

# STATE INTERAGENCY COORDINATION COUNCIL

AUGUST 2, 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 Birth to Three  
State Interagency Coordinating Council**  
Wednesday, August 2, 2023 | 3:30 pm CT  
Virtual

**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	ICC Chair: Rochelle Holloway	
Approve Agenda	ICC Members	Agenda
Approval of April 2023 Minutes	ICC Members	04/2023 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	
Birth to Three Program Updates	Birth to Three State Team	
2023 State Determinations	Sarah Carter	
DaSy Technical Assistant Center	Sharon Walsh, Tony Ruggiero, Kellen Reid	
Next Meeting: Date TBD Full day, in person meeting		
Adjournment	ICC Members	

Join Zoom Meeting <https://state-sd.zoom.us/j/6144283745?pwd=NChK3crL3dCdWJlR3Q3emJlZmYxUT09>

Meeting ID: 614 428 3745

Passcode: Carter

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Meeting ID: 614 428 3745

Passcode: 760933

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# ICC AGENDA



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# 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
Senator Jessica Castleberry	Legislator
Jodi Berscheid	HS Collaboration Office
Joe Hauge	Provider – BHSS
JoLynn Bostrom	DSS Foster Care/CAPTA

Member	Representation
Jordan Mounga	Parent
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
Renae Hericks	DSS Medicaid
Sarah Carter	Early Intervention

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## 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.



# BIRTH TO THREE PROGRAM UPDATES



# 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
<b>Data Quality</b>	<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 &amp; 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><b>...Infants and toddlers exiting early intervention services will demonstrate increased growth in their acquisition and use of knowledge and skills (including early language/communication)</b></p>
<b>Accountability</b>	<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 &amp; families, including those most often underserved, receive appropriate evidence-based practices</p>	
<b>Professional Development</b>	<p>...Continues to provide relevant &amp; 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>	
<b>Child Find &amp; Workforce</b>	<p>...Increase awareness of EI routines-based family engagement services to all South Dakota families</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 underserved</p> <p>...An increased community-based provider pool is available to meet the needs of all Part C families.</p>		

# PROFESSIONAL DEVELOPMENT

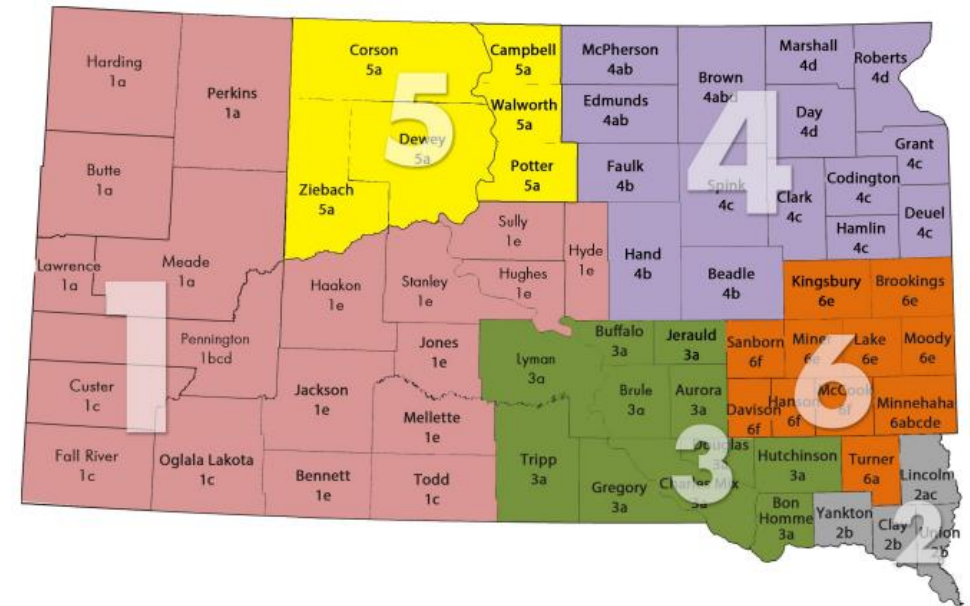


- Summer 2023 Course Offerings:
  - Simple Signs
  - Children's Book Study
- Cohort II Fall 2023
- Sustained Fidelity Reviews



# CHILD FIND & WORKFORCE

- OAHE Pilot Project (yr. 3)
  - Referrals: 300% increase
  - Child Count: tripled
- Black Hills Special Services
  - 2-year pilot
  - Similar to OAHE
  - Serving southwestern counties
- Center for Disabilities
  - 1-year pilot
  - Annual Assessment (East Dakota Educational Cooperative)
  - Sioux Falls school district (Pennington County) and Brandon Valley



# DATA QUALITY

- New Comprehensive Birth to Three Data System!
- June 9 RFP posted
- July 21 proposals submitted
- 7 proposals received
- Process of reviewing and scoring proposals
- Oral presentations
- Contract in place end of September!





IDEA

Individuals with Disabilities Education Act



2023 Determination Letters on  
State Implementation of IDEA

# OSEP 2023 STATE DETERMINATIONS

(FFY 2021 JULY 1, 2021 – JUNE 30, 2022)

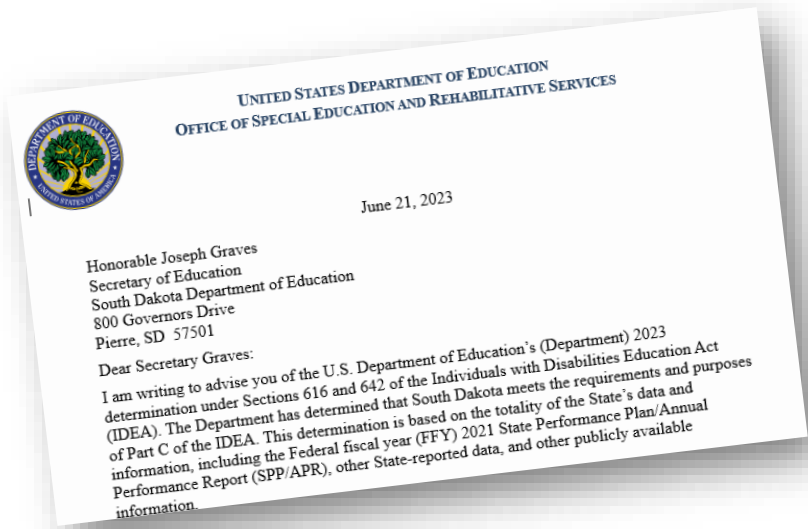
# DETERMINATIONS

- Each State's 2023 RDA Percentage was calculated by adding 50% of the State's Results Score and 50% of the State's Compliance Score.
- State Determinations defined as:
  - Meets Requirements (score at least 80%)
  - Needs Assistance (score at least 60% but less than 80%)
  - Needs Intervention (score less than 60%)

