

STATE INTERAGENCY COORDINATION COUNCIL – NOVEMBER 1, 2022

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

Tuesday, November 1, 2022 | 10:30am CT
Casey Tibbs Rodeo Center
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 August 2022 Minutes	ICC Members	8/2022 Meeting Minutes
Public Comment	If you are interested in providing public comment, please send notification to sarah.carter@state.sd.us or call (605)773.3678	
National Update	Sharon Walsh, ECTA	
FFY2021 SPP/APR	Birth to Three State Team	
Birth to Three Program Updates		
Next Meeting: Wednesday, January 18, 2023, 3:00pm CT		
Adjournment	ICC Members	

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 Agenda

ICC Roll Call

Member	Representation
Carla Miller	SD Parent Connection
Carrie Churchill	Department Health
Cindy Fisher	OLC Head Start
Cindy Michelson	Parent
Dawn Smith	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 Mouna	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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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.

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ICC Agenda



SD ICC Meeting Federal Update

**By: Sharon Walsh, ECTA
November 1, 2022**



Roundup of Major Action: 117th Congress

Bipartisan Successes

Infrastructure Investment and Jobs Act

- Carefully crafted “old school” bipartisan deal

Safer Communities Act

- Swiftly drafted legislation to respond to Uvalde, TX school shooting

Partisan Successes

American Rescue Plan Act

- 2021 COVID-relief priorities

Inflation Reduction Act

- Significantly pared down version of Build Back Better Act

At-A-Glance: Infrastructure Investment and Jobs Act

Price Tag: \$550 billion

Key Provisions:

- Bulk of Funding for roads/bridges and transit
- \$73 billion to upgrade the electric grid
- \$65 billion for broadband, with a priority for rural broadband
- \$71 for climate change initiatives and environmental cleanup

Analysis: not directly related to early childhood priorities, but broadband helpful for children and families

At-A-Glance: Safer Communities Act

Price Tag: \$13 billion

Key Provisions: First gun legislation enacted in recent history; major focus on mental health

- \$500m for School-Based Mental Health Demonstration Grants
- \$500m for School-Based Mental Health Services Grants
- \$1b through ESSA Title IV-A to improve school climate
- \$28m set-aside for trauma care in schools

Analysis: Mental health provisions are important. Disability community says mental health should not be tied to acts of gun violence

At-A-Glance: American Rescue Plan Act

Price tag: \$1.9 trillion

Key provisions:

- Targeted one-time only IDEA funds:
- \$2.5 billion for Part B
- \$200 million for Section 619
- \$250 million for Part C



Analysis: No part D funds is a lost opportunity for workforce

American Rescue Plan Also Included:

- ❖ \$350 billion for **state, local, and territorial governments**
- ❖ \$1 billion for **Head Start**
- ❖ \$1400 **Stimulus checks** for eligible individuals and families
- ❖ \$25B for **child care** stabilization, \$15 billion for CCDBG, and \$3.55B in Child Care Entitlement to States
- ❖ Temporarily expanded **Child Dependent Care Tax Credit (CDCTC)** and expanded the **Child Tax Credit**
- ❖ 100,000 person **public health corps** and funding for **community health centers/tribal health services**
- ❖ 15% increase in **SNAP benefits** through September 2021
- ❖ \$150 million for the Maternal, Infant, and Early Childhood Home Visiting (**MIECHV**) program.

At-A-Glance: Inflation Reduction Act

Price tag: \$700 billion

Key provisions:

- \$370 billion for climate initiatives
- Corporate tax changes
- Prescription drug price negotiations
- Out of pocket caps for Medicare prescription drugs

Analysis: Nothing on childcare/early learning



Fiscal Year 2023 Appropriations

October 1, 2022 - September 30, 2023

- IDEA awards July 1, 2023
- The President, House and Senate Appropriations Committees have put forward aspirational recommendations
- Continuing Resolution (CR) passed until after the election
- Differences in the House and Senate funding levels and policy proposals need to be conferenced and agreement reached
- Bill becomes law when agreed to by full House and full Senate* and signed by the President
 - *Senate must approve by at least 60 votes, **needs to be bipartisan**

FY 2023 Proposals- Where we Currently Stand

Program	Current funding level (FY 2022)	Budget Proposal FY 2023	House bill FY 2023	Senate bill FY 2023
IDEA Part B grants to states	\$13.3 billion	\$16.3 billion	\$16.3 billion	\$15.3 billion
IDEA Preschool grants	\$410 million	\$503 million	\$440 million	\$445 million
IDEA Part C	\$496 million	\$932 million	\$621 million	\$591 million
IDEA Part D personnel prep	\$95 million	\$250 million	\$250 million	\$190 million
Parent Training Information Centers	\$30 million	\$45 million	\$40 million	\$45 million
National Center for Special Education Research	\$60 million	\$58.5 million	\$64 million	\$72 million

FY 2023 Proposals- Where we Currently Stand

Program	Current funding level (FY 2022)	Budget Proposal FY 2023	House bill FY 2023	Senate bill FY 2023
Child Care and Development Block Grant	\$6.2 billion	\$7.6 billion	\$7.1 billion	\$7.1 billion
Head Start and Early Head Start	\$11 billion	\$12.2 billion	\$12.3 billion	\$12 billion
Maternal and Child Health Block Grant	\$748 million	\$954 million	\$868 million	\$952 million
Early Hearing Detection and Intervention	\$18 million	\$18 million	\$18.8 million	\$18 million
Preschool Development Grants B-5	\$290 million	\$450 million	\$350 million	\$350 million
Infant Early Childhood Mental Health	\$10 million	\$10 million	\$30 million	\$20 million

Other Proposals Being Considered

- Would require all States receiving funds under Part C to reserve at least 10 percent of their annual allocations to develop and implement an equity plan approved by the Secretary.
 - *(In President's Request and in House bill)*
- A state may reserve from its award an amount necessary for use in a manner described in a State plan, approved in the State, to ensure equitable access to and participation in part C services in the State, particularly for populations that have been traditionally underrepresented in the program;
 - *(In Senate bill)*

Policy Proposals in the FFY 2023 Recommendations

- The Department states it is proposing to address inequity in access to services through appropriations language that would prohibit States from charging family fees or out-of-pocket expenses.
 - *In President's Request and in House bill*
 - *Not in the Senate bill*

Funding Early Childhood is the Right IDEA Act

- ❑ Federal funding has not kept pace with growth and inflation continuing decrease in federal per child funding
- ❑ A bipartisan, bicameral bill to restore full funding for educational and early intervention services for children with disabilities
- ❑ Bill is parallel to the Part B Full Funding Act efforts
- ❑ Mark DeSaulnier (D-CA), Rodney Davis (R-IL), and Jared Huffman (D-CA) introduced in the House (H.R. 6532) – has 21 co-sponsors as of 9/27/22
- ❑ Maggie Hassan (D-NH) introduced in Senate (S. 3544) – 4 co-sponsors Casey (PA), Van Hollen (MD), Murphy (CT) and Reed (RI) as of 9/27/22

What Is Due or Overdue?



- ❖ **Maternal, Infant, and Early Childhood Home Visiting (MIECHV)**
- ❖ IDEA
- ❖ CAPTA
- ❖ Higher Education Act
- ❖ Education Sciences Reform Act
- ❖ Head Start Act

MIECHV Reauthorization

- ❑ Short-term gap included in the CR text
- ❑ The Jackie Walorski Maternal and Child Home Visiting Reauthorization Act was introduced 9/19
- ❑ Passed unanimously through House Ways and Means on 9/21 would:
 - ❑ Double funding over 5 years
 - ❑ Double Tribal set-aside
 - ❑ Change the formula to better target to infants/toddlers in poverty
 - ❑ Allow for the continuation of virtual service delivery

Mid-Term Elections

- All House Members and 1/3 of Senators are up for reelection
- Productivity tends to slow as we near election day
- Partisanship/political divides tend to amplify
- Who will win in November?



