



# *Welcome SD Birth to Three ICC Members*

*April 22, 2020*

*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 every day routines and learning experiences.*

Wednesday, September 30, 2020 | 3:00pm CT  
Virtual Meeting: ZOOM (see below)

#### AGENDA

1. Call to Order and Roll Call
2. Approve Agenda
3. Approve April 2020 Minutes
4. Public Comment
5. Head Start Collaboration Office Update
6. Birth to Three Program Updates
  - a. ICC Members
  - b. COVID Update
  - c. Professional Development
  - d. 2020 OSEP Determinations
  - e. Federal Updates – Sharon Walsh
  - f. ICC Assistance in 2021 Year
  - g. Staffing updates
7. Adjournment

#### To Join the Meeting:

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

Join Zoom Meeting

<https://us02web.zoom.us/j/84895415008?pwd=aE1blN2V2svTFpNV2J2WlRzWjc4dz09>

Meeting ID: 848 9541 5008

Passcode: 548745

If joining via computer/laptop is not possible can listen to presentation by calling in via the below numbers.

+1 312 626 6799 US (Chicago)

Meeting ID: 848 9541 5008

Passcode: 548745

Member	Representation
Valerie Kelly	DSS/Medicaid
Jordan Mounga	Parent
Katherine Schmidt	Parent
Katie Wiseman	Parent
Rebecca Poelstra	Parent / Provider
Rochelle Holloway	Parent
Sen Jim Bolin	Legislator
Leonard Suel	Provider
Michelle Martin	Provider / District
Kirsten Ducheneaux	Provider / Private
Vacant	Provider / Private

Member	Representation
Dr. Mary Bowne	Program Prep (SDSU)
Cindy Fisher	Head Start / OLC
Carla Miller	SD Parent Connection
JoLynn Bostrom	Foster Care/CAPTA <small>*Child Abuse Prevention and Treatment Act</small>
Laura Johnson-Frame	McKinny-Vento <small>*Homeless children and youth</small>
Jodi Berscheid	HS Collab Office
Debra Willert	SPED Part B 619
Laura Nordby	Child Care / Mental Health
Gretchen Brodkorb	Division of Insurance
Carrie Churchill	Dept Health
Jaze Sollars	Dept Human Services

## 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.



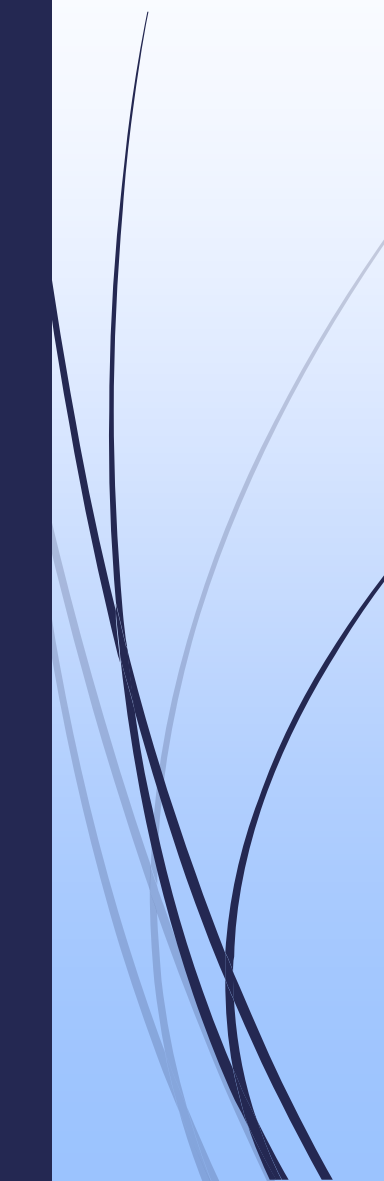
# Head Start Collaboration Office

Jodi Berscheid, HSCO





# Head Start Collaboration Office 5-year Goals



Coordinate collaboration between Head Start/EHS grantees and state-wide early childhood agencies, to provide and facilitate awareness of services and resources available in South Dakota.

Develop a process to share Head Start/EHS information and resources with early childhood state-wide programs to cooperatively impact the needs of children and their families.

Utilizing the South Dakota Longitudinal Data System (LDS), collaborate with HS/EHS and Department of Education to develop reports that will show data that will support the value of Head Start programs. Working together with SDHSA, SDHSCO will plan and implement a Data-Share Day(s) for stakeholders, Head Start grantees, SDHSA, and SDHSCO.

Continue ongoing collaboration with SD Institutions of Higher Learning and state programs that offer Early Childhood Education and professional development opportunities for Head Start grantees.



# Head Start Collaboration Office 5-year Goals



Collaborate with Division of Child Care Services (DCCS) on the Quality *Recognition* and Improvement System (QRIS) for South Dakota licensed childcare, family care, and before and after school programs.

Through contractual work, collaborate with SDHSA to plan and implement a Transition Summit for South Dakota educators working with preschoolers and young elementary children.  
Develop a system across the state that provides an effortless transition from Head Start to the district school systems.

The SD State Team will raise awareness on facts about substance misuse, promote educational guidance or trainings, and provide resources for SD Head Start grantees to assist with enrolled families dealing with substance misuse.

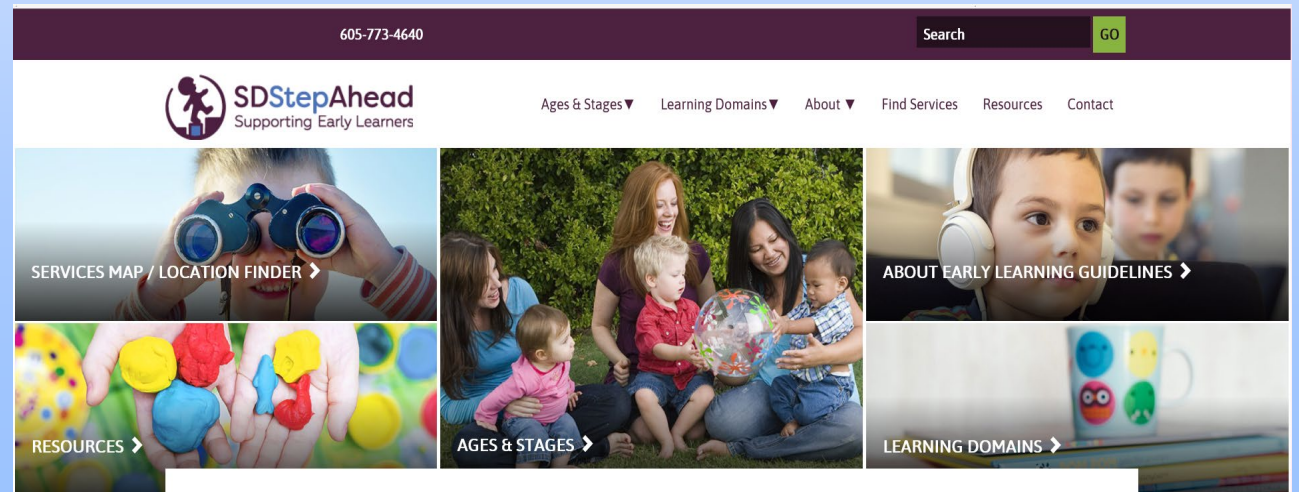


# SDStepAhead

## Supporting Early Learners

- Home site of the SD Early Learning Guidelines.
- Includes ages and stages of children birth to 5.
- Links to online activities revolved around the learning domains.
- Book recommendations related to domains.
- Local and national resources for early learning.
- Services offered by county.
- Head Start locations.

Check  
it out!!