# RDA DETERMINATION MATRIX

- **Compliance** (Targets are 100% set by OSEP)
  - Indicators C1, C7, C8A, C8B and C8C
  - Timely and Accurate State Reported Data
- **Results** (Focuses on Child Outcome Data)
  - Data Completeness
    - (65% qualifying eligibility and exit BDI)
  - Data Quality
    - Child Performance - Indicator C3. Measure how children who receive Part C services are improving functioning in three areas that are critical to school readiness:
      - C3A Positive social-emotional skills
      - C3B Acquisition and use of knowledge and skills (including early language/communication) and
      - C3C Use of appropriate behaviors to meet their needs
  - Data Comparison
    - (Comparing our results data to other states)
  - Performance Change over Time
    - (Comparing our results data to our previous year's)

# OSEP 2023 State Determination



## Results-Driven Accountability Percentage and Determination<sup>1</sup>

Percentage (%)	Determination
87.5	Meets Requirements

## Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	8	6	75
Compliance	14	14	100

FFY2021 STATE DETERMINATIONS  
(7/1/2021 – 6/30/2022)

# Early Intervention Results Determinations

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Tony Ruggiero

# Overview of How OSEP Calculates Determinations

- The US Dept. of Education uses the scores from a compliance matrix and results matrix to make their determinations.
- Each contributes 50% to the overall RDA percentage.

	Total Points	Points Earned	Score
Results	8	6	75%
Compliance	14	14	100%
average score = 87.5%			



# Child Outcomes Measurement

The Office of Special Education Programs (OSEP) defines Child Outcomes as the:

- Percent 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.

# Child Outcomes Progress Categories

- a. Did not improve functioning
- b. Improved functioning, no change in trajectory
- c. Moved closer to functioning like same aged peers
- d. Improved functioning to that of same aged peers
- e. Functioning like same aged peers

# Child Outcomes Summary Statements

Summary Statement 1	Of those preschool children who entered early intervention below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.
Summary Statement 2	The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 3 years of age or exited the program.

# Indicator 3 Child Outcomes Determinations Overview

What does it mean to “meet requirements?”

- A State’s 2022 RDA Determination is Meets Requirements if the RDA percentage is at least 80%.
- Can only lose a maximum of 3 points and still meet requirements.

In practical terms, it means **you did an exceptional job!**



# South Dakota Child Outcomes Determinations

- Child Performance
  - (a) Data Comparison: How each State's FFY 2021 Outcomes data compared with all other States' FFY 2021 Outcomes data; and
  - (b) Performance Change Over Time: How each State's FFY 2021 Outcomes data compared with its own FFY 2020 Outcomes data.
- Data Quality
  - (a) Data Completeness: Data completeness was calculated using the total number of Part C children who were included in each State's FFY 2021 Outcomes data and the total number of children the State reported exiting during FFY 2021 in its FFY 2021 IDEA Section 618 Exiting data; and
  - (b) Data Anomalies: Data anomalies were calculated by examining how the State's FFY 2021 Outcomes data compared to four years of historic data.

# Child Performance: Data Comparison

- Represents how SD Part C compares to **other States'** early intervention outcomes data.
- 12 total points available based on where each of SD's six summary statement values fell in the rankings.
  - 0 points for <10<sup>th</sup> percentile
  - 1 point for being between 10<sup>th</sup> & 90<sup>th</sup> percentile
  - 2 points for being >90<sup>th</sup> percentile
- To get the maximum score of 2 for this section, the summary statement scores must sum to between 9 and 12.
- South Dakota's score is 2.

# Child Performance: Change over Time

- Represents how SD Part C outcomes data compares to **itself** (i.e., previous years reporting).
- 12 total points available based on the presence and extent of the progress SD demonstrated across each of the six summary statements since last year.
  - 0 points for a statistically significant decrease
  - 1 point for no significant change
  - 2 points for a statistically significant increase
- The cutoff to receive the maximum overall score of 2 is 8 of 12 points; score of 1 is 4-7; and less than 4 gives a score of 0.

To get the max score, for instance, at least 2 of the summary statements would need to show a significant increase as long as none of the others decreased.

	Outcome A SS1	Outcome A SS2	Outcome B SS1	Outcome B SS2	Outcome C SS1	Outcome C SS2
FFY2021	38.63%	71.35%	74.16%	57.30%	88.76%	77.82%
FFY2020	41.00%	72.45%	75.00%	54.76%	91.21%	81.80%