Hot Topics Inside the Beltway

- Childcare
 - Continues to need attention at all levels of gov't
- Workforce shortages
 - Affecting a broad swath of industries, particularly education
- Child poverty
 - Was temporarily cut in half through American Rescue Plan Act... now what?
- Mental health
 - A persistent and growing challenge

2022 Tipping Points Survey



- IDEA Infant and Toddler Coordinators Association (ITCA)
- State membership organization for Part C agencies
- This is the 17th annual survey
- 51 of 56 jurisdictions responded in 2022

<https://www.ideainfanttoddler.org/board-approved-surveys.php>

How are you using American Rescue Plan Funds?



• *Top 4 Responses*

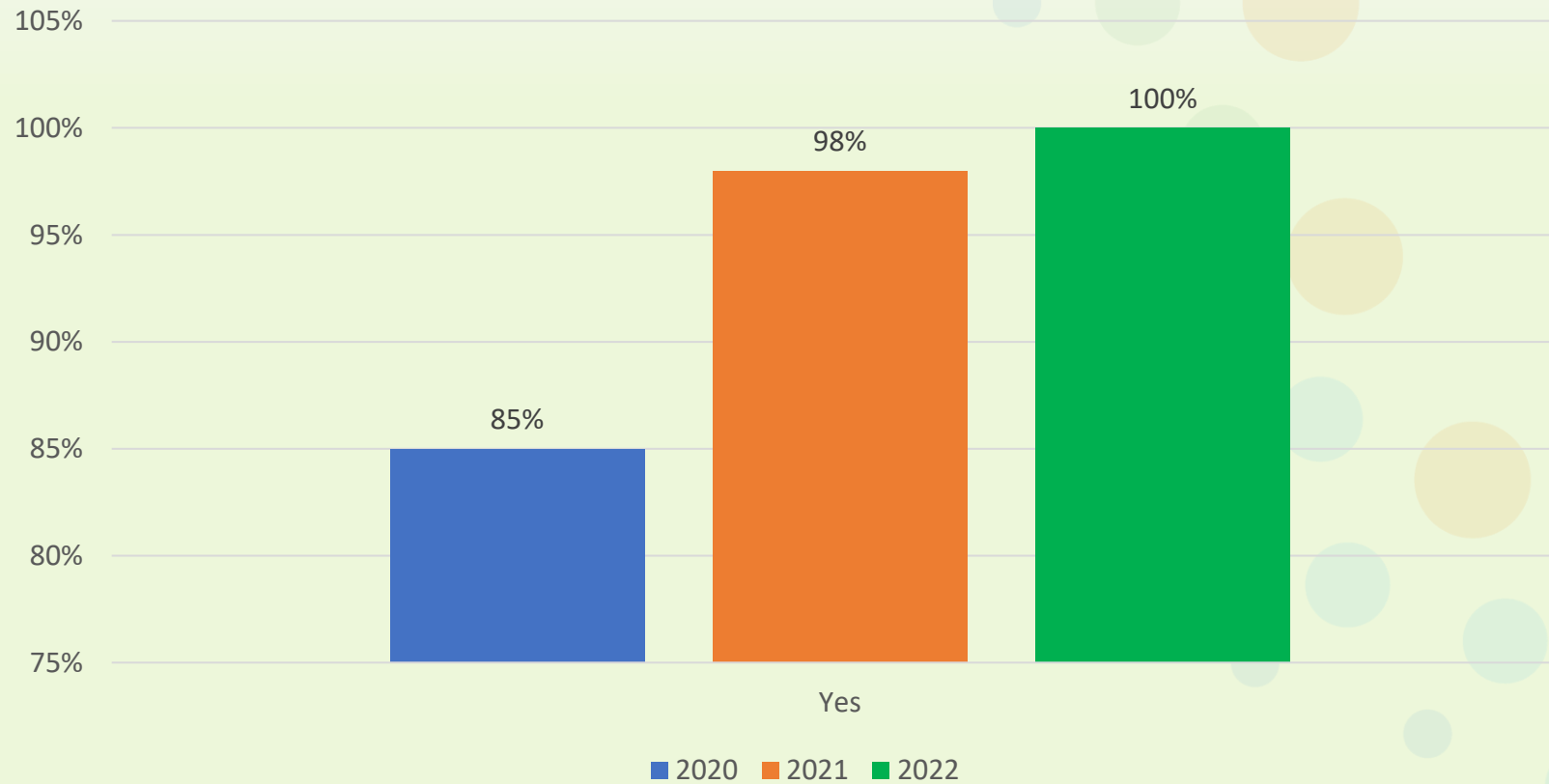
- Child Find and Public Awareness - 77.7 percent
- Workforce Capacity – 75.5 percent
- Develop or enhance data system – 57.7 percent
- Address social/emotional issues resulting from the pandemic – 55.5 percent

Delivery Method of Part C Services

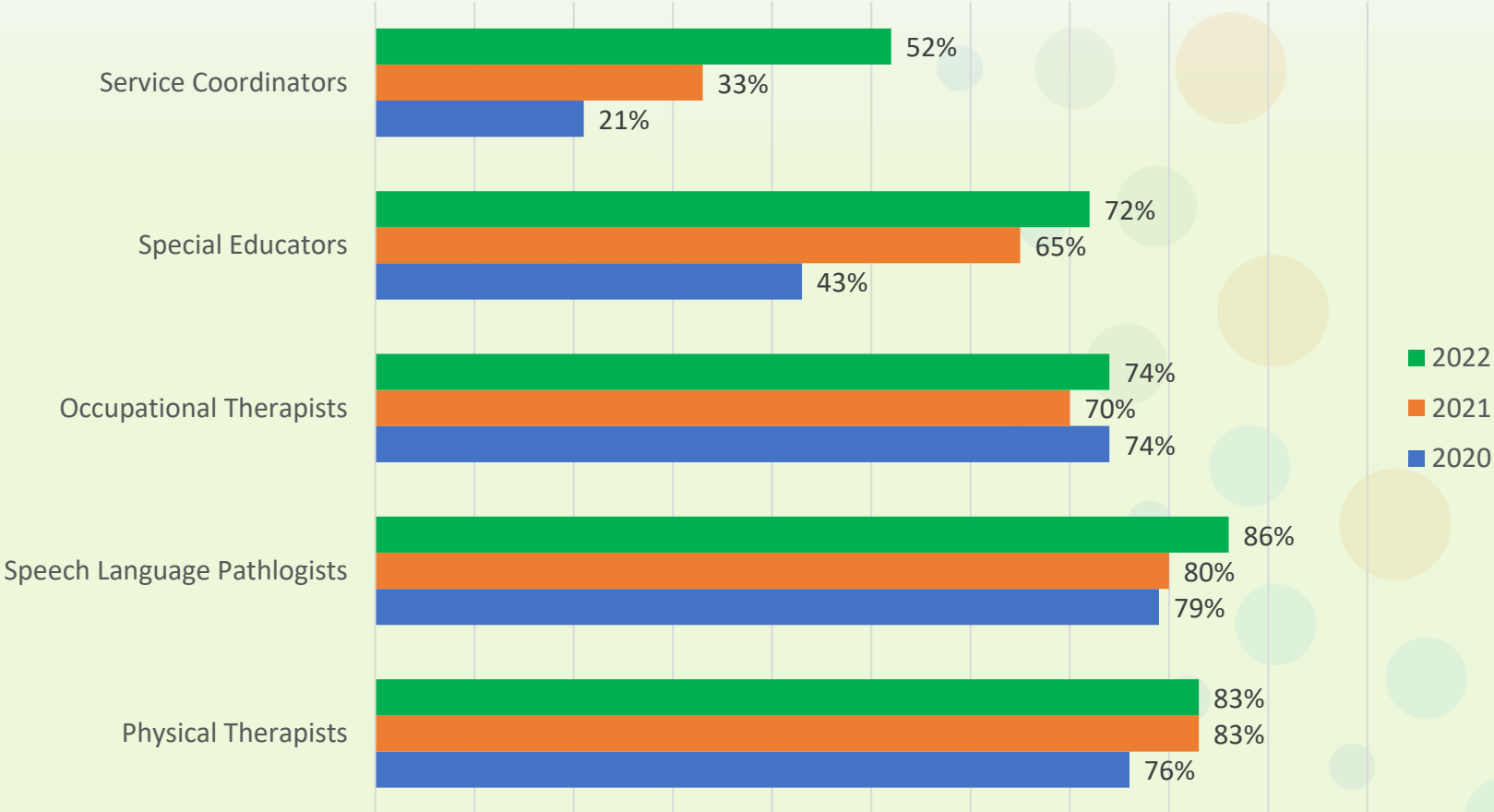


- *Currently, what percentage of families are receiving services virtually? Of the 29 states reporting:*
 - Average percentage was 36% with a median of 35% The range was from zero to 85%
- *Currently, what percentage of services are provided in person? Of the 29 states reporting:*
 - Average percentage of services provided in person was 67% with a median of 80%. The range was 10 to 100%

Are you experiencing a shortage of providers?