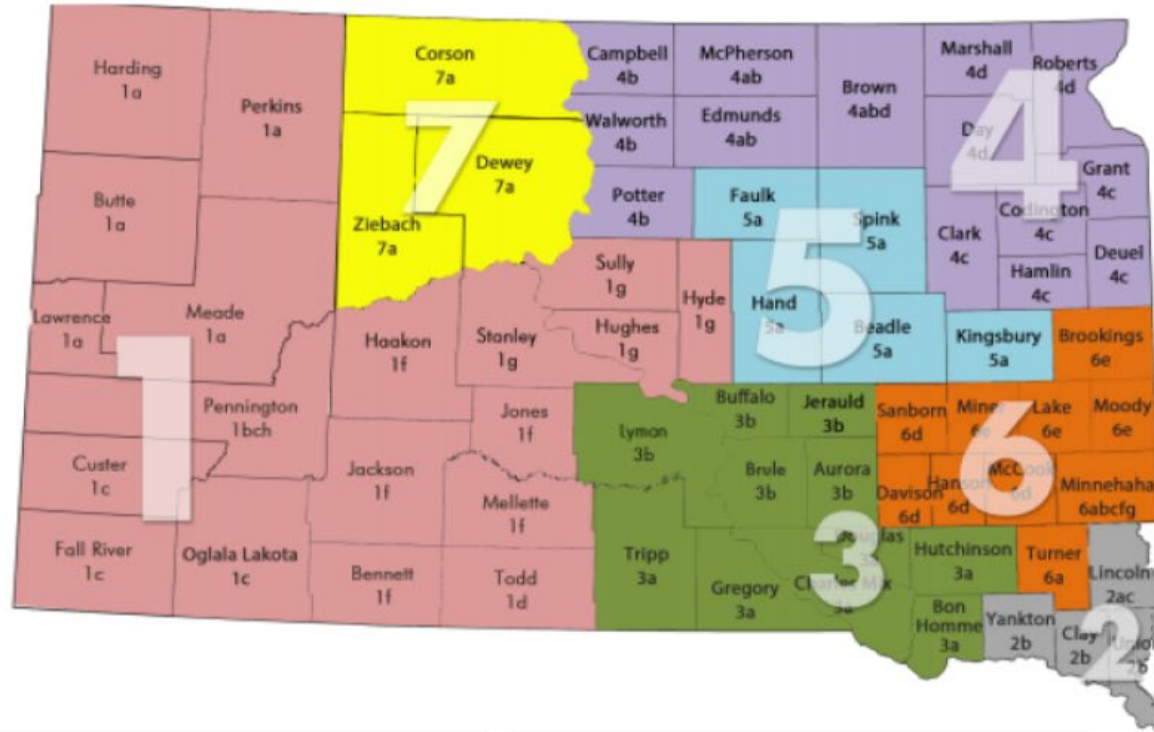


# Birth to Three Program Updates

Birth to Three Team

Member	Representation
<b>Valerie Kelly</b>	DSS/Medicaid
Jordan Mounga	Parent
Katherine Schmidt	Parent
Katie Wiseman	Parent
Rebecca Poelstra	Parent / Provider
Rochelle Holloway	Parent
Sen Jim Bolin	Legislator
Leonard Suel	Provider
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<b>Laura Nordby</b>	Child Care / Mental Health
Gretchen Brodkorb	Division of Insurance
<b>Carrie Churchill</b>	Dept Health
Jaze Sollars	Dept Human Services



## Birth to Three Program

1.800.305.3064

[www.doe.sd.gov/Birthto3/](http://www.doe.sd.gov/Birthto3/)

### 1. Black Hills Birth to Three

Referrals- [bhbirthtothree@bhssc.org](mailto:bhbirthtothree@bhssc.org)

Fax: 605.721.7504  
 a. Crystal Eaton 605.347.4467  
 b.c.& d. Jennifer Biggers 605.721.7433  
 e. Jen Nelson 605.721.7458  
 f. Tricia Amiotte 605.381.1117  
 g. Rebecca Poelstra 605.690.9584  
 h. Jen Nelson 605.721.7458

### 2. Southeast Birth to Three

Referrals- [lela.hall@k12.sd.us](mailto:lela.hall@k12.sd.us), 605.763.5096

a. Missy Witkop 605.300.0025  
 b. Holly Neth 605.310.7451  
 c. Lisa Kolb 605.496.2647

### 3. CORE Birth to Three

Referrals- [holly.mosterd@k12.sd.us](mailto:holly.mosterd@k12.sd.us)

a. Holly Mosterd 605.680.1949  
 b. Jamie Griffith 605.638.0946  
 Fax: 605.337.3180

### 4. Hub Area Birth to Three 888.829.0052

Referrals- [Kristi.kumpf@avera.org](mailto:Kristi.kumpf@avera.org)

a. Kristi Kumpf 605.622.5992  
 b. Kelsey Shoultz 605.622.5750  
 c. Kelly Bradberry 605.753.5450  
 d. Heather Holler 605.467.3320

### 5. Heartland Hands Birth to Three

Referrals- [Rich.Jankord@k12.sd.us](mailto:Rich.Jankord@k12.sd.us)

a. Rich Jankord 605.472.4218

### 6. Center for Disabilities Birth to Three

Referrals- [Teresa.Byrnes@usd.edu](mailto:Teresa.Byrnes@usd.edu)

(605) 357-1420 or 1-800-658-3080

a. Bridget Amundson 605.357.1420  
 b. Mary Fitzpatrick 605.357.1420  
 c. Nicole Saue 605.357.1420  
 d. Shannon Nelson 605.202-0100  
 e. Stephanie Krusemark 605.202.0697  
 f. Amanda O'Neill 605.357.1420  
 g. Jamie Butler 605.357.1420

### 7. Oahe Birth to Three

Referrals: [melissa.dxtherapy@gmail.com](mailto:melissa.dxtherapy@gmail.com)

a. Melissa Loeschen 641.860.0549  
 Kirsten Ducheneaux 605.222.3934  
 Fax: 605.721.7504



# COVID-19 and Birth to Three

Sarah Carter

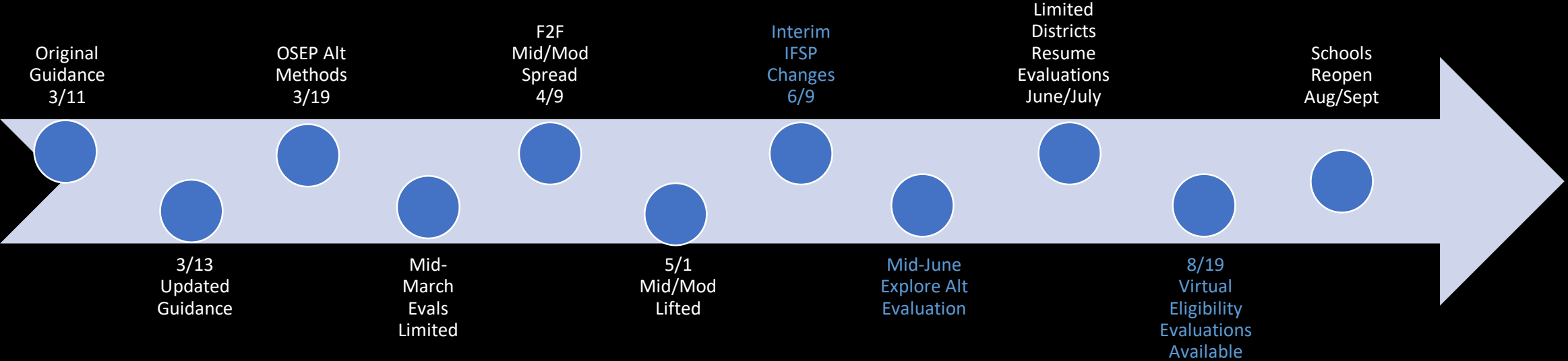


“Covid”  
Operations  
only

A Venn diagram with two overlapping circles. The left circle is light blue and labeled “Covid” Operations only. The right circle is a darker blue and labeled Normal Operations. A green arrow points from the bottom left towards the intersection of the two circles. The background is a light blue gradient with a dark blue arrow pointing right at the top left and some dark blue curved lines on the far left.

Normal  
Operations

Birth to Three COVID-19 Timeline to date



# Support for Virtual Evaluation

- Allows us to continue identifying infants/ toddlers who are eligible for Early Intervention Services while facing the current challenges of COVID-19.
- Is supported by Riverside Publishing, the developer of the BDI-2 evaluation tool.
- Can be accomplished by making adjustments to the evaluation process that we are already used to and familiar with.
- OSEP guidance
- Medicaid
- Professional Organization Support: ASHA & PT and OT Multiple States have moved to or added a virtual platform



# Virtual BDI Administration CORE Educational Cooperative

Cost Per Evaluation \$275.00

## Cost Includes:

- Scheduling assistance with CORE Administrative Assistant
- Documentation for parents to assist with BDI administration.
- Materials families need (sent from CORE).
- Administration of assessments.
  - Assessments are the BDI-2 and second normed tool
- Score and brief summary report of evaluation performance.
- Entering of scores into BDI system.



# Supporting Documents



August 17, 2020

Dear Special Education Directors,

In recognition of the backlog of needed evaluations for Part B programs, along with eligibility evaluations created by COVID-19 challenges, the Birth to Three/Part C program is pleased to announce an option for districts to have Part C eligibility evaluations conducted via technology.

