

## STATE INTERAGENCY COORDINATION COUNCIL – JANUARY 18, 2023

SD Birth to Three contributes to the success of children with developmental delays and their families by providing dynamic, individualized early intervention services and supports by building on family strengths through everyday routines and learning experiences.



**south dakota**  
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

South Dakota  
Birth to Three  
STATE INTERAGENCY  
COORDINATING COUNCIL  
AGENDA

Wednesday, January 18, 2023, | 3:00pm CT  
Virtual  
Fort Pierre, SD

**ICC PURPOSE:**

To advise and assist the Lead Agency regarding services for infants and toddlers with developmental delays or disabilities and their families.

Agenda Item	Presenter	Documents
Call Meeting to Order - Roll Call	ICC Chair: Rochelle Holloway	
Approve Agenda	ICC Members	Agenda
Approval of November 2022 Minutes	ICC Members	11/2022 Meeting Minutes
Public Comment	If you are interested in providing public comment, please send notification to <a href="mailto:sarah.carter@state.sd.us">sarah.carter@state.sd.us</a> or call (605)773.3678	
Re-appointment ICC Chair	Chairperson: Rochelle Holloway	
FFY2021 SPP/APR	Birth to Three State Team	
Birth to Three Program Updates	Birth to Three State Team	
Next Meeting: April, 2023 Virtual wat		
Adjournment	ICC Members	

One step process to join the meeting. Click below link, select computer audio.

Meeting URL: <https://state-sd.zoom.us/j/6144283745?pwd=NCthK3crL3dCdWJlR3Q3emJlZmYxUT09&from=addon>

Meeting ID: 614042803745

Passcode: Carter

If computer access not available, may also call into meeting:

Phone Number: 1 312 626 6799

Passcode: 760933

# ICC Agenda

If you require a reasonable accommodation to participate in the meeting (e.g., sign language interpreter, materials in an alternative format), please submit your request in writing no later than 7 days prior to the meeting to ensure accommodations are available. Address requests to <mailto:Melissa.manning@state.sd.us> or call 605-773-3678.

# ICC Roll Call

Member	Representation
Carla Miller	SD Parent Connection
Carrie Churchill	Department Health
Cindy Fisher	OLC Head Start
Cindy Michelson	Parent
Emily Quick*	DOE – McKinney-Vento
Debra Willert	DOE - SPED Part B 619
Gretchen Brodkorb	Div. Insurance
Jaze Sollars	Human Services
Jodi Berscheid	HS Collaboration Office
Joe Hauge	Provider – BHSS
JoLynn Bostrom	DSS Foster Care/CAPTA
Jordan Mounga	Parent

Member	Representation
Katherine Schmidt	Parent
OPEN	Parent
Kirsten Ducheneaux, PT	Provider
Laura Nordby	DSS Child Care/Mental Health
Wendy Honeycutt, OT	Provider
Carie Green, SDSU	Program Prep
Melanie Lundquist, SLP	Provider
Michelle Martin	Provider - District
Rochelle Holloway	Parent
Sarah Carter	Early Intervention
Senator Jessica Castleberry	Legislator
Valerie Kelly	DSS Medicaid

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Meeting ID: 614042803745

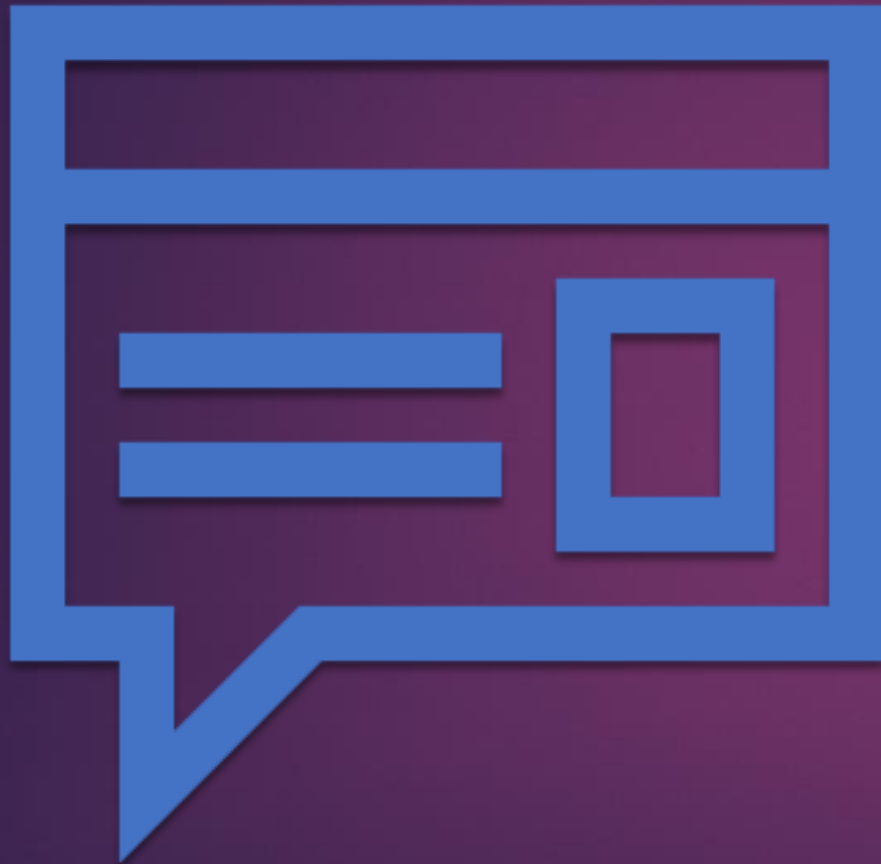
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# ICC Agenda