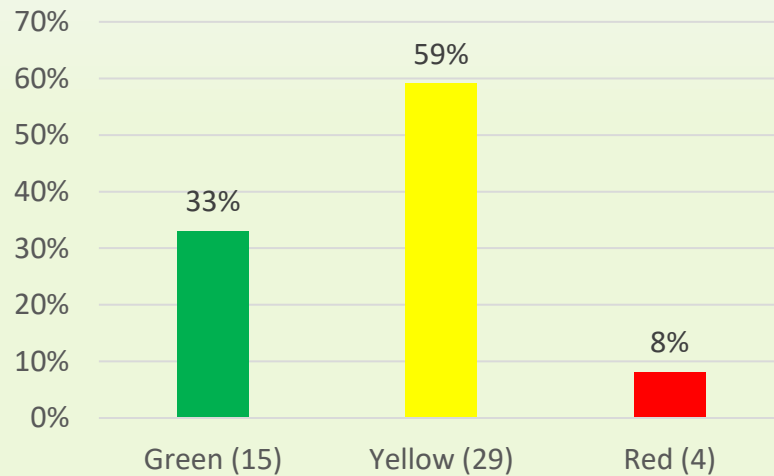
Shortage Comparison for most frequently used services



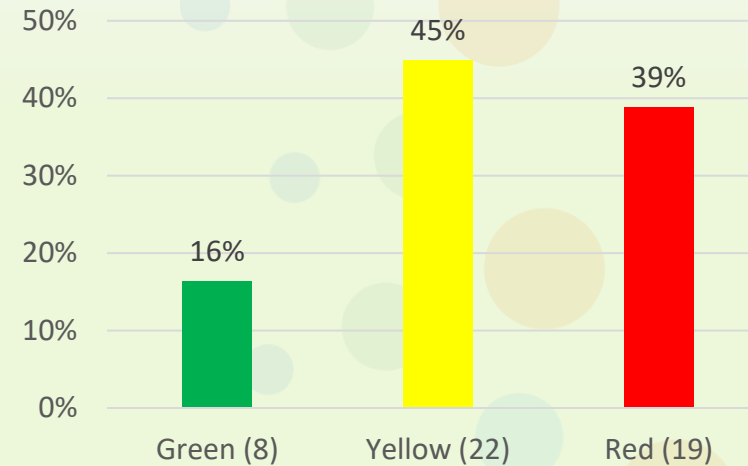
Estimated 2022 Child Count



Point in Time



Cumulative



Of the 29 states in yellow:

- 9 were at 95-100% of 2019
- 12 were at 90-94% of 2019
- 5 were at 80-90% of 2019
- 3 were at 75-80% of 2019

Of the 4 states in red:

- 2 were at 99% of 2020
- 1 was at 98% of 2020
- 1 was at 89% of 2020

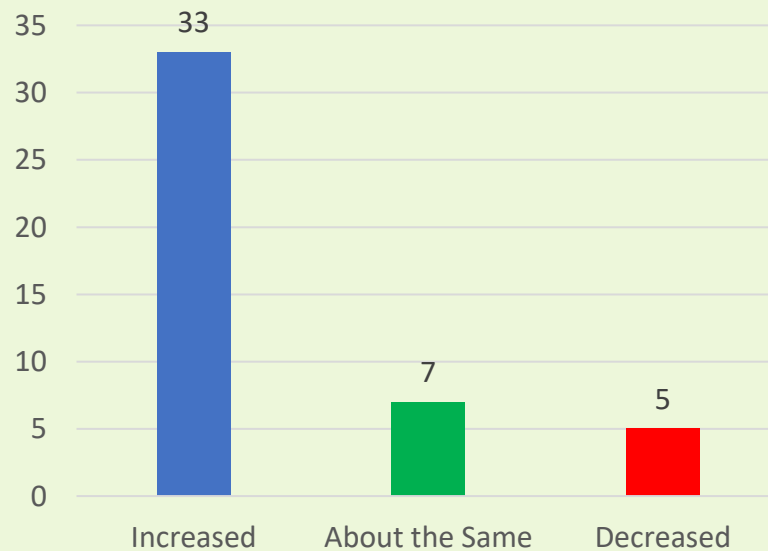
Key:

- Green: Meets/exceeds 2019 count
- Yellow: Above 2020 but not back to 2019
- Red: Below 2019 and 2020