Because we know it has been difficult, and in some cases, impossible to have face-to-face contact with families, we sought guidance from evaluation tool trainers for the BDI, reviewed Office of Special Education Programs (OSEP) guidance and federal regulations, consulted early intervention evaluators and obtained guidance from other states. Based on the information gathered, and in collaboration with CORE Educational Cooperative, we developed the virtual evaluation process outlined below.

As a school district, you may choose to have CORE Educational Cooperative complete the Part C eligibility evaluation for a fee of \$275.00/child evaluated. This fee includes:

- CORE scheduling evaluations with family
- Documentation for parents to assist with BDI administration
- Any materials that may need to be mailed to the family
- Administration of assessments (BDI-2 and a second normed tool)
- Scoring and brief summary report of evaluation performance
- Entering scores into the BDI database

Please note, this is not meant to fully replace districts conducting eligibility evaluations; it is an option to assist in relieving the backlog for Part C eligibility.

If your district would like to use this process, please complete the accompanying consent form and fax or email directly to CORE (a district consent must be completed for each child). The Birth to Three service coordinators will communicate with families about the evaluation process and make arrangements with CORE to begin the process. Once CORE has completed the evaluation, they will bill your district for the evaluation and provide you with a scoring and summary report.

Utilizing this process is optional. Service coordinators will communicate with you on an individual child basis to gather your consent. If this is not something your district wishes to pursue, please provide the service coordinator with the district's plan for completing evaluations according to the timelines outlined by Part C.

If you have any questions about the process, please reach out to the Birth to Three office or Valerie Johnson, director, at [Valerie.Johnson@k12.sd.us](mailto:Valerie.Johnson@k12.sd.us).

Thank you,

Sarah Carter  
Director  
South Dakota Birth to Three



## DISTRICT CONSENT FOR VIRTUAL EVALUATION

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

District Name: \_\_\_\_\_

District Special Education Director (Please print): \_\_\_\_\_

- ☐ I give consent for CORE Education Cooperative to perform a virtual Part C eligibility evaluation on the above-named child.

By giving consent the district agrees to:

- reimburse CORE \$\_\_\_\_\_ upon receiving evaluation report; and
- accept the scores submitted into the BDI data base as valid and final.