## PUBLIC COMMENT

SHARE YOUR NAME AND WHAT YOU WANT US TO KNOW ABOUT YOU AND WHY YOU ARE HERE.

PROVIDE YOUR PUBLIC COMMENT PLEASE KEEPING YOUR REMARKS TO 3-4 MINUTES.

EACH SPEAKER SHOULD REPRESENT NEW IDEA / CONCERN / POSITION.

THANK YOU FOR YOUR PARTICIPATION. THE ICC APPRECIATES YOUR COMMENTS, AND WE WILL CONSIDER THEM AS WE CONTINUE OUR WORK.



## 2023 SICCC CHAIR ELECTION

\*ANNUALLY THE COUNCIL SHALL DESIGNATE A MEMBER TO SERVE AS THE CHAIRPERSON

\*ROCHELLE HOLLOWAY HAS AGREED TO SERVE FOR THE 2023 YEAR

# FFY2021 State Performance Plan Annual Performance Report

(7/1/21 to 6/30/22)

# Common Terms / Definitions

- ▶ SPP/APR = State Performance Plan / Annual Performance Report
- ▶ OSEP = Office of Special Education Programs
- ▶ IDEA = Individuals with Disabilities Education Act
- ▶ FFY2020 = Federal Fiscal Year (July 1, 2020 – June 30, 2020)
- ▶ FFY2021 = Federal Fiscal Year (July 1, 2021 – June 30, 2022)
- ▶ Exceptional Family Circumstance = Family Driven Reason
- ▶ Status – Did the state meet target?
- ▶ Slippage = Did the state worsen from the previous data AND fail to meet the target
- ▶ SEA = State Education Agency (DOE)
- ▶ LEA = Local Education Agency (District)
- ▶ ECO = Early Childhood Outcomes



# SPP/APR Reporting Indicators

## Compliance Indicators (100%)

- C1 Timely Provision of Services
- C7 45-day Timeline
- C8 Early Childhood Transitions

## Results Indicators (\*Targets)

- C2 Services in Natural Environments (November)
- C3 Child Outcomes
- ★ C4 Family Involvement
- ★ C5 Child Find (Birth to One)
- ★ C6 Child Find (Birth to Three)

\*Targets established for FFY2020 – FFY2025 by ICC

## Mediation Indicators

- C9 Resolution Sessions (November)
- C10 Mediation (November)

- C11 State Systemic Improvement Plan (SSIP) (November)

Part C State Performance Plan/Annual Performance Report (Part C SPP/APR)

Part C Indicator Measurement Table

Monitoring Priority: Early Intervention Services In Natural Environments

Monitoring Priorities and Indicators	Data Source and Measurement	Instructions for Indicators/Measurement
<p>1. Percent of infants and toddlers with Individual Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner. (20 U.S.C. 1416(a)(3)(A) and 1442)</p>	<p><b>Data Source:</b> Data to be taken from monitoring or State data system and must be based on actual, not an average, number of days. Include the State's criteria for "timely" receipt of early intervention services (i.e., the time period from parent consent to when IFSP services are actually initiated).</p> <p><b>Measurement:</b> Percent = [(# of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner) divided by the (total # of infants and toddlers with IFSPs)] times 100.  Account for untimely receipt of services, including the reasons for delays.</p>	<p><i>If data are from State monitoring, describe the method used to select early intervention service (EIS) programs for monitoring. If data are from a State database, describe the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period) and how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.</i></p> <p>Targets must be 100%.</p> <p>Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. States report in both the numerator and denominator under Indicator 1 on the number of children for whom the State ensured the timely initiation of new services identified on the IFSP. Include the timely initiation of new early intervention services from both initial IFSPs and subsequent IFSPs. Provide actual numbers used in the calculation.</p> <p>The State's timeliness measure for this indicator must be either: (1) a time period that runs from when the parent consents to IFSP services; or (2) the IFSP initiation date (established by the IFSP Team, including the parent).</p> <p>States are not required to report in their calculation the number of children for whom the State has identified the cause for the delay as exceptional</p>

For FFY 2021 Submission

Part C State Performance Plan and Annual Performance Report (Part C SPP/APR)  
General Instructions