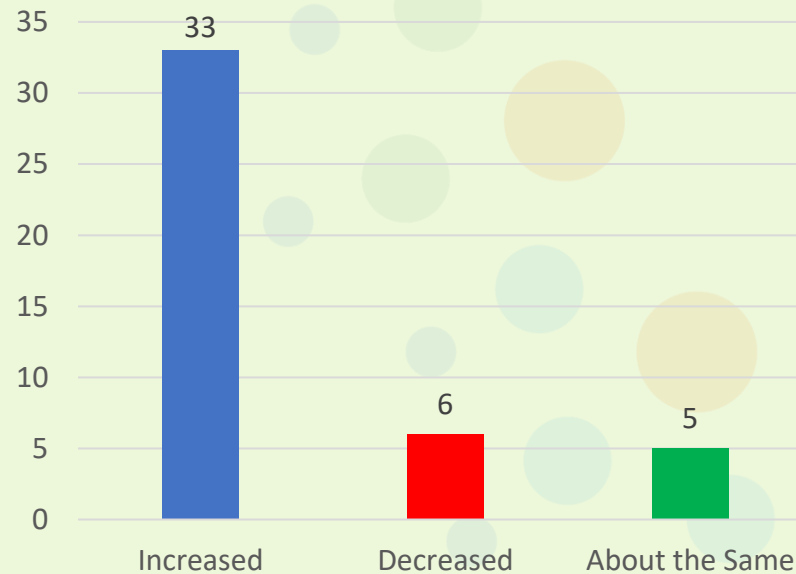
Comparison of 1st Q 2022 Referrals



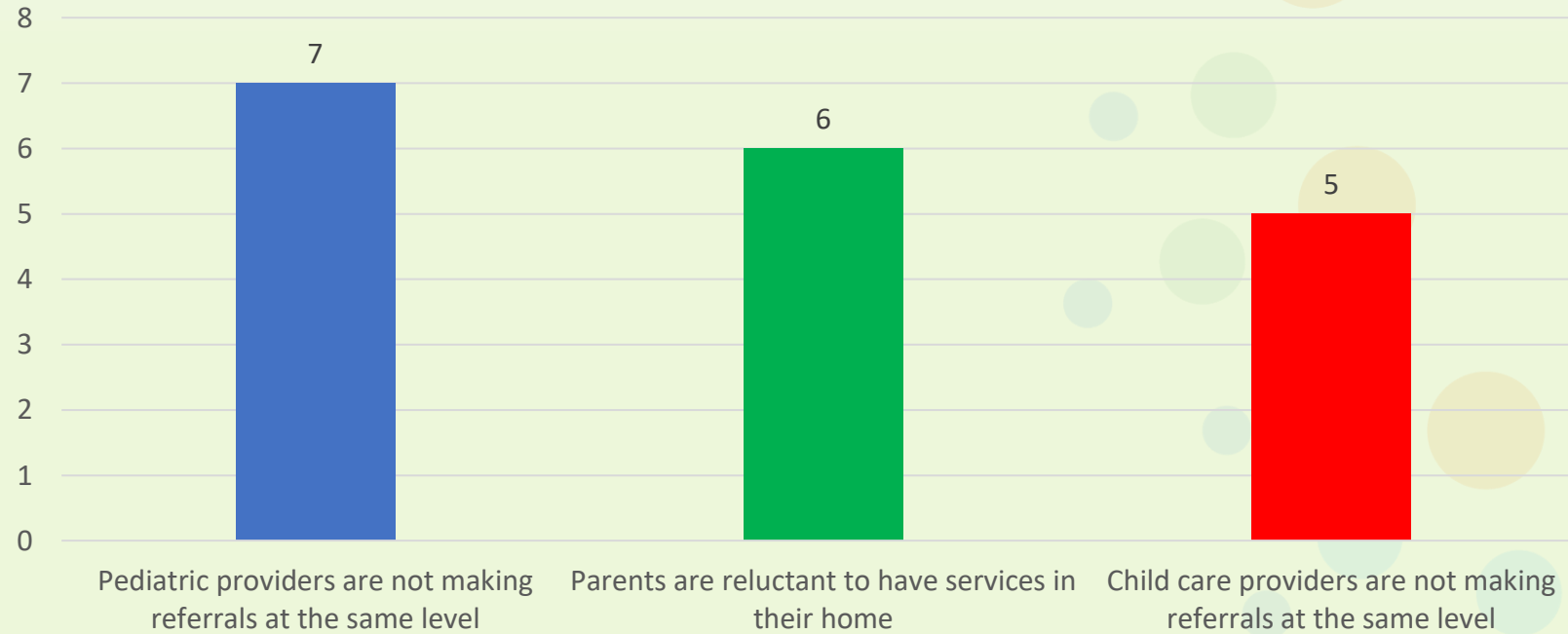
2022 compared to 2021



2022 compared to 2020



If your referrals are still down, what are the reasons?



FFY2021 State Performance Plan / Annual Performance Report (SPP/APR)

FFY2021 Performance: July 1, 2021 –June 30, 2022

FFY2021 Submission to OSEP: February 1, 2023

IDEA PART C INDICATORS

- 1. Timely Provision of Services.** % of infants/toddlers with IFSPs receiving EI services on their IFSPs in a timely manner.
- 2. Services in Natural Environments.** % of infants/toddlers with IFSPs primarily receiving EI services in the home or community-based setting.
- 3. Early Childhood Outcomes.** % of infants/toddlers with IFSPs demonstrating improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, © Use of appropriate behaviors to meet this needs.
 1. Summary Statement 1: % of infants/toddlers with substantial increase in rate of growth in each outcome by age 3 or program exit.
 2. Summary Statement 2: % of infants/toddlers functioning within age expectations in each outcome by age 3 or program exit.
- 4. Family Involvement.** % of infants/toddlers reporting that EI services helped families (A) Know their rights, (B) Effectively communicate child's needs, © Help their children develop and learn.
- 5. Child Find (Birth to One):** % of infants and toddlers birth-1 with IFSPs compared to national data.
- 6. Child Find (Birth to Three)** % infants and toddlers birth -3 with IFSPs compared to national data.
- 7. 45-Day Timeline.** % of eligible infants/toddlers with IFSPs with initial evaluation, assessment and IFSP meeting, within 45-day timeline.
- 8. Early Childhood Transition.** % of toddlers exiting Part C with timely transition planning for whom LA, within required timeline, (A) Developed IFSP with transition steps and services, (B) Notified SEA and LEA of toddlers' potential eligibility for Part B, © Conducted transition conference.
- 9. Resolution Sessions.** % of hearing requests resolved through resolution session settlement agreements.
- 10. Mediation.** % of mediations held resulting in mediation agreements.
- 11. State Systemic Improvement Plan:** SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP, with Phase I analysis, Phase II plan, Phase III implementation and evaluation, with stakeholder engagement in all phases, for improving results for infants/toddlers with disabilities and their families.

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
- ▶ C3 Child Outcomes
- ▶ C4 Family Involvement
- ▶ C5 Child Find (Birth to One)
- ▶ C6 Child Find (Birth to Three)

General Supervision

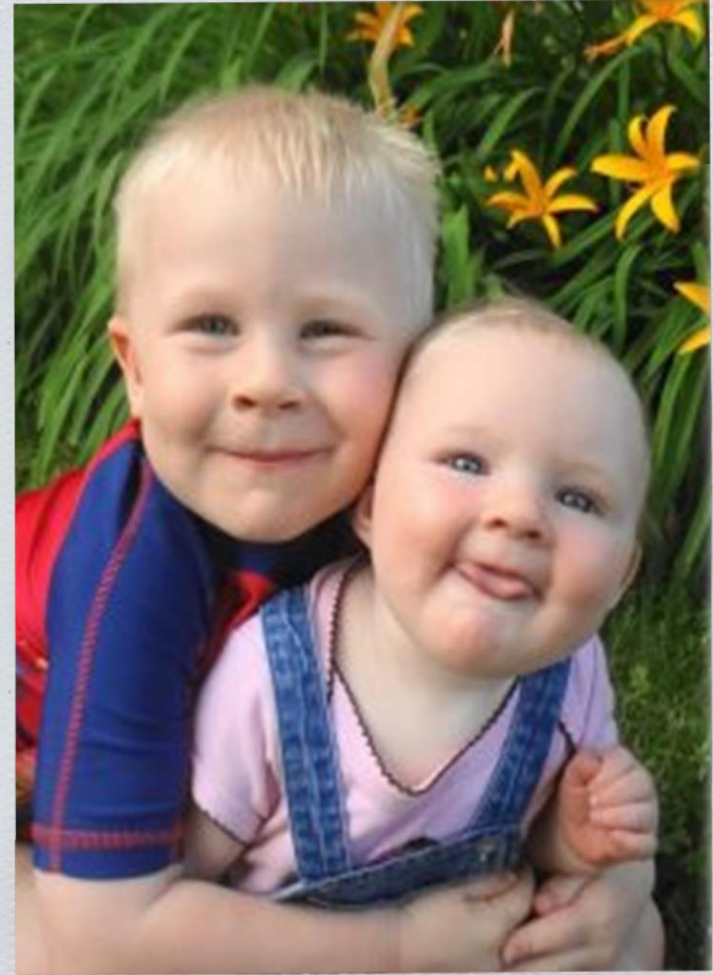
- ▶ C9 Resolution Sessions
- ▶ C10 Mediation

*Targets established for FFY2020 – FFY2025 by ICC

C11 State Systemic Improvement Plan

What is the SSIP?

- ▶ A comprehensive, ambitious, yet achievable multi-year plan that states will develop to improve results for children/students with disabilities (and their families)
- ▶ Increase the capacity of EIS programs/LEAs to implement, scale up, and sustain evidence-based practices that will result in improved results
- ▶ Added FFY2015-FFY2019
- ▶ New SSIP Package FFY2020 – FFY2025



The South Dakota Birth to Three State Identified Measurable Result (SIMR)

To substantially increase the rate of children's growth in their acquisition and use of knowledge and skills, including early language/communication, by the time they exit the program, as defined by the targets established for Indicator 3B, Summary Statement 1.

SICC assisted state in revising the Theory of Action to reflect state progress and priorities



SSIP Theory of Action

Vision: 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.