\_\_\_\_\_  
Special Education Director Signature

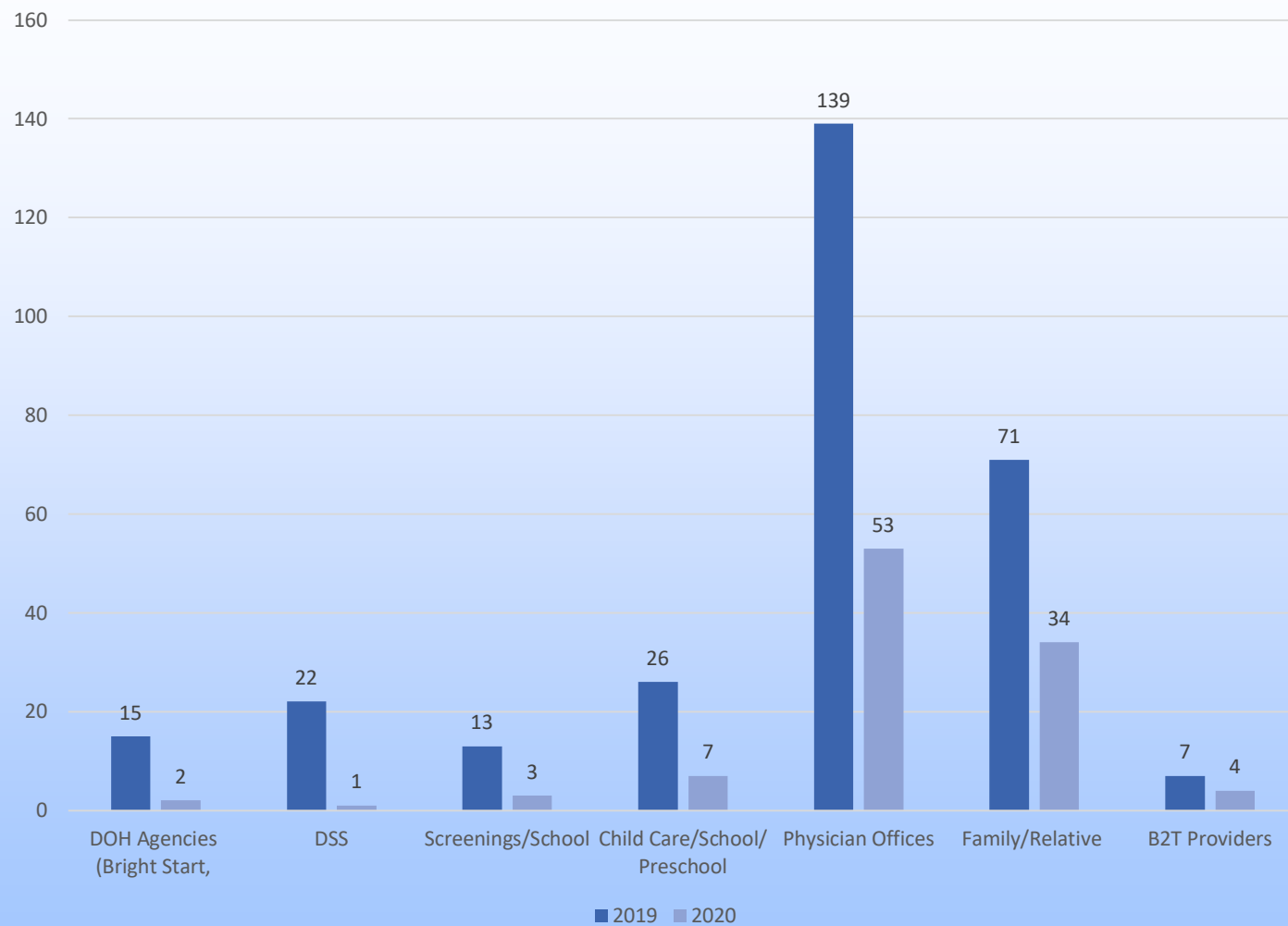
\_\_\_\_\_  
Date

\*Email or fax completed form to:  
CORE Educational Cooperative



Data - Due to COVID

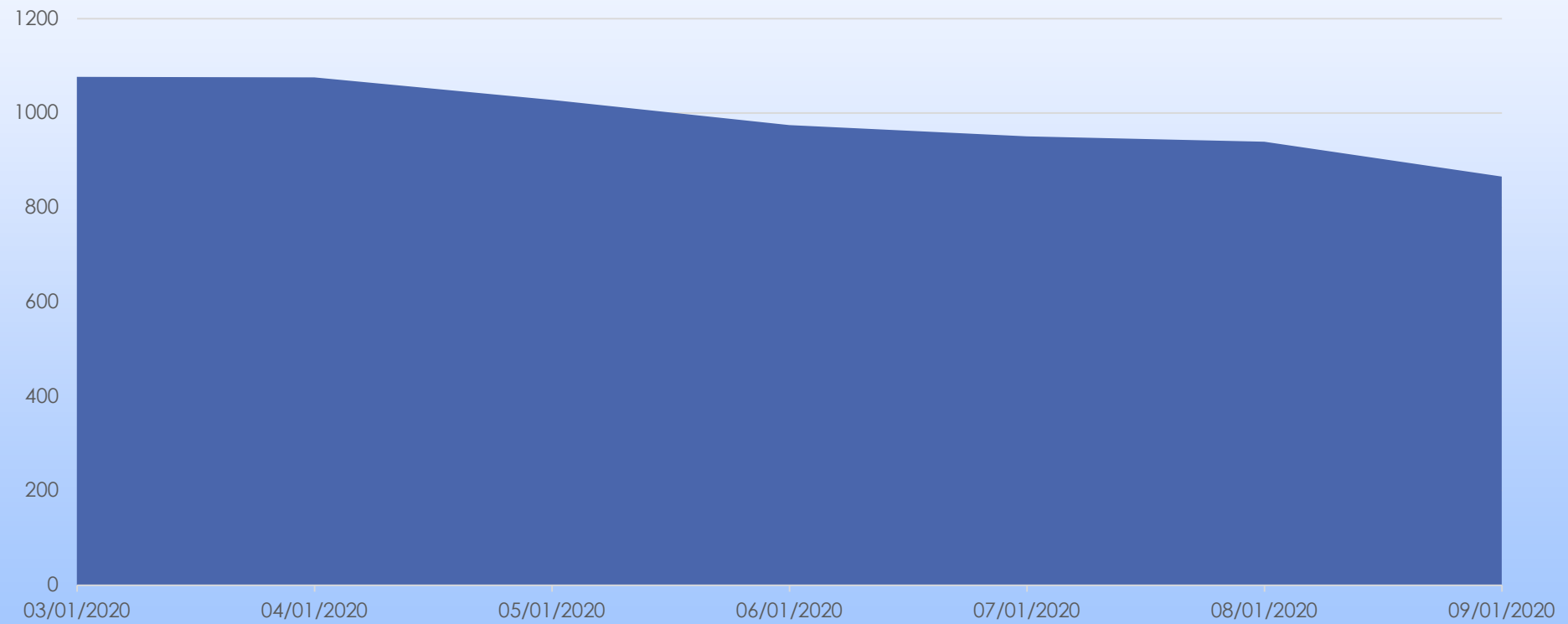
## Referrals



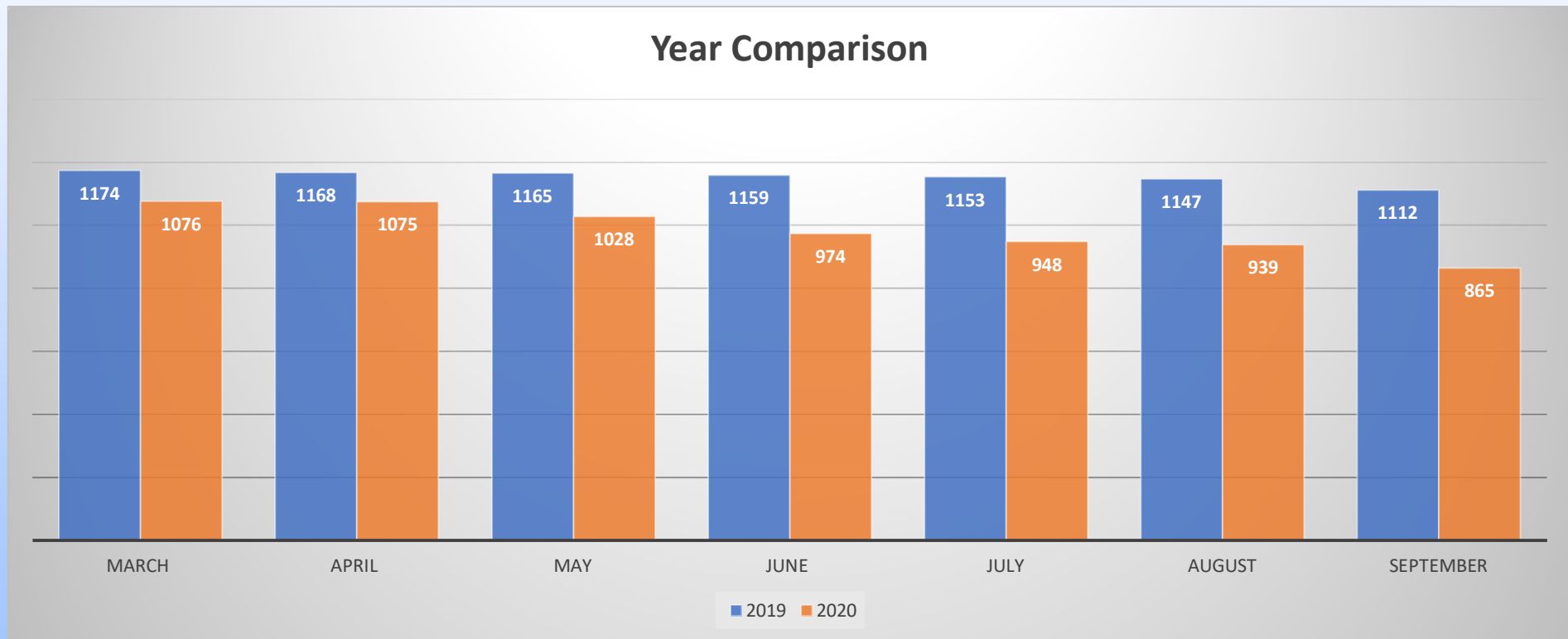
## Referral Comparison

4<sup>th</sup> Quarter  
March 1 – June 30

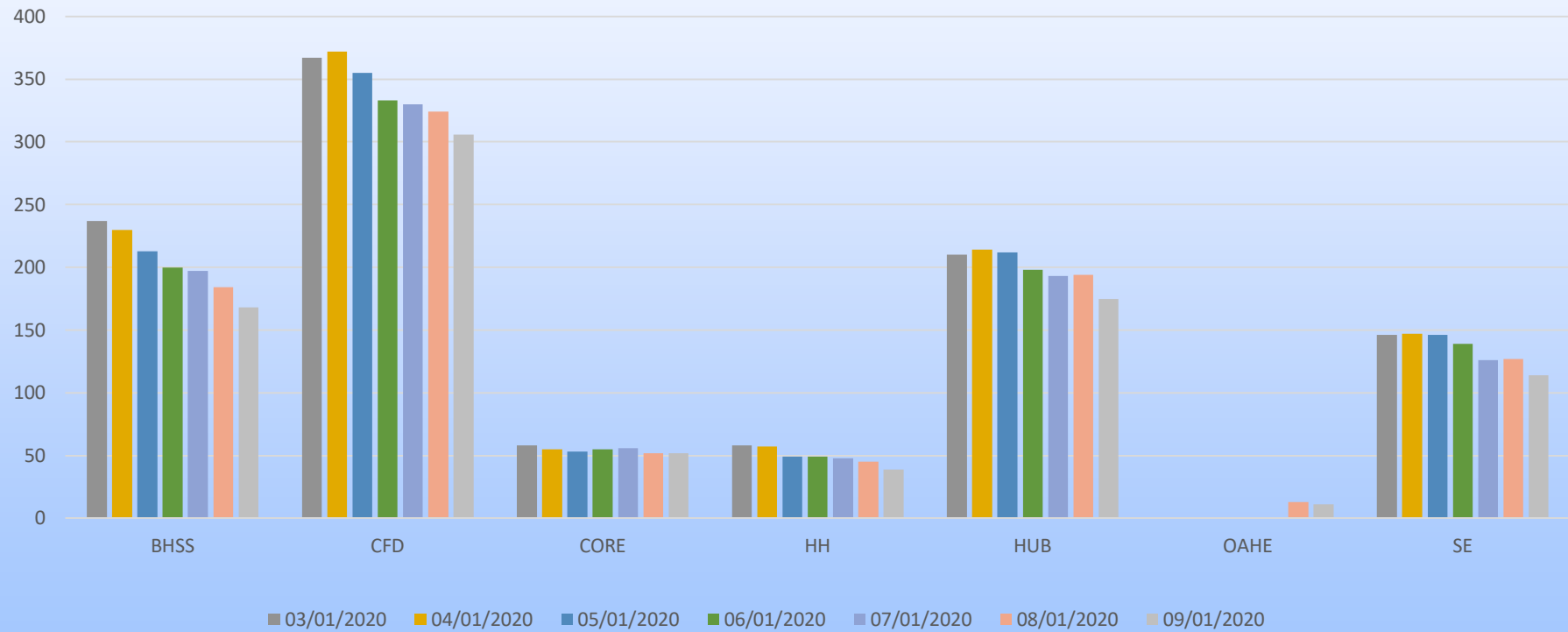
# Child Count – During COVID Pandemic



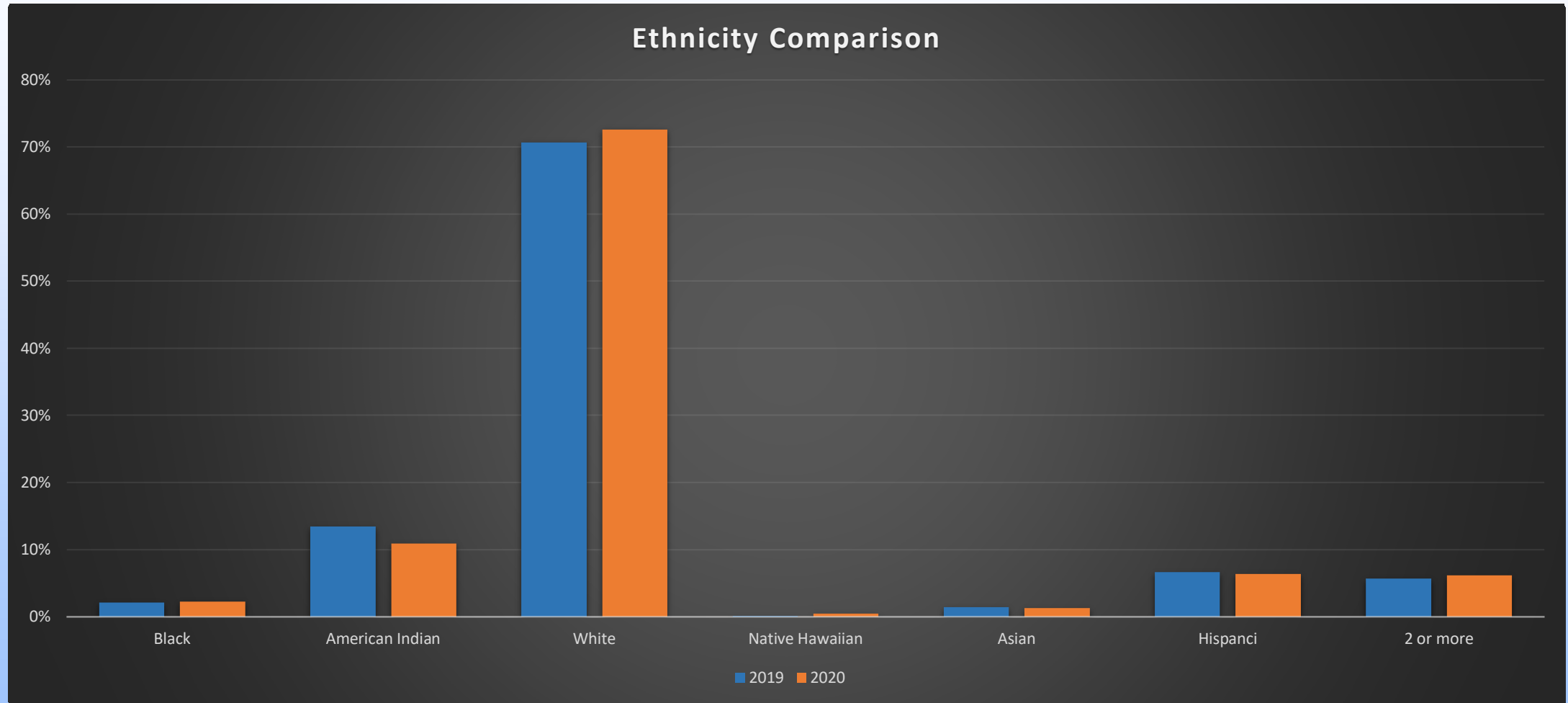
# Comparison year-to-year



# Regional Child Count



# Populations Served - Comparison



# El Services Occurred Throughout COVID Pandemic

- El Services have Continued
  - Face-to-Face
  - Alternative Methods Remain Allowable by OSEP
    - Virtual Platforms
    - Phone Consultation
    - Email/Text (very limited)
- Service Coordination





# COVID Challenges Now and Future

- Child Find/Count
- Differing Views on Face-to-face between families & providers
- Data Disruption
  - Evaluations
  - Future Target Setting for SPP/APR
  - Trend data
- OSEP Determinations - FUTURE
  - Child Outcomes
  - BDI Completion Rate
  - Child Count
- Unknowns!

- 
- Parents
  - Service Coordinators
  - Providers
  - Medicaid
  - Professional Boards
  - Birth to Three State Team
  - OSEP and OSEP TA

Thank you!!



**MARTY, WHATEVER HAPPENS**



**DON'T GO TO 2020!!**

Questions?





# Professional Development Updates

# It's time to rethink how we're serving students with disabilities and their families



# Implementation of Evidence Based Practice

**2019 OSEP LEADERSHIP CONFERENCE**



## SSIP Theory of Action

Strands of Action	If the State.....	Then regionally.....	Then	Results
<b>Data Quality</b>	....establishes a process to obtain and report exit BDI scores for children exiting the Birth to Three programs regardless of reasons for exit ....Provides BDI-2 training in collaboration with 619 to evaluators	....service coordinators/districts will increase the number of usable BDI-2 exit evaluations ....evaluators will improve the reliability and validity of BDI-2 administration		
<b>Accountability</b>	....develops and implements a monitoring protocol to identify appropriate IFSP decisions and the use of appropriate recommended EI practices	....IFSP teams will increase evidence-based service decisions	....statewide data quality will increase  ....children and families will receive appropriate evidence based practice	....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>Professional Development</b>	....provides support and TA to all partners to increase their active participation in the SSIP process ....designs and implements training/TA to increase knowledge and skills and use of appropriate recommended EI practices	....Birth to Three partners will increase active involvement in SSIP process including analyzing data and making data informed decisions .....providers will increase use of recommended practices	....parents and caregivers will be engaged in child's routine based intervention	