Each State is required to submit its FFY 2021 SPP/APR Part C Indicators 1-11 by February 1, 2023.  
The State's FFY 2021 submission must include:

# Instructions & Measurement Table

# FFY2021 Annual Performance Report (APR)

- ▶ Data collection period of 7/1/21 to 6/30/22
- ▶ Due to the Office of Special Education Programs (OSEP) February 1, 2023
- ▶ November ICC meeting
  - ▶ Indicators C2, C4, C5 & C6, C9, C10 & C11
- ▶ Today's Meeting
  - ▶ Indicators C1, C3, C7 and C8
  - ▶ Updates C4, C5 & C6

# Data Display

Indicator



## Indicator C1: Timely Provision of Services

Percent of infants and toddlers with Individual Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a \*timely manner.

\*South Dakota has defined "timely" as services beginning within 30 days of the child's IFSP start date, with parental consent.

Targets



FFY	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%

Data



FFY2020 Data	FFY2021 Target	FFY2021Data	Status	Slippage

Please feel free to ask questions, stop at any time or use chat box

# Indicator C1: Timely Provision of Services

Percent of infants and toddlers with Individual Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a \*timely manner.

\*South Dakota has defined “timely” as services beginning within 30 days of the child’s IFSP start date, with parental consent.

FFY	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%

Number of I/T with IFSP who receive the EI services on their IFSP in a timely manner	Total number of I/T with IFSPs	FFY2020 Data	FFY2021 Target	FFY2021 Data	Status	Slippage
423	463	99.17%	100%	99.14%	Did not meet Target	No Slippage

Number of documented delays attributable to exceptional family circumstances = 36

Number of documented delays **not** attributable to exceptional family circumstances = 4

# Indicator C7: 45-Day Timeline

Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.

FFY	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%

Number of eligible I/T with IFSP for whom an initial evaluation & assessment & an initial IFSP meeting was conducted within Part C's 45-day timeline	# eligible I/T evaluation & assessed for whom an initial IFSP meeting was required to be conducted	FFY2020 Data	FFY2021 Target	FFY2021 Data	Status	Slippage
199	255	92.07%	100%	100%	Met Target	No Slippage

Number of documented delays attributable to exceptional family circumstances = 56

Number of documented delays **not** attributable to exceptional family circumstances = 0

## Indicator C8- Transitions

The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday.
- B. Notified the SEA and the LEA where the toddler resides at least 90 days prior to the toddler's third birthday.
- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

# Indicator C8A: EC Transitions

The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

*A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday.*

FFY	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%

Number of children exiting Part C who have an IFSP with transition steps & services	Number of toddlers with disabilities exiting Part C	FFY2020 Data	FFY2021 Target	FFY2021 Data	Status	Slippage
163	166	94.74%	100%	99.40%	Did not meet target	No Slippage

Number of documented delays attributable to exceptional family circumstances = 2

Number of documented delays **not** attributable to exceptional family circumstances = 1



# Indicator C8B: EC Transitions

The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

*B. Notified (consistent with any opt-out policy adopted by the State) the State educational agency (SEA) and the local educational agency (LEA) where the toddler resides at least 90 days prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services*

FFY	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%

# toddlers exiting Part C notification to SEA and LEA occurred at least 90 days prior to child’s third birthday	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY2020 Data	FFY2021 Target	FFY2021 Data	Status	Slippage
166	166	100%	100%	100%	Met Target	No Slippage

Number of documented delays attributable to exceptional family circumstances = 0

Number of documented delays **not** attributable to exceptional family circumstances = 0

# Indicator C8C: EC Transitions

The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

*C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.*

FFY	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%

Number of toddlers exiting Part C with transition conference at least 90 days but no more than 9 months prior to third birthday	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY2020 Data	FFY2021 Target	FFY2021 Data	Status	Slippage
163	166	94.74%	100%	99.40%	Did not meet target	No Slippage

Number of documented delays attributable to exceptional family circumstances = 2

Number of documented delays **not** attributable to exceptional family circumstances = 1

# SPP/APR Reporting Indicators

## Compliance Indicators (100%)

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## Results Indicators (\*Targets)

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\*Targets established for FFY2020 – FFY2025 by ICC

## Medication Indicators

- C9 Resolution Sessions (November)
- C10 Mediation (November)

- C11 State Systemic Improvement Plan (SSIP) (November)

# Indicator C5: Child Find (Birth to Age 1)

% of infants and toddlers birth to age one with IFSPs

FFY	2020	2021	2022	2023	2024	2025
Target	0.88%	0.88%	0.89%	.089%	0.89%	0.90%

# of I/T birth to 1 with IFSPs	SD population of I/T birth to 1	FFY2020 Data	FFY2021 Target	FFY2021 Data	Status	Slippage
135	*10,917	0.97%	0.88%	1.24%	Met Target	No Slippage