Strands of Action	If the State...	Then Regionally...	Then	Results
Data Quality	<p>...Monitors for continuous improvement the process to obtain, analyze and report BDI scores for children in the Birth to Three program</p> <p>...Continues to provide BDI training in collaboration with 619</p>	<p>...Service coordinators & districts will continue to increase the number of usable BDI exit evaluations</p> <p>...Evaluators will improve the reliability and validity of BDI administration</p>	<p>...Statewide data quality continues</p>	<p>...Infants and toddlers exiting early intervention services will demonstrate increased growth in their acquisition and use of knowledge and skills (including early language/communication)</p>
Accountability	<p>...Develops and implements a monitoring protocol to address results and compliance</p>	<p>...IFSP teams will increase the quality of decisions related to outcomes and services</p>	<p>...Children & families, including those most often underrepresented, receive appropriate evidence-based practices</p>	
Professional Development	<p>...Continues to provide relevant & rigorous training under the state's Bright Beginnings PD program</p> <p>...Continues to design, enhance and deliver training and TA opportunities as identified for SC, DSP and Families.</p>	<p>...Early Intervention providers will continually increase the use of evidence-based practices and family and caregiver engagement through coaching practices</p>	<p>...Families and caregivers are more likely to be engaged in routines-based intervention</p>	
Access & Participation	<p>...Increases connectedness & representativeness of South Dakota families to EI services</p> <p>...Attracts, recruits, and retains qualified personnel to meet EI needs statewide</p>	<p>...Enrollment increases with emphasis on children and families most often underrepresented</p> <p>...An increased diverse provider pool is available to meet the needs of all Part C families.</p>		

SOUTH DAKOTA PART C SSIIP IMPLEMENTATION / EVALUATION PLAN: PROFESSIONAL DEVELOPMENT

Improvement Strategy: South Dakota will continue to provide relevant and rigorous training under the State's Bright Beginnings PD program.
Improvement Strategy: South Dakota continue to design, enhance, and deliver training and TA opportunities as identified for service coordinators, direct service providers and families.

ACTIVITY	SHORT / INTERMEDIATE OUTCOMES
Present a consistent statewide message about early intervention service delivery and EBP.	<ul style="list-style-type: none"> Part C training is branded as "Bright Beginnings" inclusive of both EBP. South Dakota specific videos available featuring providers and families
Revise and implement existing PD schedule to be consistent with university semesters.	<ul style="list-style-type: none"> Training cohorts are semester based Increase participants in each training cohort Statewide implementation of EBPs
Revise coaching schedule to accommodate increased training participants.	<ul style="list-style-type: none"> Coaching schedules established for year-round coaching Increase in number of Peer and Master coaches
Continue to implement initial and sustained fidelity practices for service coordinators and direct service providers.	<ul style="list-style-type: none"> Increased statewide percentage of SC & DSP meet fidelity Providers, two years from initial fidelity, meet sustained fidelity.
Establish and implement network and support mechanisms to support EI providers and families	<ul style="list-style-type: none"> Regional service coordinator mentor groups established with Johns Hopkins RBI Academy. Tier 1 DSP mentoring group established. Family networking determined.
Increase access to PD experiences through technologies.	<ul style="list-style-type: none"> Select & secure platform compatible with smart phones. Creation & Dissemination of topical learning pods
Make available graduate credit for Bright Beginnings professional development.	<ul style="list-style-type: none"> Increase number of participants electing to obtain graduate credit.
Collaboration with state regental institutions to offer state Bright Beginnings training as an elective to professional preparation students.	<ul style="list-style-type: none"> Increased number of opportunities for Part C presentations with professional preparation programs. Agreements established to offer Bright Beginnings as an elective course for professional preparation programs.

Next Steps:

Professional Development Access & Participation

SOUTH DAKOTA PART C SSIIP IMPLEMENTATION / EVALUATION PLAN: ACCESS & PARTICIPATION

Improvement Strategy: South Dakota will increase connectedness & representativeness of South Dakota families to EI services.
Improvement Strategy: South Dakota will attract, recruit, and retain qualified personnel to meet early intervention needs statewide.

ACTIVITY	SHORT / INTERMEDIATE OUTCOMES
Enhance and revise existing resources to assist all families to engage in the EI process.	<ul style="list-style-type: none"> Opportunities for improvement of existing resources are identified. Stakeholder input is obtained. Plan of action is developed. Outline and format decisions are made. Resource(s) is completed and disseminated.
Develop a comprehensive, culturally relevant communication plan to ensure clear, responsive, respectful interactions between EI providers and families.	<ul style="list-style-type: none"> Cultural parameters are defined. Broad stakeholder input, including family is obtained. Strength and gaps in current communication is assessed. Plan of action is developed. Resource(s) is completed and disseminated.
Increase collaboration with relevant EC partners throughout the state to assist in identification & referral of all families including traditionally underrepresented families.	<ul style="list-style-type: none"> Part C director lead team member of state HRSA ECCS grant
Develop and implement a new discipline for the provision of special instruction in Part C.	<ul style="list-style-type: none"> Implementation of pilot program. Language describing discipline and its requirements is established. Communication plan with state professional organizations is implemented New discipline language is promulgated in administrative rule language. Additional providers are available throughout the state, including areas of the state that are traditionally underrepresented.
Facilitate relationships among state tribal colleges and the Part C program to cultivate opportunities for Native American Part C professionals.	<ul style="list-style-type: none"> Concept is presented at SDACTE (South Dakota Association for Colleges of Teacher Education). Including public, private universities and tribal colleges. Project goals and approaches and liaisons are identified including Department of Labor work force. Conversations with tribal colleges occur. Advisory group is formed. Programs developed and implemented. Monitoring of program implementation Increase in Part C professionals who reside within identified communities who are typically underrepresented.

Next Steps:

- Reflect
- Provide feedback
- Next Steps

CI I SSIP PROGRESS

Professional Development

PROFESSIONAL DEVELOPMENT

- All materials have been branded with the Bright Beginnings name as the overall umbrella for trainings. Cohort 8 (spring 2022) was the first to receive training with the new branding.
- 7 SD specific videos have been completed and shared with service coordinators, used in training, and in statewide presentations. An 8th video is being shot in December to complete the series.

The screenshot shows a course page for "Bright Beginnings : Fall 2022-Cohort 9" under the category "South Dakota Birth to Three". The page includes a sidebar with navigation options such as "Materials", "Updates", "Gradebook", "Grade Setup", "Mastery", "Badges", "Attendance", "Members", "Analytics", "Workload Planning", and "Conferences". The main content area displays three weeks of course material:

- Week 1 August 21-27, 2022**: Welcome! Introduction to class, class logistics, syllabus the best time to ask questions and get clarity on what ' course. We will also cover your technology platforms in Available after 8/21/22 12:00am
- Week 2 -August 28-September 3, 2022**: This week will focus on your commitment to your B providers, service coordinators, and the State team Beginnings model of early intervention and what a Bright Beginnings name. At the end of this week, you should be able to ans the parts of the entire Bright Beginnings model (for service providers)? What is the Bright Beginnings p Beginnings Interview)? Why is the BBI important fo portant to you? Available after 8/28/22 12:00am
- Week 3 September 6-11, 2022**: We will continue exploring the work of service coordinators. Ecomaps provide us with a picture of who is and set up the start of how we value the family for mo child(ren). It helps us recognize each family member as ily unit which is the beginning of seeing them at promi form an Ecomap with a family you will need to underst process and reflect on how you can best use that infor the family during intervention. At the end of this week you should be able to produce Available after 9/06/22 12:00am

BRIGHT BEGINNINGS VIDEOS

Angela's Story

Jordan's Story

Amy's Story

Wendy's Story

Kirsten's Story

Service Coordinator
Story

Panel Discussion

PROFESSIONAL DEVELOPMENT

- Training cohorts became semester based in January 2022. Cohort 8 graduated 78 participants. Of that, 63 have met initial fidelity. Cohort 9 began in August 2022 with 83 participants.
- A year-round coaching schedule has been developed and implemented. There are five, two-month coaching pods per year (no coaching in July or December). After the first pod, coaches gave feedback for improvement and those changes are being implemented now. We continue to monitor progress with each pod.