<b>Recommended Practices</b>	....presents a consistent statewide message about early intervention service delivery and evidence based practice ....provides training and resources on appropriate use of family assessment and embedded routines	....service coordinators and providers will implement and cultivate family and caregiver engagement and coaching practices		

## South Dakota Stakeholder Theory of Action





## Family Engagement is key at each stage of the process



**Evaluation**



**Routines-Based  
Interview**

**IFSP**



**Functional Outcomes**

**Service  
Delivery**



**Routines-Based  
Home Visiting**



## **Enhancing Child Outcomes through Family Engagement!**

**30**

**4,200**

# Routines-Based Interview – Family Assessment

## Conducted by Service Coordinators

The Routines-Based Interview is a semi-structured interview about the family's day-to-day life, focusing on the child's engagement, independence, and social relationships. Its purposes are to create a strong relationship with the family, to obtain a rich and thick description of child and family functioning, and to result in a family-chosen list of functional and family outcomes/goals.

### To Date:

- 13 Service Coordinators have achieved fidelity
- 4 Service Coordinators are working towards
- 4 New Service Coordinators – receiving training

Bright Beginnings PD for Providers  
focuses on the following  
South Dakota Birth to Three Priorities



**Enhancing  
Family  
Engagement**



**Routines-  
Based  
Home  
Visits**



**Promoting  
Parents'  
competence,  
confidence,  
and  
effectiveness**

# Bright Beginnings PD Update

## COHORT 5

- Designated for private providers
- Training was implemented entirely online.
- 18 providers completed the training as of August 28, 2020
- 2 providers were not able to complete the field practice portion due not COVID restrictions.
- 8 providers achieved reliability with their 3<sup>rd</sup> “practice” video!
- The remaining 10 providers will complete the Reliability Review process by mid-October.
- 200+ children impacted

## COHORT 6

- Training Oct. 2, 2020 – March 5, 2021
- Reliability Review March 8 – April 16, 2021
- Designated for school district and educational cooperative providers.
- Coaching costs will be funded by the Developmental Disabilities Council Grant.
- Participants represent 18 school districts and 3 educational cooperatives.
- Currently serving 194 families, however, the numbers were at the application time due to COVID.




# IDEA

Individuals with Disabilities Education Act



## 2020 Determination Letters on State Implementation of IDEA

June 23, 2020



State's 2020 determination is based on the data reflected in the State's "2020 Part C Results-Driven Accountability Matrix" (RDA Matrix).

- The RDA Matrix is individualized for each State and consists of:
  - (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
  - (2) Results Components and Appendices that include scoring on Results Elements;
  - (3) a Compliance Score and a Results Score;
  - (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
  - (5) the State's Determination.