*\*Birth to age one census population lower than originally anticipated*

# Indicator C6: Child Find (Birth to Age 3)

% of infants and toddlers birth to age three with IFSPs

FFY	2020	2021	2022	2023	2024	2025
Target	2.56%	2.81%	2.83%	2.83%	2.84%	2.85%

# of I/T birth to 3 with IFSPs	SD population of I/T birth to 3	FFY2020 Data	FFY2021 Target	FFY2021 Data	Status	Slippage
1,018	*34,317	2.56%	2.81%	2.97%	Met Target	No Slippage


*\*Birth to age three census population lower than originally anticipated*

## Indicator C4: % of families reporting that EI services helped the family:

- ▶ A. Know Their Rights
- ▶ B. Effectively Communicate Child's Needs
- ▶ C Help Their Children Develop and Learn

\*\*FFY2021 Implemented:

- New Survey Tool
  - Standardized tool vs. state developed
  - Five questions vs. one
- New Distribution Method
  - Electronic and hard copy vs. just hard copy

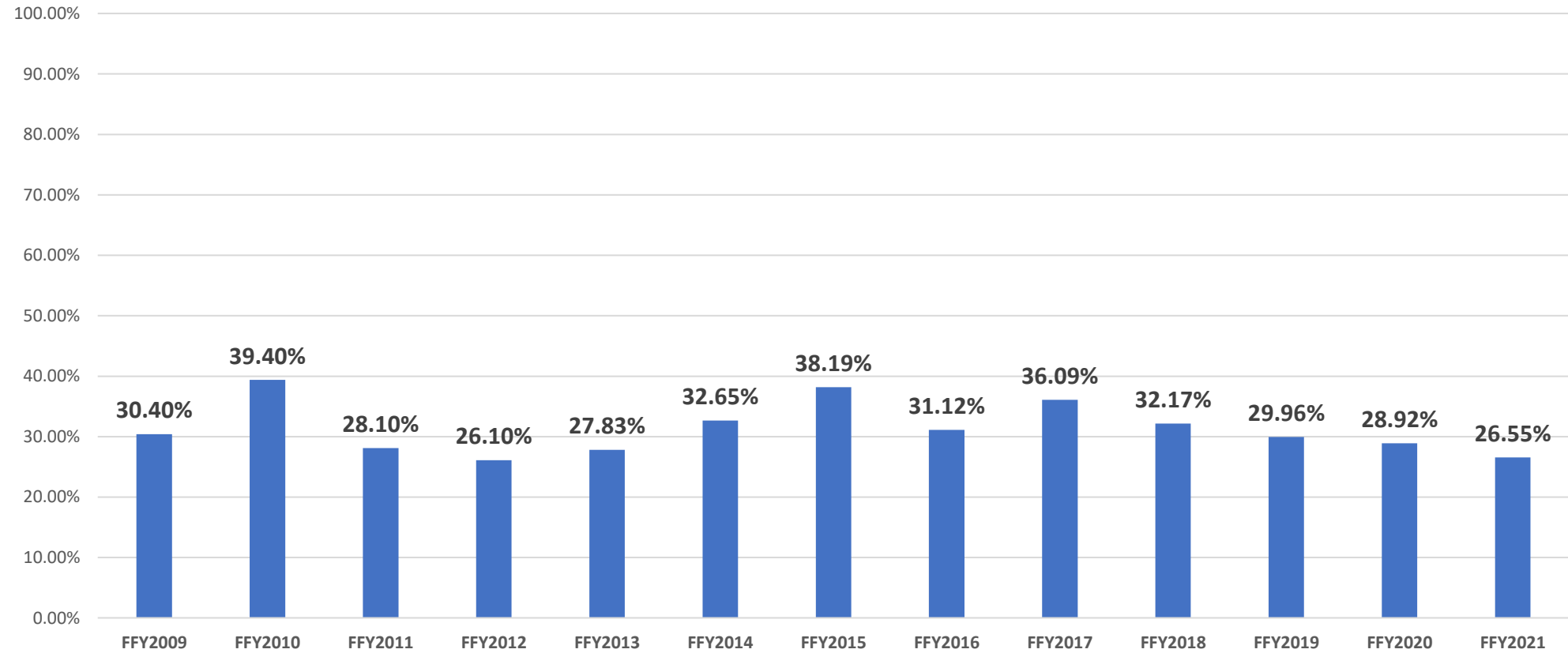


**FAMILY OUTCOMES SURVEY**

Instructions: Section B of the Family Outcomes Survey focuses on the helpfulness of early intervention. For each question below, please select how helpful early intervention has been to you and your family over the past year: Not at all helpful, a little helpful, somewhat helpful, very helpful, or extremely helpful.

	Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Extremely helpful
<b>Knowing your rights</b>					
How helpful has early intervention been in...					
1. giving you useful information about services and supports for you and your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. giving you useful information about your rights related to your child's special needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. giving you useful information about who to contact when you have questions or concerns?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. giving you useful information about available options when your child leaves the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. explaining your rights in ways that are easy for you to understand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Communicating your child's needs</b>					
How helpful has early intervention been in...					
6. giving you useful information about your child's delays or needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. listening to you and respecting your choices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. connecting you with other services or people who can help your child and family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. talking with you about your child and family's strengths and needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. talking with you about what you think is important for your child and family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. developing a good relationship with you and your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Helping your child develop and learn</b>					
How helpful has early intervention been in...					
12. giving you useful information about how to help your child get along with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. giving you useful information about how to help your child learn new skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. giving you useful information about how to help your child take care of his/her needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. identifying things you do that help your child learn and grow?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. sharing ideas on how to include your child in daily activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. working with you to know when your child is making progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Response Rate



*FFY2021*  
*919 Surveys Distributed*  
*244 Respondents*

- The percent of families who met a given measure is based on the mean score of the survey items for that particular indicator. If a family member's mean score for a given measure is 4.0 or above, then they meet the indicator.

Measure A. Know their rights, survey items

1, 2, 3, 4, and 5 are used.


Measure B. Effectively communicate their children's needs, survey items 6, 7, 8, 9, 10, and 11 are used.

Measure C. Help their children develop and learn, survey items 12, 13, 14, 15, 16, and 17 are used.

- For each of the scales, the percent of families who met a given measure is based on the mean score of the survey items for that particular indicator. If a family member's mean score for a given measure (i.e., questions 1, 2, 3, 4 and 5) is 4.0 or above, then they meet the indicator.

- A score of 4.00 or above indicates that, on average, the family member rated the survey items as "Very Helpful" or "Extremely Helpful."

**FAMILY OUTCOMES SURVEY**



**south dakota**  
**BIRTH TO THREE**  
The first three years build a lifetime

**Instructions:** Section B of the Family Outcomes Survey focuses on the helpfulness of early intervention. For each question below, please select how helpful early intervention has been to you and your family over the past year: Not at all helpful, a little helpful, somewhat helpful, very helpful, or extremely helpful.

	Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Extremely helpful
<b>Knowing your rights</b>					
<b>How helpful has early intervention been in...</b>					
1. giving you useful information about services and supports for you and your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. giving you useful information about your rights related to your child's special needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. giving you useful information about who to contact when you have questions or concerns?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. giving you useful information about available options when your child leaves the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. explaining your rights in ways that are easy for you to understand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Communicating your child's needs</b>					
<b>How helpful has early intervention been in...</b>					
6. giving you useful information about your child's delays or needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. listening to you and respecting your choices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. connecting you with other services or people who can help your child and family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. talking with you about your child and family's strengths and needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. talking with you about what you think is important for your child and family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. developing a good relationship with you and your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Helping your child develop and learn</b>					
<b>How helpful has early intervention been in...</b>					
12. giving you useful information about how to help your child get along with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. giving you useful information about how to help your child learn new skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. giving you useful information about how to help your child take care of his/her needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. identifying things you do that help your child learn and grow?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. sharing ideas on how to include your child in daily activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. working with you to know when your child is making progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Indicator C4: Family Outcomes

% of families reporting that EI services helped the family (A) Know their rights, (B) Effectively communicate child’s needs, (C) Help their child develop and learn.

FFY	2020	2021	2022	2023	2024	2025
Target A	94.1%	94.1%	94.2%	94.3%	94.4%	94.5%
Target B	90.0%	90.2%	90.4%	90.6%	90.8%	91.0%
Target C	90.0%	90.1%	90.2%	90.3%	90.4%	90.5%

Measure	FFY2020 Data	FFY2021 Target	FFY2021 Data	Status	Slippage
A. Percent of families participating in Part C who report that EI services have helped the family know their rights	97.98%	94.1%	88.11%	Not Met	Slippage
B. Percent of families participating in Part C who report that EI services have helped the family effectively communicate their child’s needs	97.96%	90.2%	90.98%	Met	No Slippage
C. Percent of families participating in Part C who report that EI services have helped the family help their child develop and learn	99.19%	90.1%	87.3%	Not Met	Slippage

# 2021-22 State of South Dakota Part C Family Outcomes Survey

## Items to note:

- Most items are 90% and above.
- Q1 giving you useful information about services and supports for you and your child 98%
- Communicating your child's needs all 90% and above!
- Q7 listening to you and respecting your choices 98%

## Areas to look at

- Q4. giving you useful information about available options when your child leaves the program 88%
- Q12. Giving you useful information about how to help your child get along with others 87%

**Table A: Overall Results**

Number of respondents = 244; of those who did answer a question, the percent who chose each response option.