Total points earned 6 out of possible 12

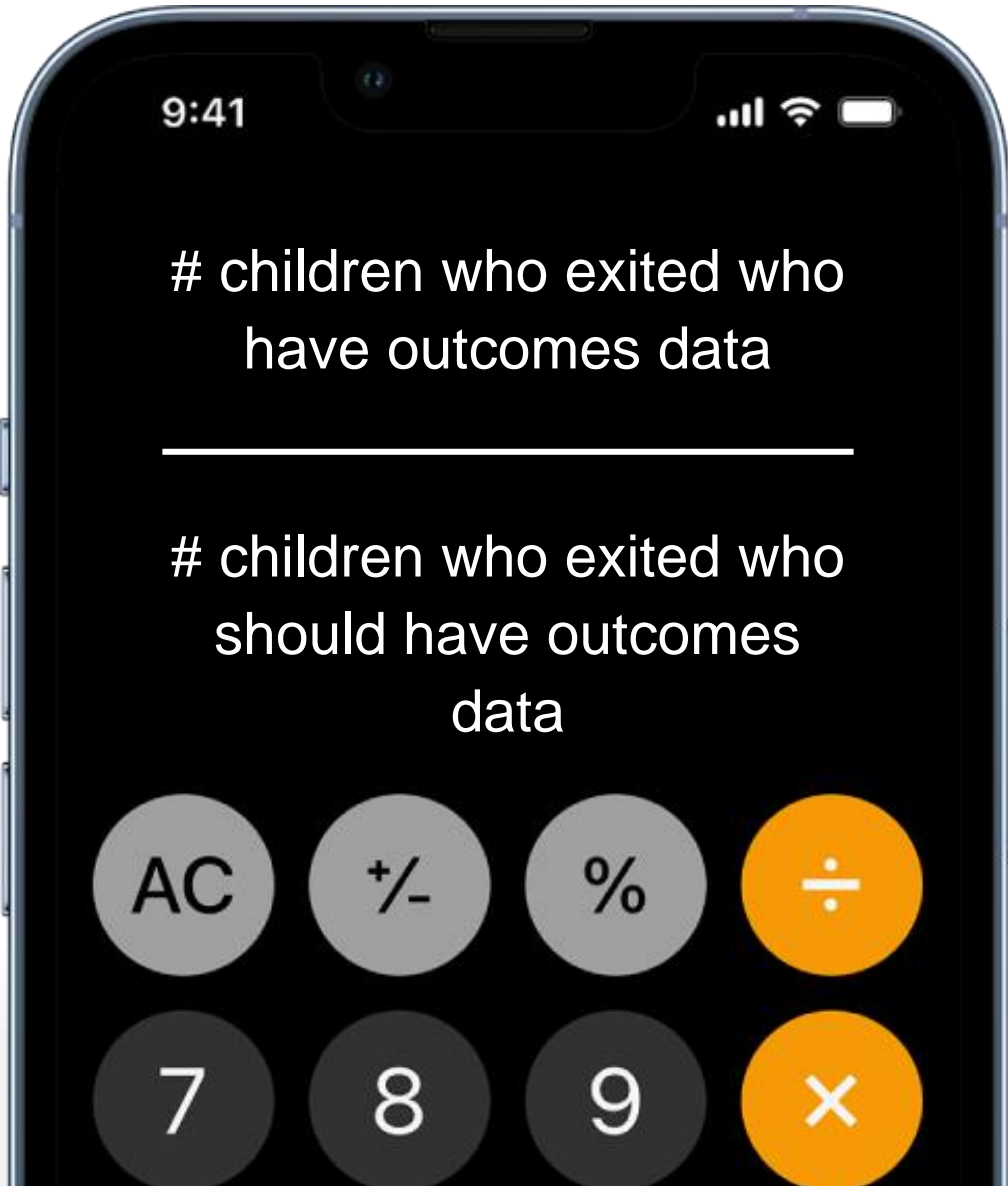
Change Score Earned = 1 (of 2)

# South Dakota Child Outcomes Determinations

- Child Performance
  - (a) Data Comparison: How each State's FFY 2021 Outcomes data compared with all other States' FFY 2021 Outcomes data; and
  - (b) Performance Change Over Time: How each State's FFY 2021 Outcomes data compared with its own FFY 2020 Outcomes data.
- **Data Quality**
  - **(a) Data Completeness: Data completeness was calculated using the total number of Part C children who were included in each State's FFY 2021 Outcomes data and the total number of children the State reported exiting during FFY 2021 in its FFY 2021 IDEA Section 618 Exiting data; and**
  - **(b) Data Anomalies: Data anomalies were calculated by examining how the State's FFY 2021 Outcomes data compared to four years of historic data.**



# Data Quality: Completeness



Reflects the extent to which the children that should be included in the results are included.

- Maximum score of 2 is awarded if the percentage is at least 65%.
- A score of 1 is assigned if completeness is between 34% and 64%.
- Anything less than 34% results in a score of zero.

# outcomes reported	541
# reported exiting	963
% included in outcomes	56.18%
Completeness score	1 (of 2)

# Data Quality: Anomalies

- Reflects how probable or improbable the percentages of children are in each of the 15 progress categories (a-e for each outcome area) based on the calculated means from all states.
- If the percentages fell within two standard deviations above or below the mean for categories b through e (one st.dev. for a) then 1 point is awarded. Zero points are given if those values fall outside of those thresholds.
- To receive the maximum score of 2, states must receive 13-15 points. A score of 1 is given for 10-12 and zero for anything less.

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Total points earned*	15 (of 15)
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Anomalies score	2 (of 2)
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\*no anomalies found!

# Determinations Discussion

- Do you have any questions about determinations?
- What factors, initiatives, priorities are important to maintain these results?

**BUT WAIT.....**

IT DOESN'T END HERE

THERE'S MORE TO DO!

- Data not a one time occurrence
  - New Data system
  - Three pilots occurring
  - Professional development.
  - Family Outcomes
    - New survey tool, new distribution method
  - Child Outcomes
    - BDI2 – BDI3
- ECTA / DaSy Assistance
  - Build capacity throughout the state
  - Proactive vs. reactive
    - Targets
  - “What are the data telling us?”
    - Plan, analyze, and prepare for the program's future
- Create a statewide culture of “data use”