Bright Beginnings Initial Fidelity Cohort 8
Section 2 -August/September
South Dakota Birth to Three



Bright Beginnings Initial Fidelity Cohort 8
Section 3 - October/November
South Dakota Birth to Three

PROFESSIONAL DEVELOPMENT CONTINUED..

- 100% initial fidelity rate for all SC and DSP. The only DSP's who have not met fidelity are those who left birth to three permanently.
- 100% DSP met sustained fidelity
 - New methods of fidelity implementation
 - More intense coaching methods for those who are struggling –and include 1-year sustained fidelity
- SC mentor group –completed collaboration with John Hopkin's University RBI enhancement
- Established and implemented quarterly Tier I DSP mentor group started in July 2022
- Parent networking –no progress

PROFESSIONAL DEVELOPMENT

Managing Your Stress Course
TRY IT NOW!

- Smart phone compatible training platform Articulate 360 purchased and 3 of 5 infant/toddler and provider mental health courses are now in the platform for release in summer 2023
- Family literacy course was implemented in summer 2022. Children's literature course is process of development for summer 2023. Other topics have been gathered from the Tier I mentor group meetings
- Dr. Jill Thorngren (counselor) –providing zoom conversations with providers, service coordinators, and state staff on healthy relationships in the workplace including working with colleagues and families and taking care of ourselves.
- COMING AUGUST 3, 2023 – Statewide early intervention conference!



PROFESSIONAL DEVELOPMENT

- Bright Beginnings training offered through SDSU for 3 graduate credits – participants seeking graduate credit - I 5 spring 2022, 9 fall 2022
- Presentations to SDSU's early childhood program ECE 150 FA2021, SP 2022, USD's PT program SP2022 –presentations at SD SPED and SD AEYC. Inservice to YFS Rapid City (who will be part of cohort 10).
- While conversations have been held with IHE's, none have yet agreed to offer training during undergrad or grad programs. Outreach to tribal colleges on hold currently.

QUESTIONS FOR ICC

- How do we reach the remaining providers?
- What will touch their hearts and move them to understand this model of family engagement?

Impact on Access & Participation

- ▶ ARSD 24:14 Rule Revisions 8/1/22
 - ▶ 7/1/2022 Medicaid Rate Increases (OT, PT, SLP)
 - ▶ Restructure travel reimbursement
 - ▶ Restructure special instruction / family training reimbursement rates (80% of SLP rate)

**Concern affect participation

Provider Enrollment Since Rules Announced

- ▶ TOTAL ENROLLED NEW PROVIDERS– 22
 - ▶ Notified of Part C Rule Changes
 - ▶ Early Childhood Special Education Teachers- 7
 - ▶ Occupational Therapists- 3
 - ▶ Physical Therapists- 5
 - ▶ Speech Language Pathologists- 7

*1 PROVIDER LEFT DUE TO TRAVEL RATES



- Pilot Program
- Virtual Early Intervention Services
- SLP Services
- PT Services
- Reaching families across the state
- High Success

DEVELOPMENTAL SPECIALIST PILOT PROJECT



south dakota

BIRTH TO THREE

The first three years build a lifetime

PROBLEM

Provider shortages



Misalignment of services



Model in other states such as Nevada
and their developmental play groups

ICC

Supported idea

Cautioned about
over-reach in
discipline groups

Approved pilot
to study
need/processes

PILOT

- Collaboration with DX Therapy (Kirsten Ducheneaux – service coordinator and PT provider) in Oahe area serving our tribal and remote communities
- Original intent
 - A person who does not have to have teacher certification that can perform duties of an early instruction provider. Can be the first line of intervention unless “medically necessary” (structural) diagnosis.
- Holly White Wolf
 - Trained in Bright Beginnings as service coordinator and provider
- Progress checks

FINDINGS

- Confusion over role of developmental specialist
- Rules change and influx of providers
- Learning from Nevada
 - Embedded people in underrepresented populations
 - Community gatherings where simple observations can lead to screenings and evaluations
 - Engaging those who typically aren't accessing screening events
 - Leads to new definition of Developmental Specialist
- Lack of enough higher ed prep specific to infants/toddlers and/or early intervention and IFSP's
 - Early childhood programs in SD have only 3 credits out of 120 related to infant/toddler development or curriculum, Elementary programs have zero. Practicums and student teaching are related to K-3, K-8 or K-12 certification requirements and little to no elective credit to use toward birth to three interests.

NEXT STEPS/TASKS FOR ICC



React to: New definition and direction for a community embedded developmental specialist

Purpose: to support service coordinators in communities with identified underrepresented children and families

Responsibilities: to develop and execute community-based activities that lead to increased developmental screening; bridge the gap in access to the Birth to Three program; engage families in activities that support the growth, development of all children with specific attention to early literacy and language.

Ideas for: How to address infant/toddler and early intervention prep



BREAK!!



WELCOME BACK

SOUTH DAKOTA PART C SSIP IMPLEMENTATION / EVALUATION PLAN: ACCESS & PARTICIPATION

Improvement Strategy: South Dakota will increase connectedness & representativeness of South Dakota families to EI services.

Improvement Strategy: South Dakota will attract, recruit, and retain qualified personnel to meet early intervention needs statewide.

ACTIVITY	SHORT / INTERMEDIATE OUTCOMES
Enhance and revise existing resources to assist all families to engage in the EI process.	<ul style="list-style-type: none"> • Opportunities for improvement of existing resources are identified. • Stakeholder input is obtained. • Plan of action is developed. • Outline and format decisions are made. • Resource(s) is completed and disseminated.
Develop a comprehensive, culturally relevant communication plan to ensure clear, responsive, respectful interactions between EI providers and families.	<ul style="list-style-type: none"> • Cultural parameters are defined. • Broad stakeholder input, including family is obtained. • Strength and gaps in current communication is assessed. • Plan of action is developed. • Resource(s) is completed and disseminated.
Increase collaboration with relevant EC partners throughout the state to assist in identification & referral of all families including traditionally underrepresented families.	<ul style="list-style-type: none"> • Part C director lead team member of state HRSA ECCS grant
Develop and implement a new discipline for the provision of special instruction in Part C.	<ul style="list-style-type: none"> • Implementation of pilot program. • Language describing discipline and its requirements is established. • Communication plan with state professional organizations is implemented • New discipline language is promulgated in administrative rule language. • Additional providers are available throughout the state, including areas of the state that are traditionally underrepresented.
Facilitate relationships among state tribal colleges and the Part C program to cultivate opportunities for Native American Part C professionals.	<ul style="list-style-type: none"> • Concept is presented at SDACTE (South Dakota Association for Colleges of Teacher Education). Including public, private universities and tribal colleges. • Project goals and approaches and liaisons are identified including Department of Labor work force. • Conversations with tribal colleges occur. • Advisory group is formed. • Programs developed and implemented. • Monitoring of program implementation • Increase in Part C professionals who reside within identified communities who are typically underrepresented.

Next Steps:

Access & Participation

INDICATOR C2:

SERVICES IN NATURAL ENVIRONMENTS

% OF INFANTS AND TODDLERS WITH IFSP'S PRIMARILY RECEIVING EI SERVICES IN THE HOME OR COMMUNITY BASED.