	Not at All Helpful	A Little Helpful	Somewhat Helpful	Very Helpful	Extremely Helpful	Very Helpful, Extremely Helpful
<b>Knowing your rights</b>						
<b>How helpful has early intervention been in...</b>						
1. giving you useful information about services and supports for you and your child?	0%	0%	2%	31%	66%	98%
2. giving you useful information about your rights related to your child's special needs?	0%	1%	5%	32%	61%	93%
3. giving you useful information about who to contact when you have questions or concerns?	0%	0%	4%	30%	65%	95%
4. giving you useful information about available options when your child leaves the program?	1%	2%	9%	28%	60%	88%
5. explaining your rights in ways that are easy for you to understand?	0%	2%	5%	29%	65%	93%
<b>Communicating your child's needs</b>						
<b>How helpful has early intervention been in...</b>						
6. giving you useful information about your child's delays or needs?	0%	1%	3%	33%	63%	96%
7. listening to you and respecting your choices?	0%	1%	0%	27%	71%	98%
8. connecting you with other services or people who can help your child and family?	1%	2%	7%	26%	64%	90%
9. talking with you about your child and family's strengths and needs?	0%	0%	4%	32%	64%	96%
10. talking with you about what you think is important for your child and family?	0%	1%	5%	26%	68%	95%
11. developing a good relationship with you and your family?	0%	0%	4%	25%	71%	96%
<b>Helping your child develop and learn</b>						
<b>How helpful has early intervention been in...</b>						
12. giving you useful information about how to help your child get along with others?	1%	2%	11%	30%	57%	87%
13. giving you useful information about how to help your child learn new skills?	1%	1%	5%	30%	64%	93%
14. giving you useful information about how to help your child take care of his/her needs?	0%	1%	7%	34%	58%	91%
15. identifying things you do that help your child learn and grow?	0%	0%	5%	31%	64%	95%
16. sharing ideas on how to include your child in daily activities?	0%	2%	7%	28%	62%	90%
17. working with you to know when your child is making progress?	0%	1%	5%	30%	64%	94%

# Results by Given Race/Ethnicity

Race/Ethnicity	# of Children	A. Know Their Rights	Target	B. Effectively Communicate Their Child's Needs	Target	C. Help Their Child Develop and Learn	Target
All	244	88%	94.1%	91%	90.20%	87%	90.10%
Black / African American	9	Fewer than 10 respondents					
Alaskan Indian / Native American	21	95%	94.1%	95%	90.20%	90%	90.10%
Asian	4	Fewer than 10 respondents					
Hispanic	3	Fewer than 10 respondents					
Native Hawaiian / Pacific Islander	0	No respondents					
Multi-Racial	22	77%	94.1%	82%	90.20%	82%	90.10%
White	185	89%	94.1%	92%	90.20%	87%	90.10%

Table B: Percent of respondents who said "Very Helpful" or "Extremely Helpful"

	Black/ African American*	Alaskan Indian/ Native American	Asian*	Hispanic*	Native Hawaiian /Pacific Islander	Multi- Racial	White
<b>Number of Respondents</b>	9	21	4	3	0	22	185
<b>Knowing your rights</b>							
<b>How helpful has early intervention been in...</b>							
1. giving you useful information about services and supports for you and your child?		100%				91%	98%
2. giving you useful information about your rights related to your child's special needs?		100%				82%	94%
3. giving you useful information about who to contact when you have questions or concerns?		100%				86%	95%
4. giving you useful information about available options when your child leaves the program?		95%				77%	88%
5. explaining your rights in ways that are easy for you to understand?		95%				86%	94%
<b>Communicating your child's needs</b>							
<b>How helpful has early intervention been in...</b>							
6. giving you useful information about your child's delays or needs?		95%				91%	98%
7. listening to you and respecting your choices?		100%				95%	99%
8. connecting you with other services or people who can help your child and family?		95%				82%	89%
9. talking with you about your child and family's strengths and needs?		95%				86%	97%
10. talking with you about what you think is important for your child and family?		95%				86%	96%
11. developing a good relationship with you and your family?		95%				91%	97%
<b>Helping your child develop and learn</b>							
<b>How helpful has early intervention been in...</b>							
12. giving you useful information about how to help your child get along with others?		90%				86%	86%
13. giving you useful information about how to help your child learn new skills?		95%				86%	94%
14. giving you useful information about how to help your child take care of his/her needs?		95%				77%	92%
15. identifying things you do that help your child learn and grow?		95%				82%	96%
16. sharing ideas on how to include your child in daily activities?		95%				82%	90%
17. working with you to know when your child is making progress?		95%				86%	95%

\*If fewer than 10 respondents, results are not shown.