# **Child Outcomes**

## **SPP/APR Indicator C3**

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Kellen Reid

# Child Outcomes Measurement

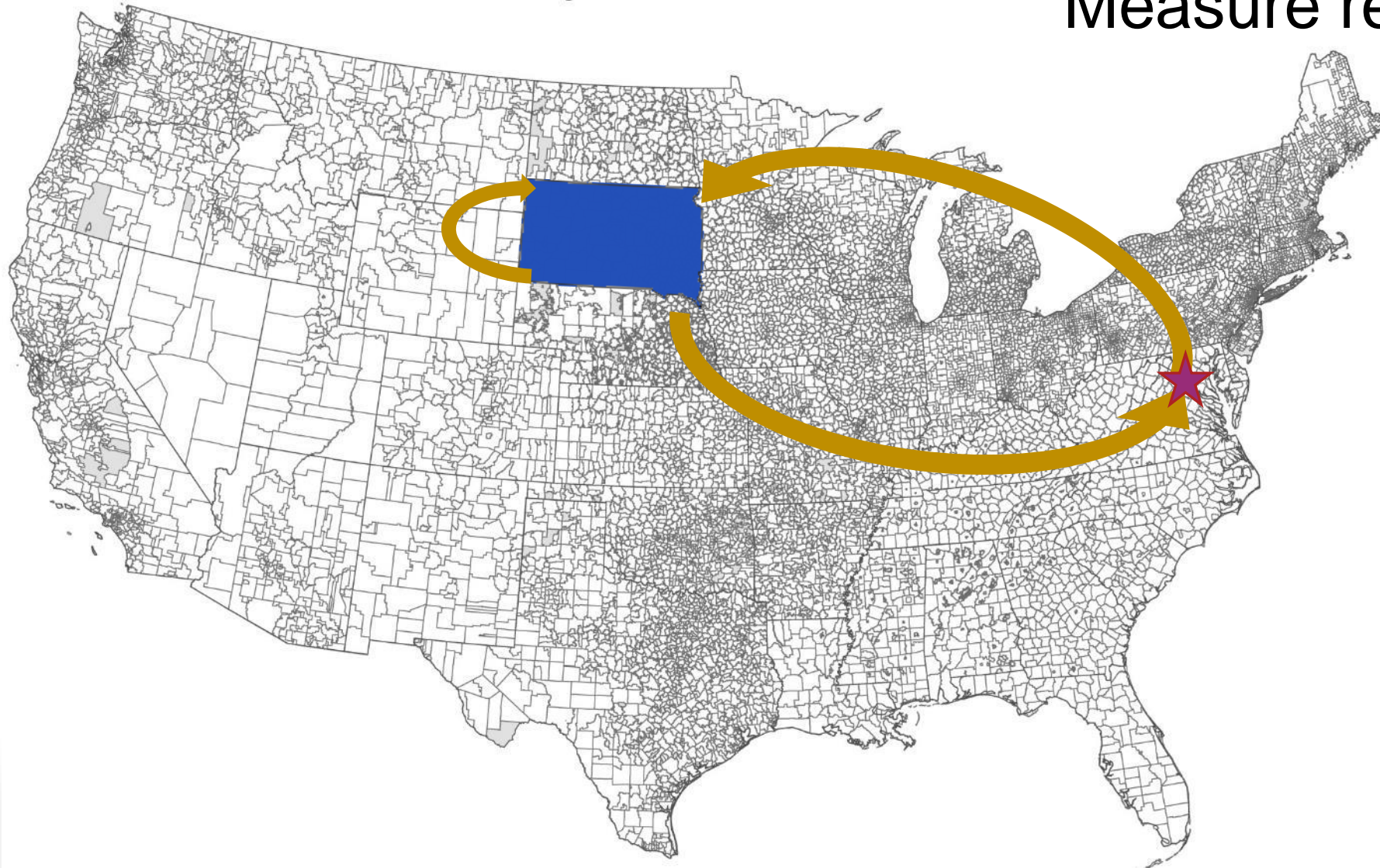
The Office of Special Education Programs (OSEP) defines Child Outcomes as the percent of infants and toddlers with IFSPs who demonstrate improved:

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



# The Child Outcomes

Measure results!





# The Basis for Three Child Outcomes

Early intervention measures three child outcomes that encompass **functional** skills and behaviors that are meaningful for a child's participation in everyday routines.

The breadth of skills encompassed by the outcomes **cut across developmental domains** to represent the integrated nature of how children develop, learn, and thrive.

Provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.