# Results & Compliance

## Results

Data Quality

Child Performance

## Compliance

Indicators 1, 7, 8A, 8B and 8C

Timely and Accurate State Reported Data





# Determinations



- Each State's 2020 RDA Percentage was calculated by adding 50% of the State's Results Score and 50% of the State's Compliance Score.
- 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%)

# South Dakota Performance

## Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	8	7	87.5
Compliance	14	14	100

South Dakota  
2020 Part C Results-Driven Accountability Matrix

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

Percentage (%)	Determination
93.75	Meets Requirements



# Federal Updates

Sharon Walsh

Early Childhood Technical Assistance Center (ECTA)

# Federal Updates Related to Services for Young Children and their Families

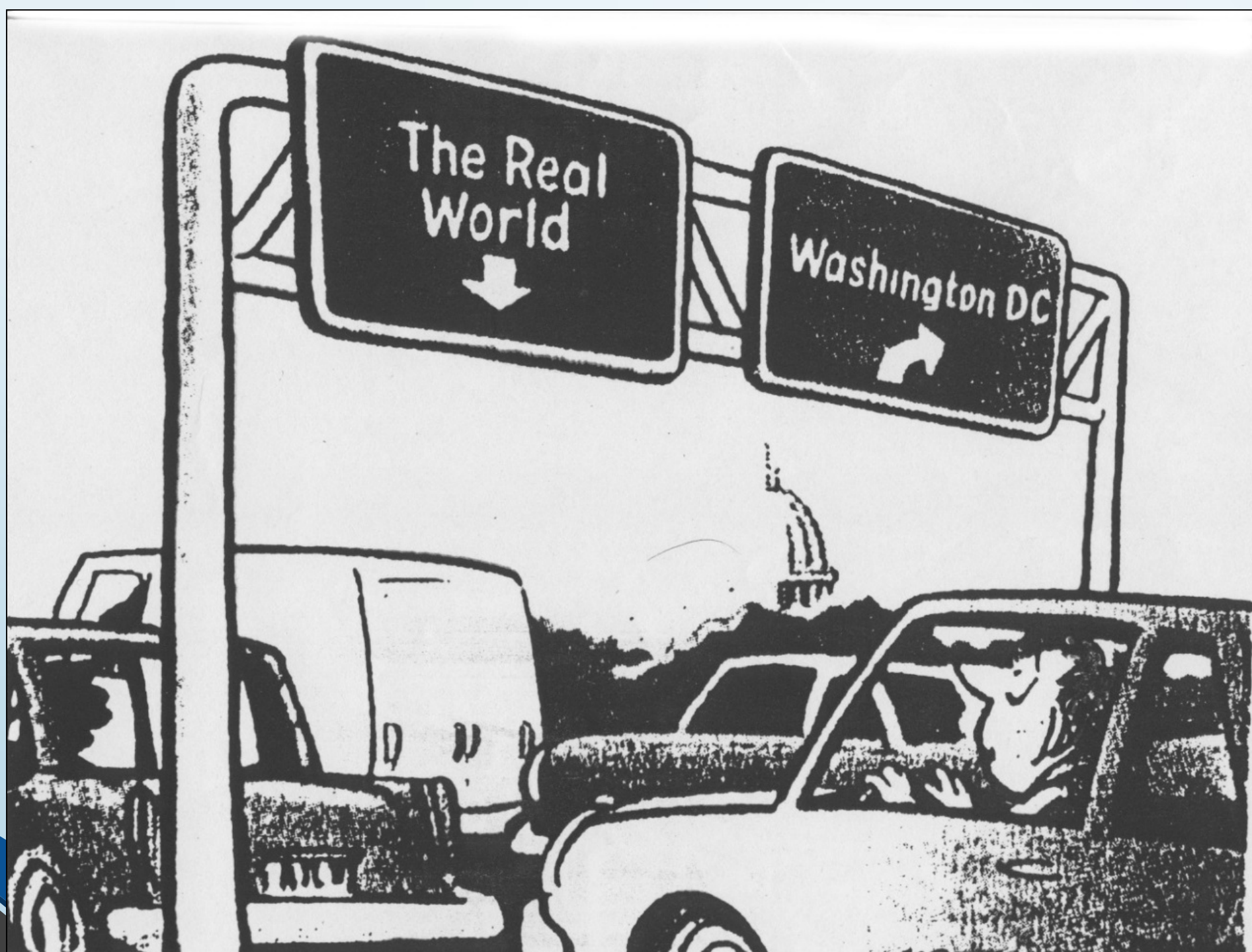


Sharon Walsh,  
ECTA

September 29, 2020







# COVID -19 Legislation

- ▶ Coronavirus Preparedness and Response Supplemental Appropriations Act, was signed into law on March 6. The \$8.3 billion emergency supplemental spending bill was passed to help government health officials with research and purchases of medications for treatments and vaccines.
- ▶ Approximately \$190 billion was included in the Families First Coronavirus Response Act, signed into law on March 18, contained provisions to provide free COVID-19 testing, increased federal funds to support state Medicaid costs, some increase in SNAP, expanded unemployment compensation, and paid leave and paid sick days for millions of workers
- ▶ On March 27, President Trump signed into law the *Coronavirus Aid, Relief, and Economic Security* (CARES) Act. This \$2.3 trillion bill included \$30.75 billion for an Education Stabilization Fund.
- ▶ Paycheck Protection Program and Health Care Enhancement Act, was signed into law on April 24 as a \$483 billion package . *Referred to as 3.5 added \$310 billion to the PPP small business loans, \$75 billion for hospitals and other health care providers and \$25 billion for expanded COVID-19 testing, including funds to cover tests for those without health insurance.*

# What's on Congressional Plate for Next Month?

- ➡ Passage of a Continuing Resolution by September 30, 2020
- ➡ Possible 5<sup>th</sup> COVID-19 bill
- ➡ Possible Senate Committee and floor vote on a new Supreme Court Justice to replace Ruth Bader Ginsburg
- ➡ Very few Congressional days before election
- ➡ ***Anything is Possible or Not***



# Where Are We Now with 2021?



- ❖ Federal Fiscal Year 2021 begins October 1, 2020
- ❖ Continuing Resolution (CR) will keep the government open until December 11<sup>th</sup>
- ❖ These IDEA funds will be allocated to states in July 2021
- ❖ CR continues to fund federal programs at current levels
- ❖ Also includes additional SNAP funding and policy extensions regarding schools and farm aid

# Head Start Funding Provides Services to Fewer Than 4 of Every 10 Eligible Children



31% of eligible children ages 3 - 5 had access to Head Start



7% of eligible children under 3 had access to Early Head Start

# IDEA Part B Full Funding Bill Introduced


- Senator Chris Van Hollen (D-MD) – original sponsor introduced the IDEA Full Funding Act, S. 866 – March 3, 2019. (bipartisan, bicameral bill)
- Representative Jared Huffman (D-CA) original sponsor introduced the IDEA Full Funding Act H.R. 1878 – March 26, 2019. (bipartisan, bicameral bill)
- Provides mandatory funding that puts federal government on a 10-year glide path to reach the 40% of the additional costs associated with educating students with disabilities.
- Currently, the federal government funding is at approximately 13% of those additional costs.
- Supports Part B 611 increases only – Part B 619 – Preschool, Part C and Part D are not included in the bill.

## HR 4107 "*Funding Early Childhood is the Right IDEA Act*"

- Part C and Preschool 619 Programs serve over 1.16 million children, about double the number served in 1991.
- Part C serves over 720,000 children in full year cumulative count – about double the single day count
- Federal funding has not kept pace; continuing decrease in federal per child funding (**Part C \$650 per child; 619 \$506 per child**)
- Resulting in significantly increased fiscal burden on state and local budgets
- <https://www.congress.gov/bill/116th-congress/house-bill/4107?q=%7B%22search%22%3A%5B%22HR+4107%22%5D%7D&s=1&r=1>

## HR 4107 ***"Funding Early Childhood is the Right IDEA Act"***

- Establishes glide path of increasing authorization levels for IDEA Part C and Part B 619 Preschool
- Amounts are based on restoring the highest per child funding levels with inflation considered
- The bill is parallel to the Part B Full Funding Act efforts
- Mark DeSaulnier (CA-D) and Rodney Davis (IL-R) introduced the House bill
- Discussions are occurring to secure sponsors in Senate



In Case you Were  
Wondering....**Will We  
Reauthorize IDEA Soon?**



**NOPE.  
NOT  
TODAY.**

# What's OVERDUE?



- IDEA
- Higher Education Act
- Education Sciences Reform Act
- Head Start Act



**BREAKING  
NEWS**



# Questions

Thank you!



Final Comments  
or Thoughts



# Public Comment Process Completed

- ❖ Part C SPP/APR Package – Docket ID Number ED-2020-SCC-0028
- ❖ Final OMB approved package for six years (FFY 2020-2025) will be published in the Federal Register with form numbers and approval dates
- ❖ States will use these forms starting with February 2022 submission of SPP/APR


# Proposed Changes to General Instructions

- Complete SPP/APR including SSIP would be due February 1, eliminating April SSIP submission.
- First submission will be for FFY 2020 due February 1, 2022.
- A revised SPP is required if revisions are needed.
- Additional stakeholder language is added for the submission.
- States may propose changes to baselines.
- FFY 2025 targets must reflect improvement over baseline data.
- States are encouraged to use the SSIP optional template.
- Except for necessary date changes, other instructions remain the same.




