup but consensus is needed

<b>Recommendation Domain</b>	<b>Goal Statement</b>
<p><b>Domain #2: Aligning Developmentally Appropriate Suspension and Expulsion Policies Across ECE Settings</b></p>	<p><b>Goal #1:</b> Increase understanding of the relationship between behavioral health conditions and developmental/behavioral needs among the ECE workforce in order to effectively communicate and reflect age- and developmentally appropriate behaviors in discipline Codes of Conduct, distinguishing it from conduct expectations of older students in ECE settings (3k - 1st Grade).</p>
<p><b>Domain #4: Strengthening Collaborative Decision Making Across Clinical, Transitional, and Education Services: Policy Pathways for Collaboration Among Parents/Guardians, Educators, Support Staff, School-Based Behavioral Health Providers, Medical Providers, and Community Partners</b></p>	<p><b>Goal #1:</b> Increase the use of shared language reflecting the relationship between behavioral health conditions and developmental/behavioral needs across the transitional service continuum so that children and parents/caregivers understand their needs and rights as they move between service pathways across ECE settings.</p> <p><b>Goal #4:</b> Strengthen referral and coordination pathways across child welfare, juvenile justice, and ECE systems with a special focus on foster and justice involved youth and youth experiencing homelessness to ensure placement transitions do not exacerbate access barriers to receiving services or disrupt continuity of services.</p>
<p><b>Domain #5: Supporting the Early Childhood Workforce: Training, Technical Assistance, and Workforce Development Opportunities</b></p>	<p><b>Goal #3:</b> Increase awareness among the public and policymakers of the role of ECE providers and educators as professionals and underscore the importance of training/education, compensation, and supports to ensure policy and funding decisions reflect the conditions necessary to provide care and education that promotes healthy development, supports child wellbeing, and reduces exclusionary discipline.</p>

**Tier 3: Complex goal statements and additional feedback is needed to build consensus**

<b>Recommendation Domain</b>	<b>Goal Statement</b>
<p><b>Domain#1: Fostering Shared Language: Improving Data Quality, Reporting, and Dissemination using Developmentally Appropriate Definitions</b></p>	<p><b>Goal #2:</b> Enhance tracking of transition and referral outcomes across the transitional service continuum (Clinical services, Individuals with Disabilities Education Act (IDEA) Part C/B, Infant and Early Childhood Mental Health Consultation (IECMHC), and Community-Based Services) to increase quality and transparency of data and accountability of outcomes for early learners in ECE settings receiving public funding at risk of suspension and expulsion.</p>
<p><b>Domain #4: Strengthening Collaborative Decision Making Across Clinical, Transitional, and Education Services: Policy Pathways for Collaboration Among Parents/Guardians, Educators, Support Staff, School-Based Behavioral Health Providers, Medical Providers, and Community Partners</b></p>	<p><b>Goal #2:</b> Establish sustainable financing pathways supporting enhanced coordination of services across the transitional service continuum (Clinical services, IDEA Part C/B, Infant and Early Childhood Mental Health Consultation (IECMHC), and Community-Based Services) to:</p> <ul style="list-style-type: none"> <li>- Increase access to referrals and assessments for evaluation and supportive services</li> <li>- Monitor implementation of interventions, accommodations, and services</li> <li>- Increase collaborative evaluation, implementation monitoring, and planning with transition teams, behavioral support teams, providers, and parents/caregivers</li> </ul>