## C4 Observations & Next Steps

- Survey tool is more reliable, not satisfaction survey.
- Overall results were very positive. Over 85% of families expressed a positive attitude on all 17 survey items.
- On 8 of the 17 survey items, 95% or more of families expressed a positive attitude.
- New tool allows for data to examine and analyze responses.
- Things we are working on:
  - Reviewing other states (similar) using same tool
  - Response rate
  - Regional service coordinator data discussions, analysis and adjustments

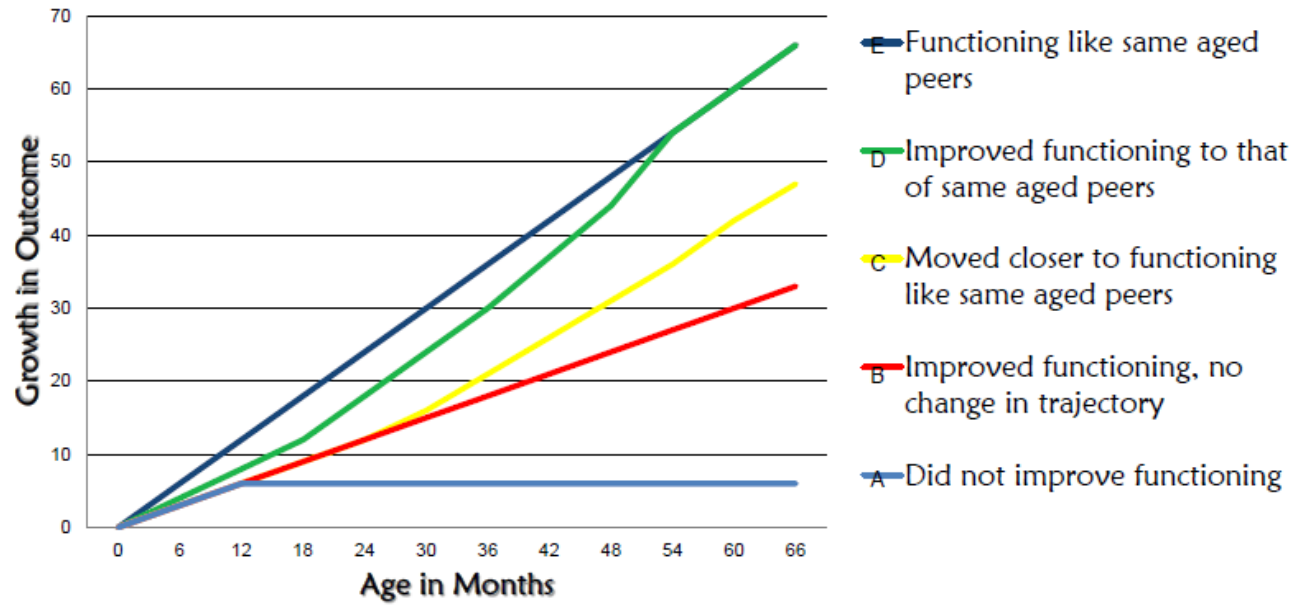
## Indicator C3: Early Childhood Outcomes

The percentage of infants and toddlers with IFSPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication); and
- C. Use of appropriate behaviors to meet their needs.



## Developmental Trajectories



# OSEP ECO Calculator

	Social Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Children who did not improve functioning						
b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers						
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it						
d. Children who improved functioning to reach a level comparable to same-aged peers						
e. Children who maintained functioning at a level comparable to same-aged peers						
<b>TOTAL</b>						
<b>SUMMARY STATEMENTS</b>						
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited.						
2. Percent of children who were functioning within age expectations in [outcome], by the time they exited.						

## FFY2021 Stats:

- 963 Children Exited Program
- 541 had qualifying entry/exit  
- 56% completion rate
- OSEP requires states to place child in one of the a through e categories

$$\text{Summary Statement 1} = (c+d) / (a+b+c+d)$$

$$\text{Summary Statement 2} = (d+e) / (a+b+c+d+e)$$

# INDICATOR C3:

Percent of infants and toddlers with IFSPs who demonstrate improved:

## A. Positive social-emotional skills (including social relationships);

	Social Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Children who did not improve functioning	5	0.9%				
b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	138	25.5%				
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	12	2.2%				
d. Children who improved functioning to reach a level comparable to same-aged peers	78	14.4%				
e. Children who maintained functioning at a level comparable to same-aged peers	308	56.9%				
<b>TOTAL</b>	541	100.0%				
<b>SUMMARY STATEMENTS</b>						
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited.		38.6%				
2. Percent of children who were functioning within age expectations in [outcome], by the time they exited.		71.3%				

Summary Statement 1 =  $(c+d) / (a+b+c+d)$

Summary Statement 2 =  $(d+e) / (a+b+c+d+e)$



## Indicator C3A: Percent of infants and toddlers with IFSPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

FFY	FFY2020	FFY2021	FFY2022	FFY2023	FFY2024	FFY2025
SS1	41.00%	41.50%	42.00%	42.50%	43.00%	43.50%
SS2	72.40%	72.50%	72.75%	73.00%	73.50%	74.00%

Measure	Numerator	Denominator	FFY2020 Data	FFY2021 Target	FFY2021 Data	Status	Slippage
SS1 Of those children who entered or exited the program below age expectation, the % who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.	90	233	41.00%	41.50%	38.63%	Did not meet target	Slippage
SS2 The percent of infants and toddlers who were functioning within age expectations by the time they turned 3 years of age or exited the program.	386	541	72.45%	72.50%	71.35%	Did not meet target	Slippage