# Proposed NEW Stakeholder Language

- Must include:
  - **The number of parent members and a description of how the parent members** of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents **were engaged in target setting, analyzing data, developing improvement strategies, and evaluating progress;**
  - Description of the activities conducted to **increase the capacity of diverse groups of parents** to support the development of implementation of activities designed to improve outcomes for children with disabilities;
  - **The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress;**
  - The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation **available to the public;**
  - Detailed information about where OSEP can obtain documentation for completed activities;



## Proposed Changes to Part C Measurement Table

- Except for updated dates, **no changes** proposed in C-1, C-2, C-7, C-8, C-9 and C-10
- C-3 (child outcomes) proposes new language on reporting number of children who did not receive early intervention services for at **least 6 months before exiting Part C**
- C-5 and C-6 (child count) proposes deletion of the requirement to **“compare to national data”**



## New Requirements Related to C-4 Family Survey

### **Proposes new requirements related to response and response representation**

Report the number of families to whom the surveys were distributed and the number of respondent families participating in Part C. The survey response rate is auto calculated using the submitted data.

States will be required to compare the current year's response rate to the previous year(s) response rate(s) and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

## C-4 Proposed New Language (cont)

The State must also **analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias** and promote response from a broad cross section of families that received Part C services.

Include the State's analysis of the extent to which the **demographics of the families responding are representative of the demographics of infants, toddlers, and families enrolled in the Part C program**. States should consider categories such as race and ethnicity, age of the infant or toddler, and geographic location in the State.

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

If the analysis shows that the demographics of the families responding are not representative of the demographics of infants, toddlers, and families enrolled in the Part C program, **describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics**. In identifying such strategies, the State should consider factors such as how the State distributed the survey to families (e.g., by mail, by e-mail, on-line, by telephone, in-person), if a survey was used, and how responses were collected.




## C-4 Proposed New Language (cont)

**Beginning with the FFY 2021 SPP/APR, due February 1, 2023,** when reporting the extent to which the demographics of families responding are representative of the demographics of infants, toddlers, and families enrolled in the Part C program, States must include race and ethnicity in its analysis. In addition, **the State's analysis must also include at least one of the following demographics: socioeconomic status, parents or guardians whose primary language is other than English and who have limited English proficiency, maternal education, geographic location, and/or another demographic category<sup>65</sup> approved through the stakeholder input process.**

# Proposed Part B Measurement Table Changes Directly Related to Preschool

- Percent of children with IEPs **aged 5 who are enrolled in kindergarten and** aged 6 through 21 served:
  - A. Inside the regular class 80% or more of the day;
  - B. Inside the regular class less than 40% of the day; and
  - C. In separate schools, residential facilities, or homebound/hospital placements.
- Percent of children with IEPs **aged 3, 4, and aged 5 who are enrolled in a preschool program** attending a:
  - A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
  - B. Separate special education class, separate school or residential facility.
  - C. Receiving special education and related services in the home.**



## Few Proposed Changes to SSIP for Part B and Part C

- No change in baseline language - targets for FFY 2025 must demonstrate improvement over FFY 2013 baseline.
- Must set 6 years of targets for FFY 2020 through FFY 2025
- No change to Phase III language
- Silent on procedures if state wants to select a new SiMR

# Background

In 2016, OSEP instituted a risk-based monitoring system Differentiated Monitoring and Supports (DMS) where State were identified for monitoring primarily in four areas: results, compliance, fiscal, and SSIP.



OSEP learned the risk-based approach provided for in-depth monitoring on a limited number of States.



OSEP sought new ways to expand the breadth of our monitoring practices.



As result, OSEP is moving towards a cyclical monitoring system in order to ensure we fulfill our monitoring responsibilities.

# Major Components of DMS 2.0



Every state receives a monitoring visit in each 5-year cycle.

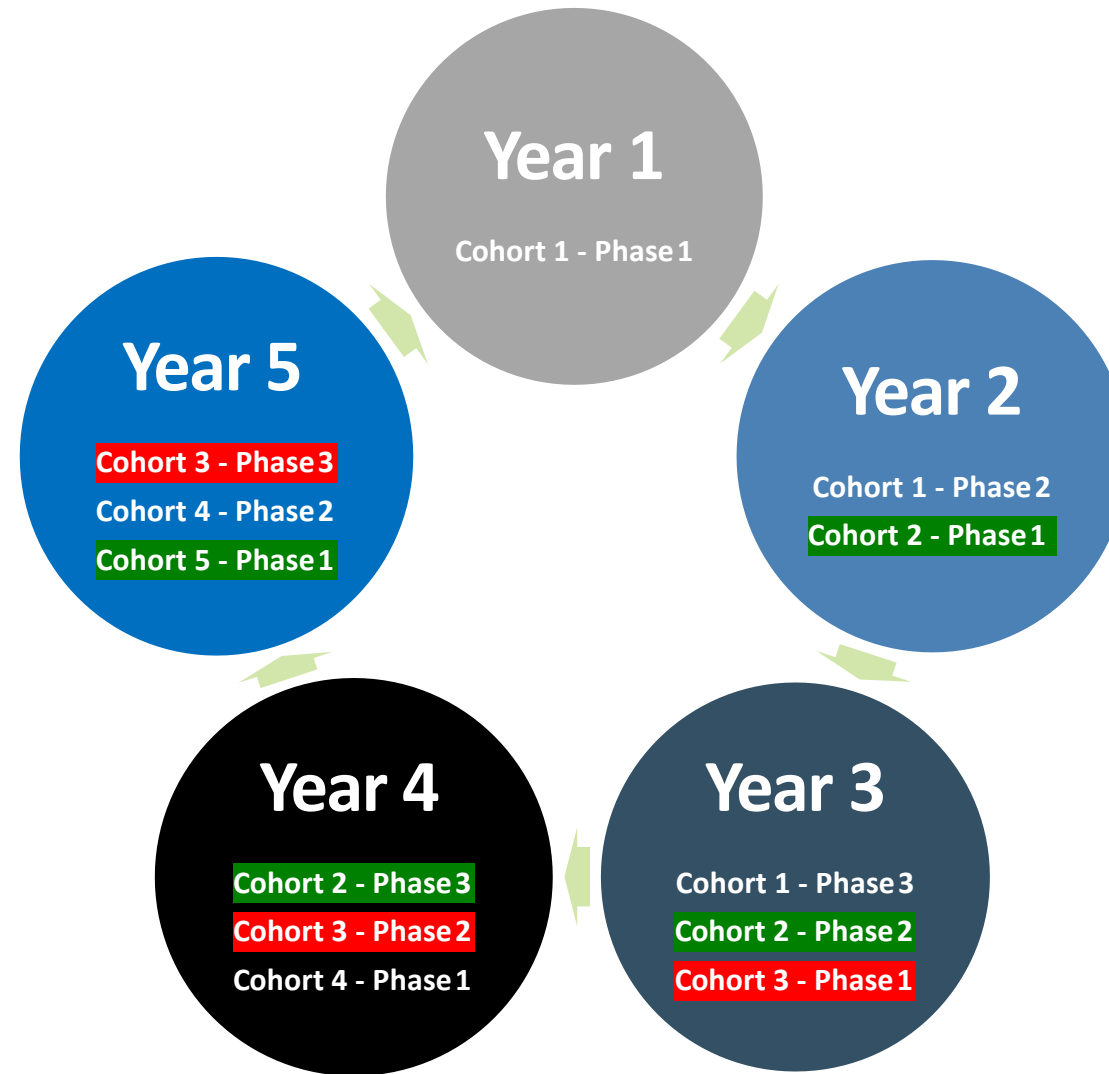
Reserve resources off-cycle to monitor States based on emerging issues.

Year 1: Pre-site and Preparation  
Year 2: Monitoring  
Year 3: Post-visit  
Correction and Technical Assistance

Focus monitoring on systems of general supervision, aligning results and compliance.