Targets

FFY	2020	2021	2022	2023	2024	2025
Target >=	97.00%	97.00%	97.00%	97.25%	97.25%	97.50%

FFY 2021 SPP/APR Data

Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	Total number of Infants and toddlers with IFSPs	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
1014	1018	99.89%	97.00%	99.61%	Met target	No Slippage

INDICATOR C5:

CHILD FIND (BIRTH TO AGE 1)

%OF INFANTS AND TODDLERS BIRTH TO AGE ONE WITH IFSPS COMPARED TO THE NATIONAL AVERAGE

Targets

FFY	2020	2021	2022	2023	2024	2025
Target >=	0.88%	0.88%	0.89%	0.89%	0.89%	0.90%

FFY 2021 SPP/APR Data

Number of infants and toddlers birth to 1 with IFSPs	Population of infants and toddlers birth to 1	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
135	11,810	0.97%	0.88%	1.14%	Met target	No Slippage

INDICATOR C6:

CHILD FIND (BIRTH TO AGE 3)

%OF INFANTS AND TODDLERS BIRTH TO AGE THREE WITH IFSPS COMPARED TO THE NATIONAL AVERAGE

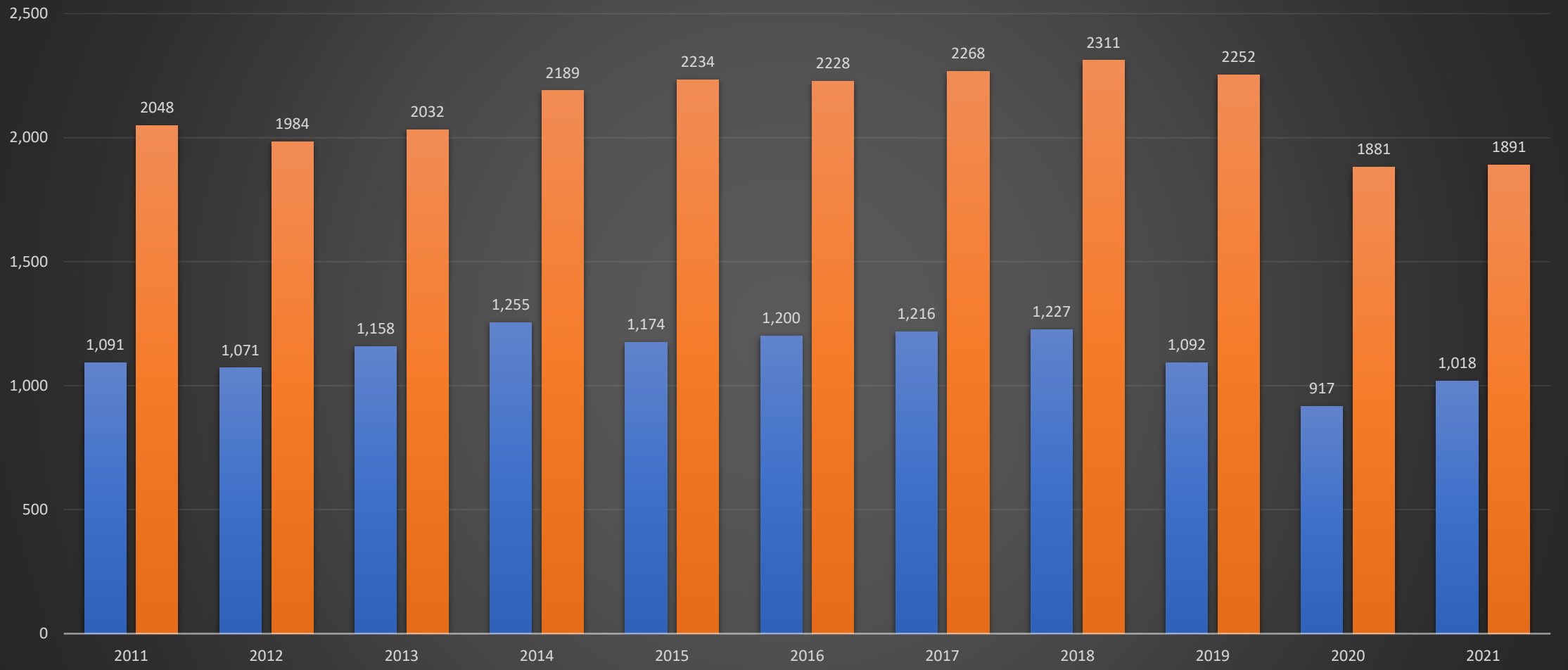
Targets

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

FFY 2021 SPP/APR Data

Number of infants and toddlers birth to 3 with IFSPs	Population of infants and toddlers birth to 3	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
1018	35,387	2.56%	2.81%	2.88%	Met target	No Slippage

Child Count



■ December 1 Count ■ Cumulative Count

Family Dynamics Changing?

- **Observations from Service Coordinators**
 - **Technology/Social Media**
 - Parenting apps/programs seem to lessen parent/child interaction
 - Under pressure to be perfect parents
 - Quick ways to “fix” child
 - **COVID Factor**
 - Uncertainty of needing help from programs/resources
 - Screens/rescreens increasing as parents are uncertain about needing to move forward
 - **Communication challenges**
 - Reaching families is more difficult (no response)
 - Obtaining parent consents during IFSP process delayed


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

C4 Family Survey

- New Survey Tool
 - Standardized tool vs. state developed
 - Five questions vs. one
- New Distribution Method
 - Electronic vs. only hard copy
 - Service coordinators distributed by hand no sent via Text, email etc.

FAMILY OUTCOMES SURVEY

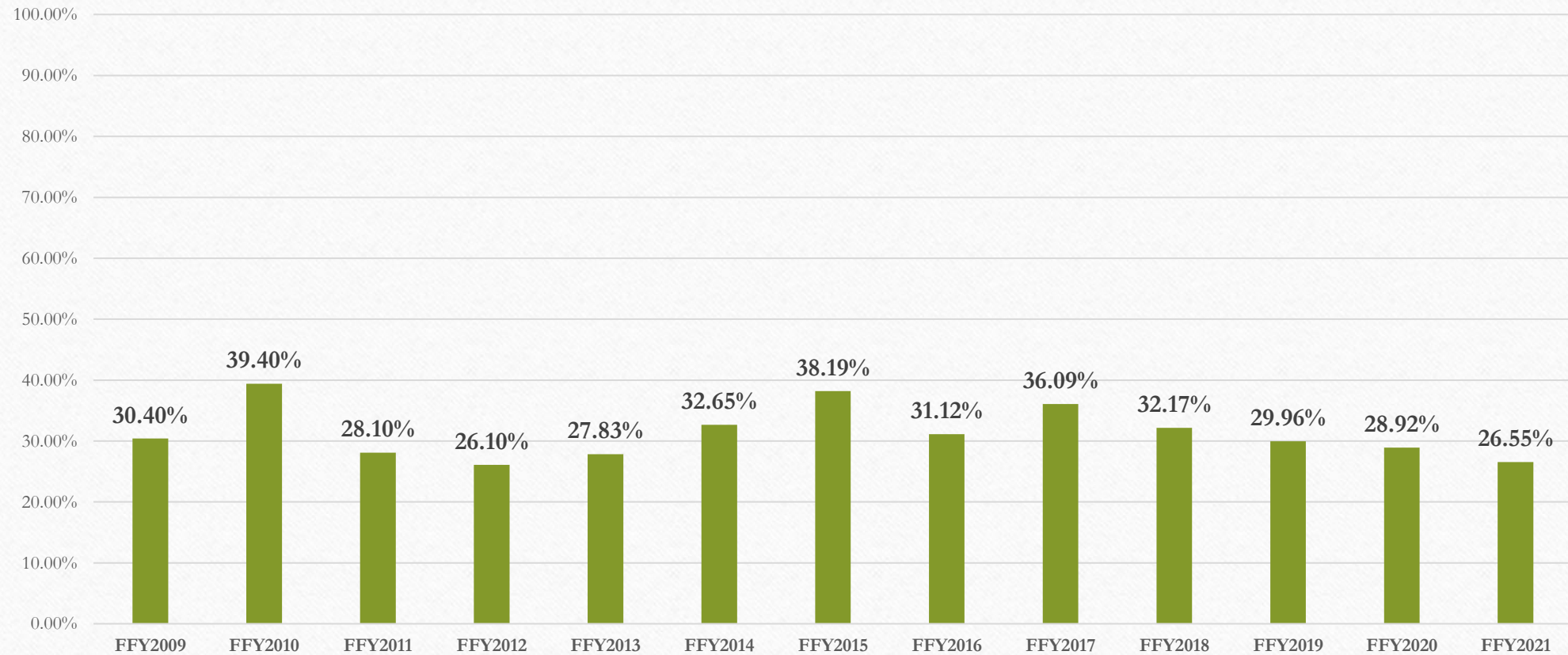


south dakota
BIRTH TO THREE
The first three years build a lifetime

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
Knowing your rights					
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"/>
Communicating your child's needs					
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"/>
Helping your child develop and learn					
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