# INDICATOR C3:

Percent of infants and toddlers with IFSPs who demonstrate improved:

*B. Acquisition and use of knowledge and skills (including early language/communication).*

	Social Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Children who did not improve functioning	5	0.9%	1	0.2%		
b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	138	25.5%	107	19.8%		
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	12	2.2%	123	22.7%		
d. Children who improved functioning to reach a level comparable to same-aged peers	78	14.4%	187	34.6%		
e. Children who maintained functioning at a level comparable to same-aged peers	308	56.9%	123	22.7%		
<b>TOTAL</b>	<b>541</b>	<b>100.0%</b>	<b>541</b>	<b>100.0%</b>		
<b>SUMMARY STATEMENTS</b>						
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited.		38.6%		74.2%		
2. Percent of children who were functioning within age expectations in [outcome], by the time they exited.		71.3%		57.3%		

Summary Statement 1 =  $(c+d) / (a+b+c+d)$

Summary Statement 2 =  $(d+e) / (a+b+c+d+e)$

**Indicator C3B:** Percent of infants and toddlers with IFSPs who demonstrate improved:  
*B. Acquisition and use of knowledge and skills (including early language/communication).*

FFY	FFY2020	FFY2021	FFY2022	FFY2023	FFY2024	FFY2025
SS1	75.00%	75.00%	75.50%	76.00%	76.50%	77.00%
SS2	54.80%	53.40%	53.60%	53.80%	54.00%	54.20%

Measure	Numerator	Denominator	FFY2020 Data	FFY2021 Target	FFY2021 Data	Status	Slippage
SS1 Of those children who entered or exited the program below age expectation, the % who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.	310	418	75.00%	75.00%	74.16%	Did not meet target	No slippage
SS2 The percent of infants and toddlers who were functioning within age expectations by the time they turned 3 years of age or exited the program.	310	541	54.76%	53.40%	57.30%	Met Target	No slippage

\*Indicator C3B Summary Statement 1 is the SSIP State Identified Measurable Result (SiMR)

# INDICATOR C3:

Percent of infants and toddlers with IFSPs who demonstrate improved:  
*C. Use of appropriate behaviors to meet their needs*

	Social Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Children who did not improve functioning	5	0.9%	1	0.2%	1	0.2%
b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	138	25.5%	107	19.8%	29	5.4%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	12	2.2%	123	22.7%	90	16.6%
d. Children who improved functioning to reach a level comparable to same-aged peers	78	14.4%	187	34.6%	147	27.2%
e. Children who maintained functioning at a level comparable to same-aged peers	308	56.9%	123	22.7%	274	50.6%
<b>TOTAL</b>	541	100.0%	541	100.0%	541	100.0%
<b>SUMMARY STATEMENTS</b>						
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited.	38.6%		74.2%		88.8%	
2. Percent of children who were functioning within age expectations in [outcome], by the time they exited.	71.3%		57.3%		77.8%	

Summary Statement 1 = (c+d) / (a+b+c+d)

Summary Statement 2 = (d+e) / (a+b+c+d+e)

**Indicator C3C:** Percent of infants and toddlers with IFSPs who demonstrate improved:  
*C. Use of appropriate behaviors to meet their needs*

FFY	FFY2020	FFY2021	FFY2022	FFY2023	FFY2024	FFY2025
SS1	91.20%	91.25%	91.50%	91.75%	92.00%	92.25%
SS2	81.80%	81.90%	82.00%	82.10%	82.20%	82.30%

Measure	Numerator	Denominator	FFY2020 Data	FFY2021 Target	FFY2021 Data	Status	Slippage
SS1 Of those children who entered or exited the program below age expectation, the % who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.	237	267	91.21%	91.25%	88.76%	Did not meet target	Slippage
SS2 The percent of infants and toddlers who were functioning within age expectations by the time they turned 3 years of age or exited the program.	421	541	81.80%	81.9%	77.82%	Did not meet target	Slippage

# C3 Observations & Next Steps

- BDI2 and BDI3
  - Completion Rate
    - ▶ Several missing qualifying exit evaluations
    - ▶ Based on data, several children did receive an exit eval but was not entered into the BDI system(s)
  - BDI2 and BDI3 confusion
    - ▶ Children with BDI2 entry must exit with BDI2
    - ▶ Children with BDI3 entry must exit with BDI3
  - Two tests
    - ▶ Implementing with fidelity
    - ▶ BDI2 normed 2004
    - ▶ BDI3 more items
  - Continued data analysis
  - Work with Part B 619
  - Evaluator training

# Birth to Three Program Updates

- ▶ Data System
- ▶ New Service Coordinator
- ▶ Cohort 10
- ▶ DOE Leadership



Next meeting April.  
\*Date TBD based on timing of grant release

Thank you!