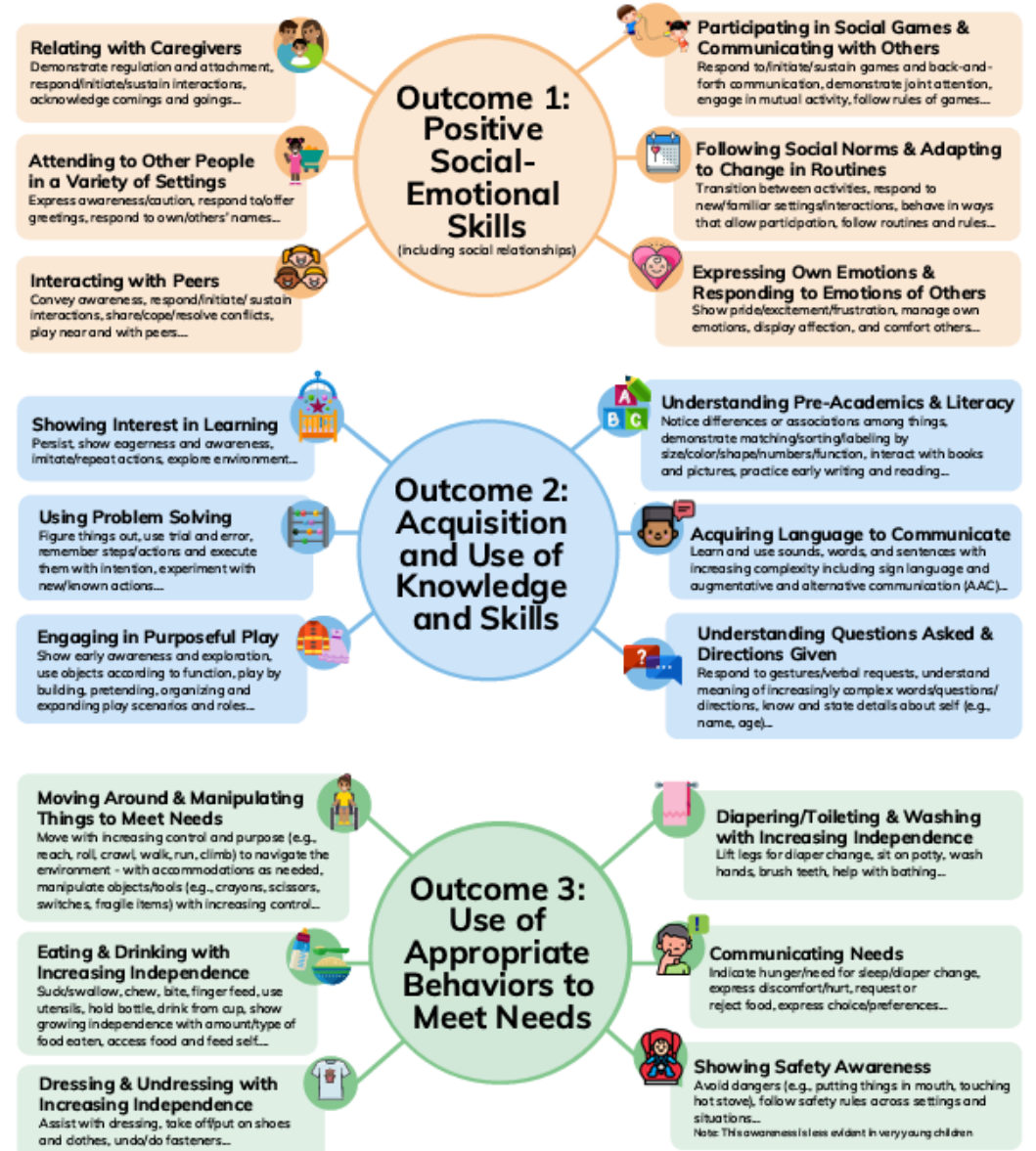
# The Three Child Outcomes



Edelman, L. (Producer). (2011). Child Outcomes Step-by-Step (Video). Published collaboratively by ResultsMatter, Colorado Department of Education; Desired Results *access* Project, Napa County Office of Education; and Early Childhood Outcomes Center. Retrieved from <https://draccess.org/videolibrary>

## BREADTH OF THE THREE CHILD OUTCOMES

The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.



# What is Reported About Each Outcome

- Child progress between entry and exit into the program
- States are to report progress on children who exited within a given 12-month period (e.g., calendar year)
- Children who received services for less than 6 months are excluded.
- Each exiting child's progress is reported in 1 of 5 mutually exclusive **progress categories**. Each category describes a type of progress...

🌟 Kudos to Steve!

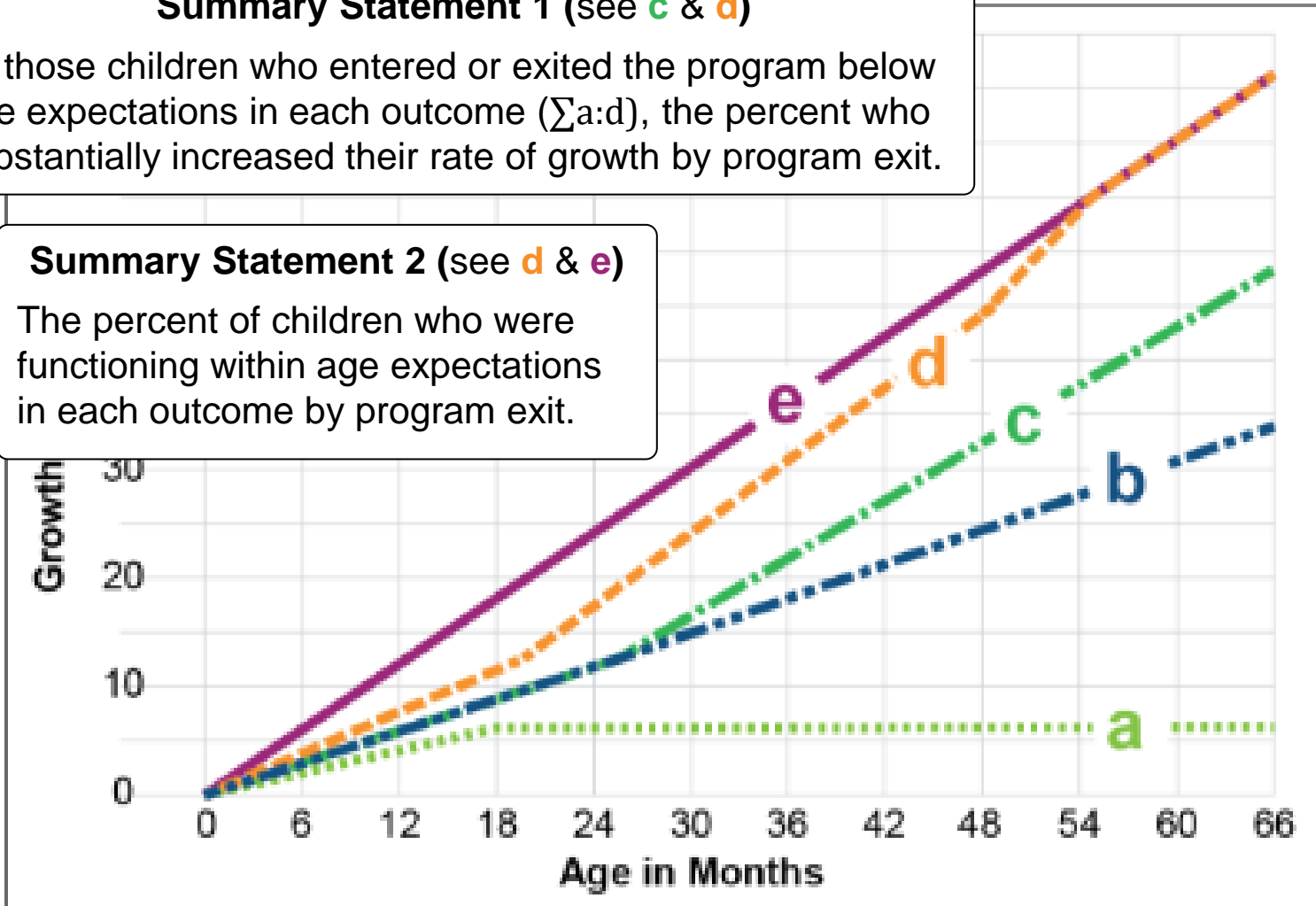
# Depiction of Progress Categories as Developmental Trajectories

## Summary Statement 1 (see c & d)

Of those children who entered or exited the program below age expectations in each outcome ( $\Sigma a:d$ ), the percent who substantially increased their rate of growth by program exit.