Indicator C4: Survey Return Rate by Region

Number of Family Members Who Received the Parent Survey:	919
Number of Family Members Who Completed the Parent Survey:	244
Percentage of Family Members Who Completed the Parent Survey:	26.55%

Region	# Sent	# Returned	Response %
Black Hills	195	52	26.67%
Southeast Coop	122	32	26.23%
CORE Educational Coop	62	31	50.00%
HUB	192	47	24.48%
Oahe	18	8	44.44%
Center for Disabilities	330	74	22.42%

*FFY2020 854 sent, 247 returned = 28.92%

Indicator C4: Responses by Child Ethnicity/Race

FFY 2021

FFY 2020

	Number	Percent
Black / African American	9	4%
Alaskan Indian / Native American	21	9%
Asian	4	2%
Hispanic	3	1%
Native Hawaiian / Pacific Islander	0	0%
Multi Racial	22	9%
White	185	76%

919 sent, 244 returned = 26.55%

	Number	Percent
Black / African American	4	2%
Alaskan Indian / Native American	24	10%
Asian	2	1%
Hispanic	13	5%
Native Hawaiian / Pacific Islander	0	0%
Multi Racial	12	5%
White	190	78%

854 sent, 247 returned = 28.92%

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 children develop and learn.

Targets

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	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A. Percent of families participating in Part C who report that early intervention services have helped the family know their rights	97.98%	94.1%	88.11%	Not Met	Yes?
B. Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs	97.96%	90.2%	90.98%	Met	No
C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn	99.19%	90.1%	87.30%	Not Met	Yes

Question to Stakeholders

- Reflection on the Response Rate? Suggestions for increasing families participation
- Reflection on Targets
 - State recommends leaving as is.
 - Given only one year of data with new tool, not sufficient to warrant changing targets.

SOUTH DAKOTA PART C SSIP IMPLEMENTATION / EVALUATION PLAN: DATA QUALITY

Improvement Strategy: South Dakota will monitor for continuous improvement in obtaining, analyzing, and reporting BDI scores for children in Part C.

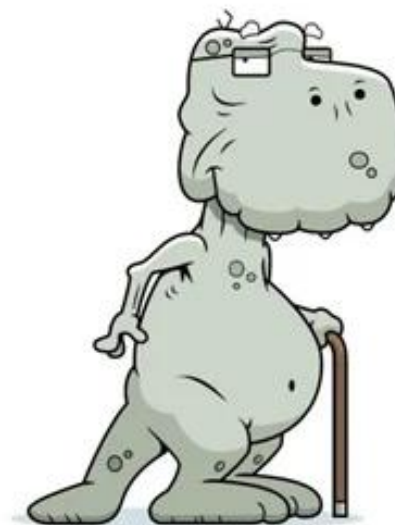
Improvement Strategy: South Dakota will continue to provide BDI training in collaboration with 619.

ACTIVITY	SHORT / INTERMEDIATE OUTCOMES
Annually collect, analyze, and report child outcome data from the BDI database	• Completion rate of at least 65%
Collaborate with Part B 619 to continue to provide BDI training opportunities for evaluators	• % of evaluators who have completed BDI training increases.

Next Steps:

Data Quality

WE HAVE SOME EXCITING NEWS!



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**“FAITHLESS IS HE
THAT SAYS
FAREWELL WHEN
THE ROAD
DARKENS”**

Gimli – Lord
of the Rings



DATA SYSTEM

- Legacy System

- State Developed
- Continual enhancements
- Clunky – many things still done manually
- Only capture from IFSP to transition
- Quirky data scenarios
- Many processes to pull SPP/APR data

- New Data System

- New technology
- Using ARP funds
- Referral to Transition – one electronic file for each child
- Include billing for providers
- Linkage to other DOE data systems (LDS, LMS etc).
- Capture SSIP work
- Cleaner reporting
- All Data elements! (reporting)
- Hoping to have up and running by July 1, 2024 (begins new fiscal/reporting year)

WHERE THINGS STAND RIGHT NOW:

- Officially approved to pursue an RFP (Request for Proposal)
- Conference/Demonstrations
- DaSy, other states, national OSEP funded technical assistance centers
- Project Manager, RFP writing and routing
- Remainder of process

QUESTION TO STAKEHOLDERS

- Recommendations for the state to consider including in this new data system?
 - Possible Parent Portal?
 - Possible calendar linkage
- What would be beneficial to families, providers?
- Future data considerations

SOUTH DAKOTA PART C SSIP IMPLEMENTATION / EVALUATION PLAN: ACCOUNTABILITY

Improvement Strategy: South Dakota will develop and implement a monitoring protocol to address results and compliance.

ACTIVITY	SHORT / INTERMEDIATE OUTCOMES
Determine indicators to be monitored	<ul style="list-style-type: none">• A set of indicators reflecting quality of IFSP process including availability of providers that have met fidelity criteria available.
Develop protocols for the collection, analysis, and evaluation of data to reflect quality of IFSP process.	<ul style="list-style-type: none">• Development of protocols that include fidelity of EBP data.• Training with a monitoring team on use of protocol.• Protocol used in pilot to collect monitoring data.

Next Steps:

Accountability

INDICATOR C9:RESOLUTION SESSIONS

% OF HEARING REQUEST RESOLVED THROUGH RESOLUTION SESSION SETTLEMENT AGREEMENTS

Targets

FFY	2020	2021	2022	2023	2024	2025
Target>=						

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
0	0				N/A	N/A

INDICATOR C10:MEDIATION

% OF MEDIATIONS HELD RESULTING IN MEDIATION AGREEMENTS

Targets

FFY	2020	2021	2022	2023	2024	2025
Target>=						

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
0	0	0				N/A	N/A

OSEP STATE MONITORING

- State prepping for this
 - Cohort 4 or 5 (est. 2026 or 2027)
 - National TA Center DaSy multi-state meeting
 - Small upper/western plains states: Wyoming, North Dakota, Montana, Idaho, South Dakota
 - Learn from each other
 - Prepare service coordination regions and direct service providers
 - New Data system!

QUESTIONS?



SICC Feedback

4 Stations

- 1) Data System Enhancements
- 2) Access & Participation
 - Survey response
 - Family initial/upfront engagement
- 3) Reaching Providers Resistant to the EBP
- 4) Pilot Group (Developmental Specialist)

***Find the station you want to start with*

Café Style

Directions:

- Four cycles – rotate through each station
 - Timer will sound when time to move
- Using your notes from the day, add to the flip chart your suggestions to the state for next steps.
- All suggestions written on a post it (one idea per post it)
- When rotate to new station, review what is there. If your idea represented, place your note on top of or use dots to agree. Dots can also be used to identify ideas you agree with.

What's Coming up for Birth to Three

- ▶ SPP/APR Submission 2/1/2023
 - ▶ January 18, 2023, SICCC cover remaining indicators C1, C3,C7 and C8.
- ▶ Preschool Foundational Study
- ▶ ECCS Advisory
- ▶ Part C Grant Application
- ▶ Data System!!

South Dakota
Birth to Three
STATE INTERAGENCY
COORDINATING COUNCIL
AGENDA

Tuesday, November 1, 2022 | 10:30am CT
Casey Tibbs Rodeo Center
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 August 2022 Minutes	ICC Members	8/2022 Meeting Minutes
Public Comment	If you are interested in providing public comment, please send notification to sarah.carter@state.sd.us or call (605)773.3678	
National Update	Sharon Walsh, ECTA	
FFY2021 SPP/APR	Birth to Three State Team	
Birth to Three Program Updates		
Next Meeting: Wednesday, January 18, 2023, 3:00pm CT		
Adjournment	ICC Members	

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.

Next Meeting:
January 18, 2023
3:00CT
Virtual