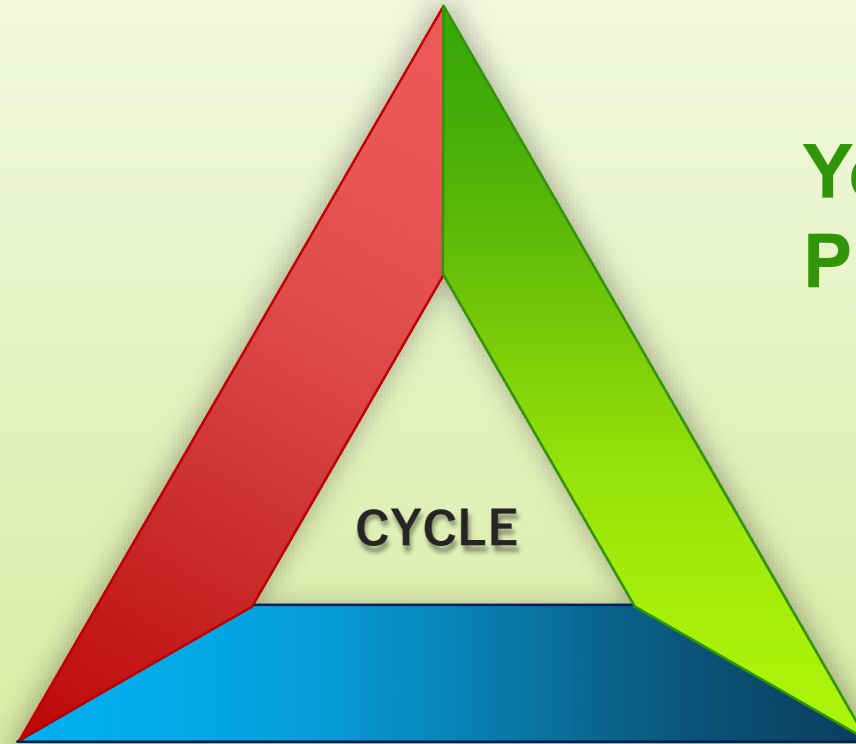
Based on analysis of all available information

# Monitoring Cycle Five Years in Three Phases



# THREE PHASES OF MONITORING

**Year 3: Post-  
monitoring  
Correction and  
Technical  
Assistance**



**Year 1: Pre-site and  
Preparation**

**Year 2: Monitoring**

# BENEFITS OF PHASED MONITORING



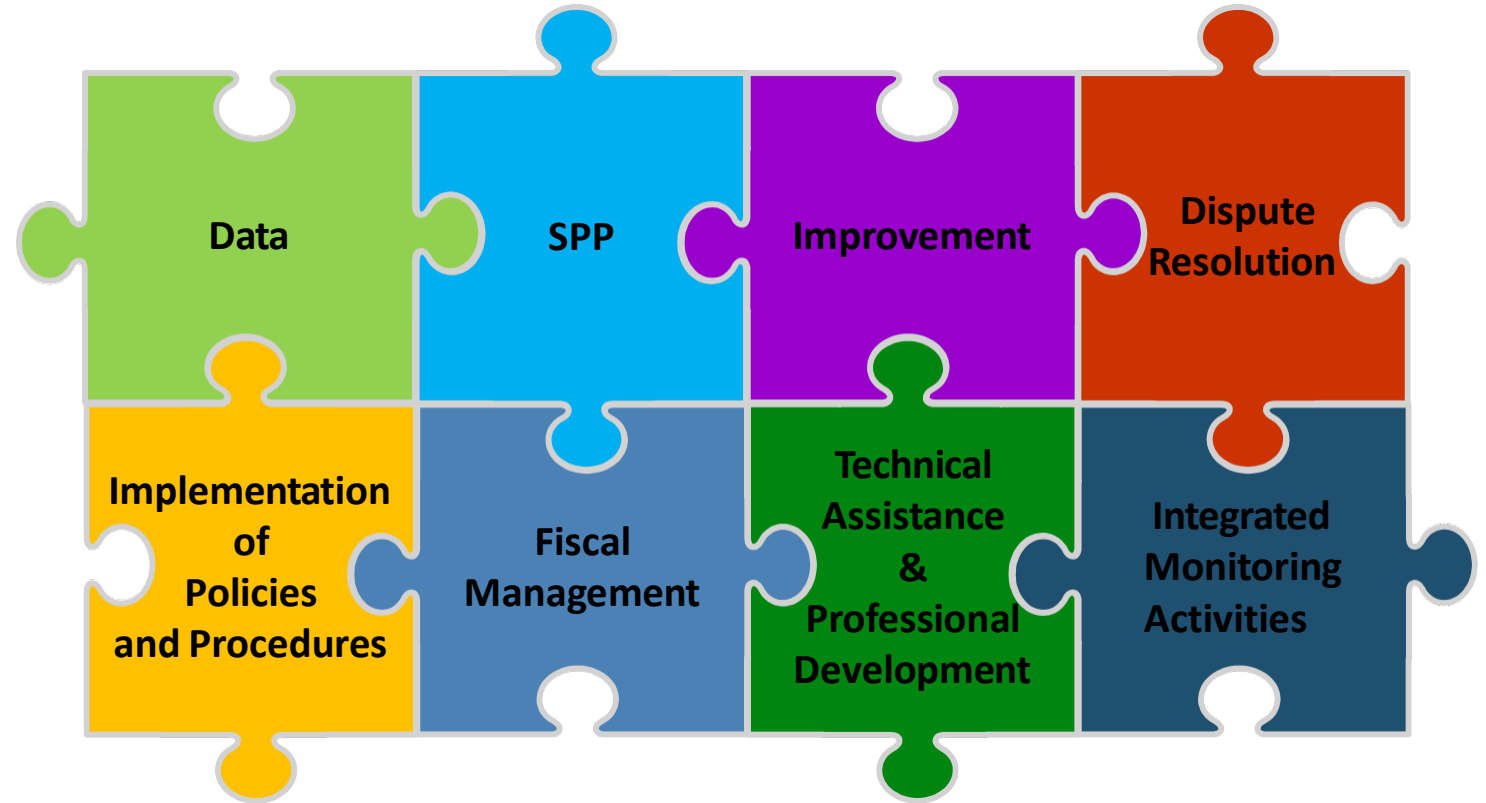
**Phase 1: Provides opportunities for OSEP to conduct pre-site monitoring and to prepare for visits. Offers States benefit of technical assistance and opportunity to “self-correct”.**

**Phase 2: Based on what OSEP identifies in Phase 1, it provides an opportunity to delve deeper into a topic.**

**Phase 3: Provides time for OSEP to sufficiently follow-up to ensure correction and technical assistance in improving results.**



## 8 Key Components



# Putting the Pieces Together



# Cohort 1- Begins October 1, 2020

**KY-B and KY-C**

**AR-B and AR-C**

**SC-B**

**NV-B and NV-C**

**MI-C**

**AK-B**

**ID-B and ID-C**

**NY-C**

**CO-B and CO-C**

**MT-B and MT-C**



State Office

Service Coordinator  
Regional Programs

Direct Service Providers



South  
Dakota  
Preparing  
Now!

# Thinking Ahead.....

## ICC Assistance in 2021 Year

1. Indicators C2 Natural Environments, & C5 and C6 Child Find
2. Indicator C3 Child Outcomes
3. Indicator C4 Family Outcomes  
\* New Family Survey



# Birth to Three State Team Updates

- Wishing Vicki Linn best as she will be retiring soon.
- Welcome to Jennifer Kampmann.

We Always Focus on The Main Thing



Infants and Toddlers and their  
Families

# Next ICC Meeting

- Wednesday, December 9, 2020
- 3:00-4:00
- \*C4 Family Survey work group 4:00-5:00
- ZOOM Meeting



Wednesday, September 30, 2020 | 3:00pm CT  
Virtual Meeting: ZOOM (see below)

#### AGENDA

1. Call to Order and Roll Call
2. Approve Agenda
3. Approve April 2020 Minutes
4. Public Comment
5. Head Start Collaboration Office Update
6. Birth to Three Program Updates
  - a. ICC Members
  - b. COVID Update
  - c. Professional Development
  - d. 2020 OSEP Determinations
  - e. Federal Updates – Sharon Walsh
  - f. ICC Assistance in 2021 Year
  - g. Staffing updates
7. Adjournment

To Join the Meeting:

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

Join Zoom Meeting

<https://us02web.zoom.us/j/84895415008?pwd=aE1lbjN2V2svTFpNV2J2WlRzWjc4dz09>

Meeting ID: 848 9541 5008

Passcode: 548745

If joining via computer/laptop is not possible can listen to presentation by calling in via the below numbers.

+1 312 626 6799 US (Chicago)

Meeting ID: 848 9541 5008

Passcode: 548745



# Thank you!!

Next ICC Meeting December 9 3:00PM Central Time.