## Summary Statement 2 (see d & e)

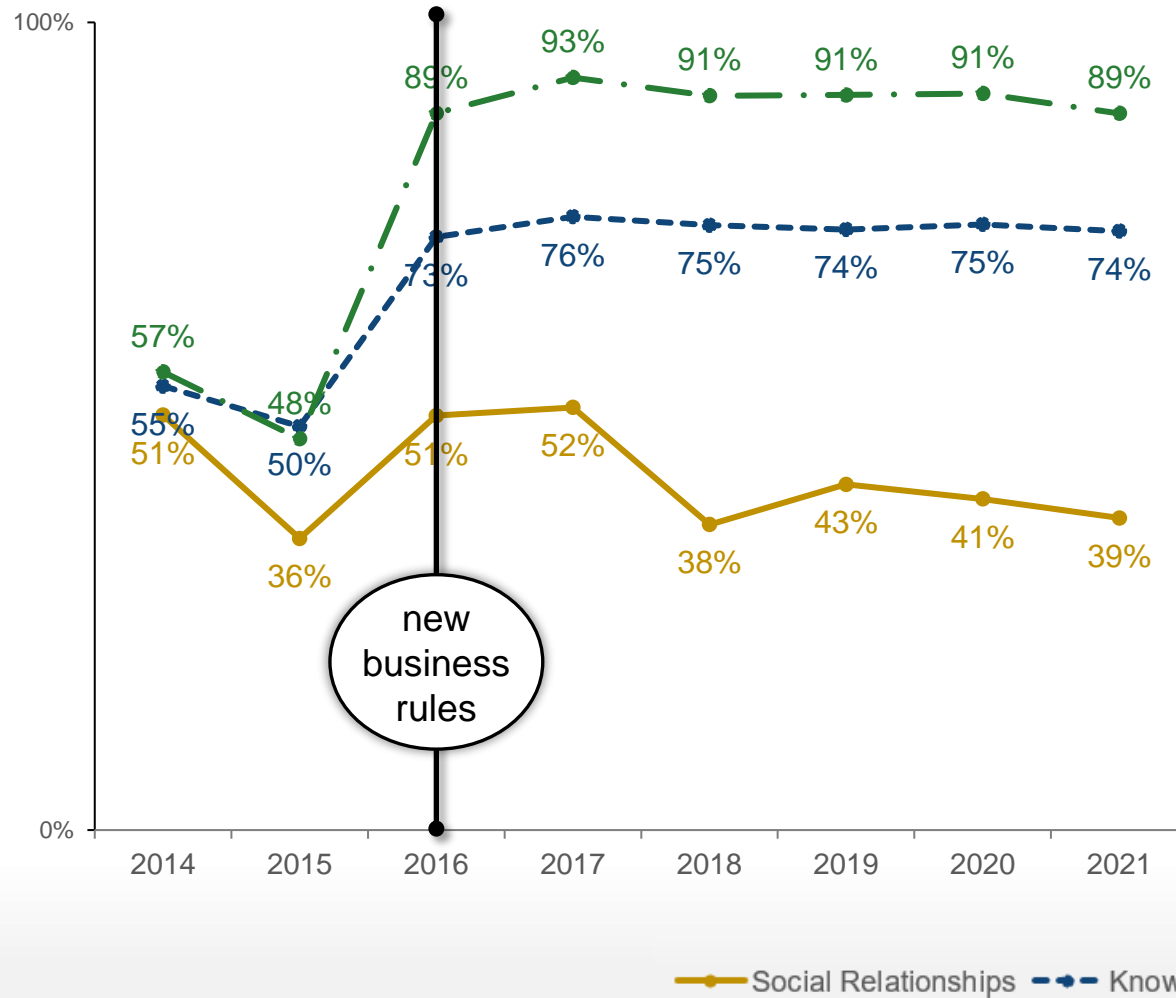
The percent of children who were functioning within age expectations in each outcome by program exit.



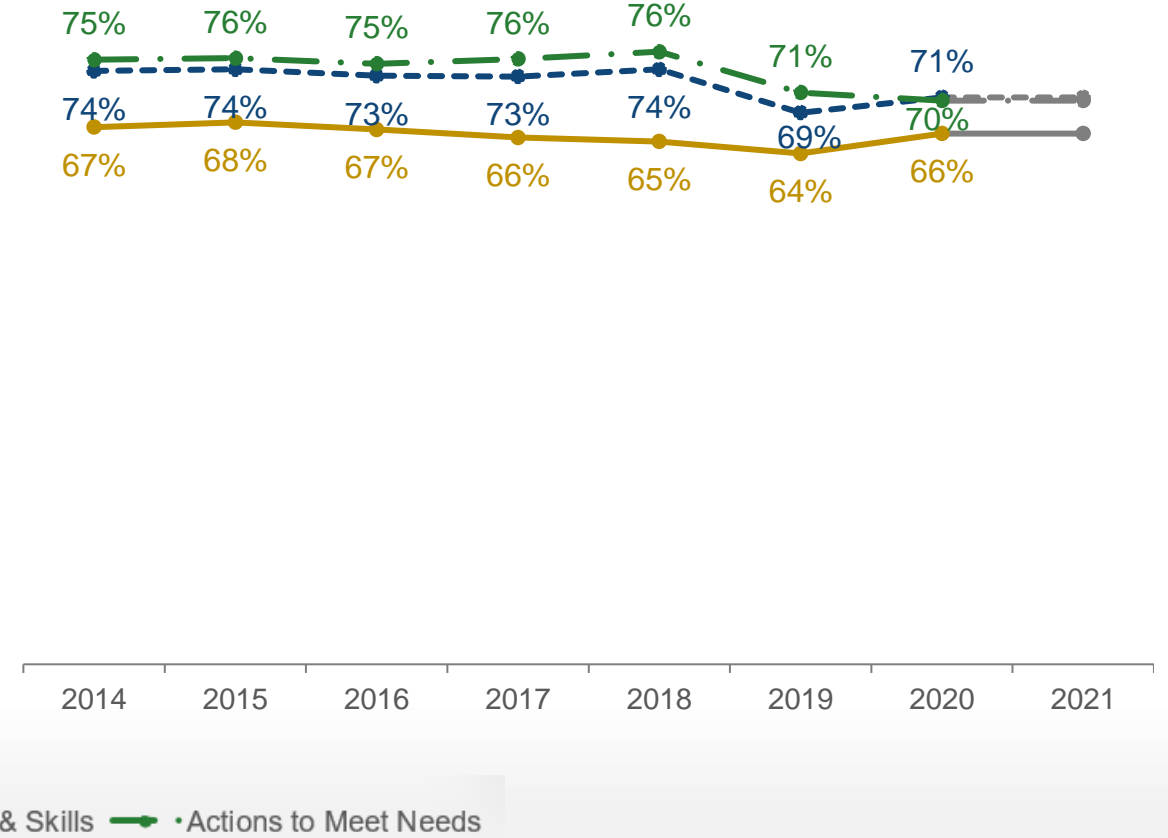
- a. Did not improve functioning
- b. Improved functioning, no change in trajectory
- c. Moved closer to functioning like same aged peers
- d. Improved functioning to that of same aged peers
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# South Dakota vs National Part C Child Outcomes Data Trends: FFY 2014-21

## South Dakota Percent making greater than expected growth (Summary Statement 1)

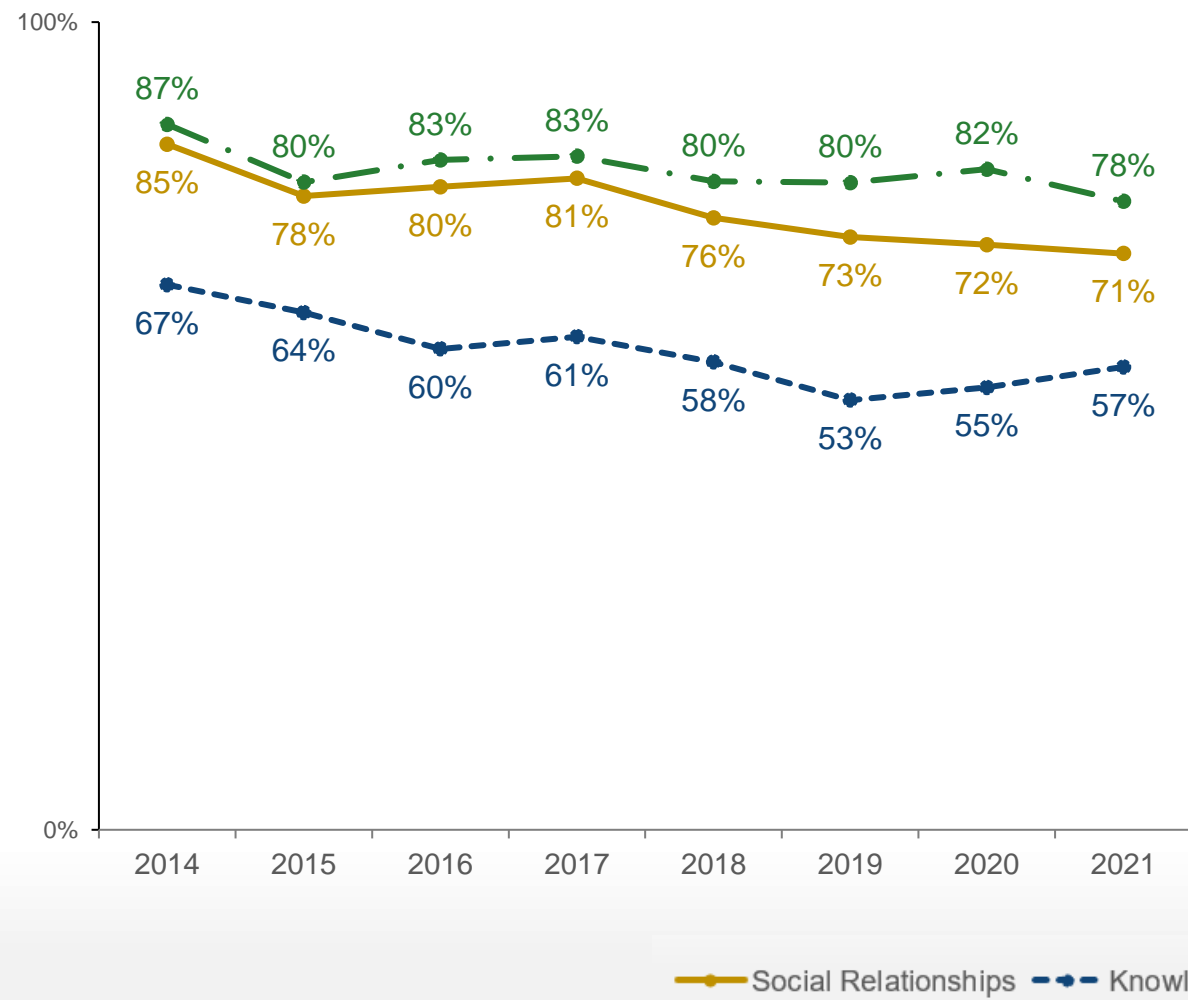


## National Percent making greater than expected growth (Summary Statement 1)

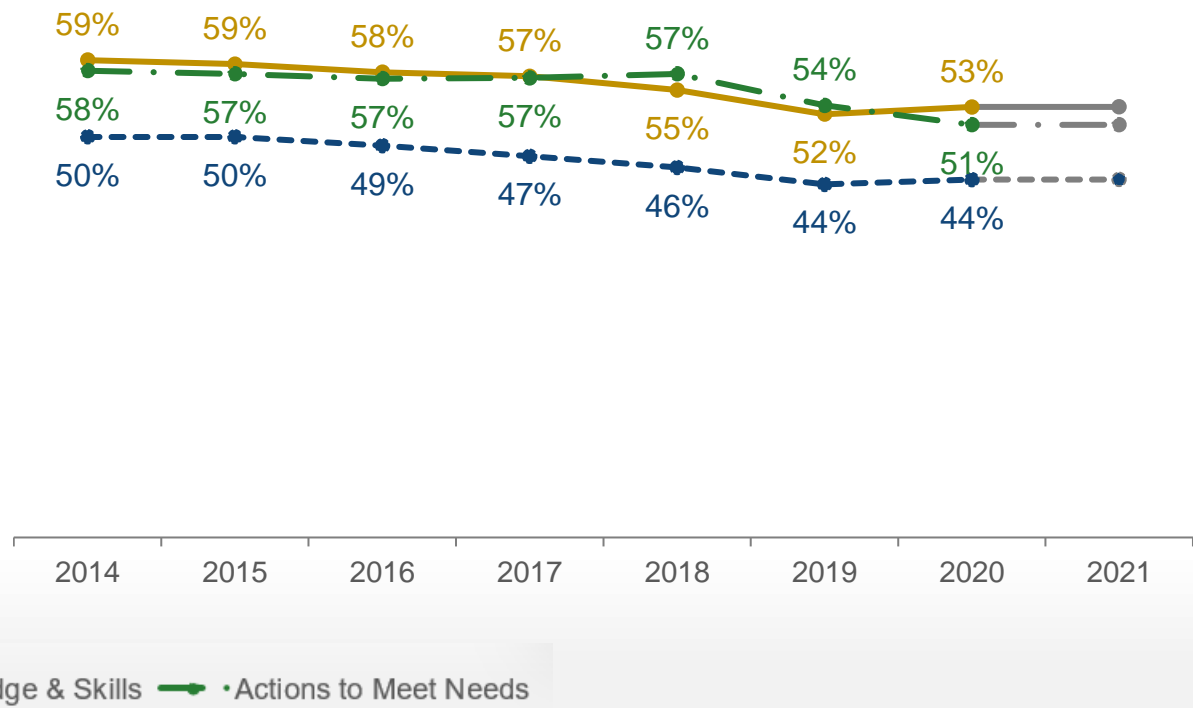


# South Dakota vs. National Part C Child Outcomes Data Trends: FFY 2014-21

**South Dakota** Percent exiting at or above age expectations (**Summary Statement 2**)



**National** Percent exiting at or above age expectations (**Summary Statement 2**)



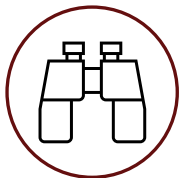
# Summary of Target Attainment Observations

40% (n=19) of all targets met over 8 years across all outcomes (N=48)

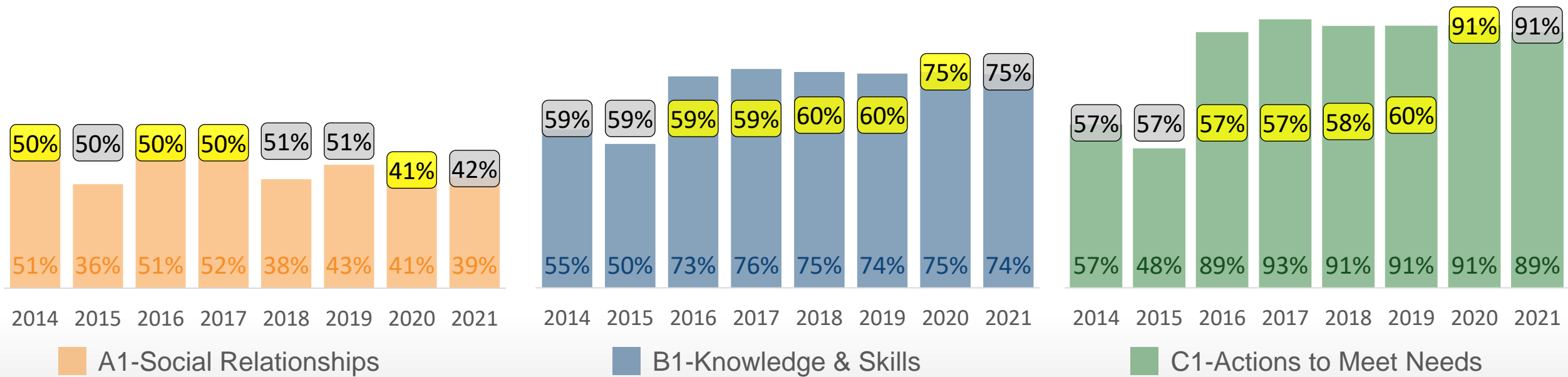
- SS2 Targets have been met more often than SS1, except for Outcome 1



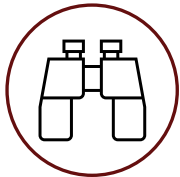
# Greater than Expected Growth (SS1) vs. Targets by Outcome Area



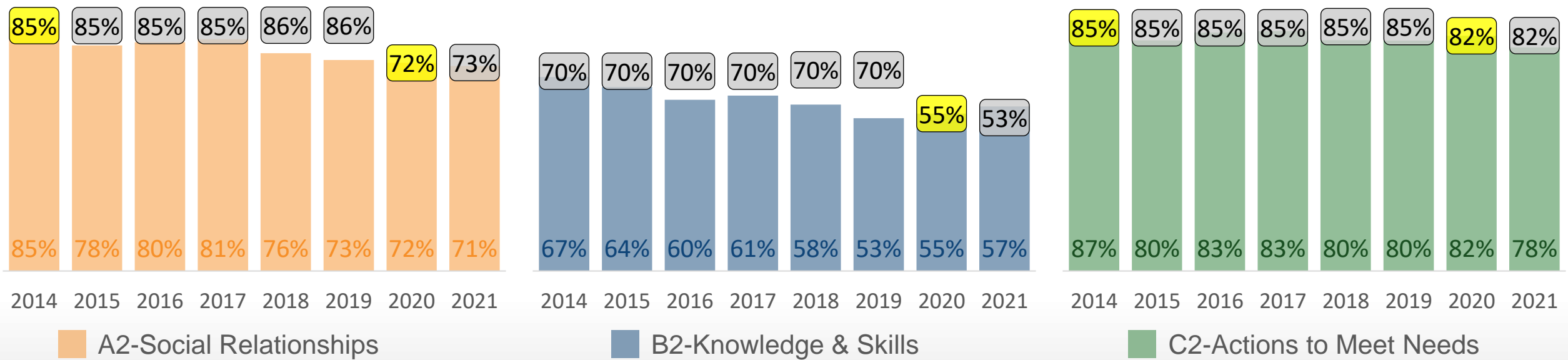
**58%** (n=14) of targets met across 8 years and 3 outcome areas (N=24) for SS1!  
Outcome A fell short of targets by greatest margin (avg=10%) and frequency (n=4).



# Exiting at or Above Age Expectation (SS2) vs. Targets by Outcome Area



**21%** (n=5) of targets met across 8 years and 3 outcome areas (N=24) for SS2!  
Outcome B fell short of targets by greatest margin (avg=9%) and frequency (n=7).





# Discussion Questions on Child Outcomes

1. Are there any implications for these data and other initiatives or programmatic decision making?
2. Are there any questions you have about these data that you may want answered?

Where is the ceiling?



# Preparation for Fall In-Person Meeting

1. What would you like to explore for the fall meeting?
2. What additional information would you like to see for the fall meeting?
  - a. Disaggregated data? By what factors?
3. How could families, local providers, and service coordinators be involved in understanding and using the data?
  - a. What might be needed to make this happen?



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