

# Birth to Three SICC meeting

AUGUST 10, 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.

# ICC Agenda

South Dakota  
Birth to Three  
STATE INTERAGENCY  
COORDINATING COUNCIL  
AGENDA

Wednesday, August 10, 2022 | 3:00pm CT  
Virtual Meeting: ZOOM (see below)

**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 April 2022 Minutes	ICC Members	April 2022 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	
SICC Membership Update	Sarah Carter	Membership List
Birth to Three State Team Introduction - Daniel Krier, Fiscal/Accountability Specialist		
Head Start Collaboration Office	Jodi Berscheid	
McKinney-Vento Homeless Program	Dawn Smith	
Birth to Three Program Updates	Birth to Three State Team	
Next Meeting: Tuesday, November 1		
Adjournment	ICC Members	

Access the Meeting:

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

Meeting URL: <https://state-sd.zoom.us/j/8144283745?pwd=NCthK3crL3dCdWJlR3Q3emJlZmYxUT08&from=addon>

Meeting ID: 614 428 3745

Passcode: Carter

If computer not available, may join by phone:

Phone Number: 1-312-626-6799

Meeting ID: 614 428 3745

Passcode: 760933

# 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 Mounga	Parent

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

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# 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.



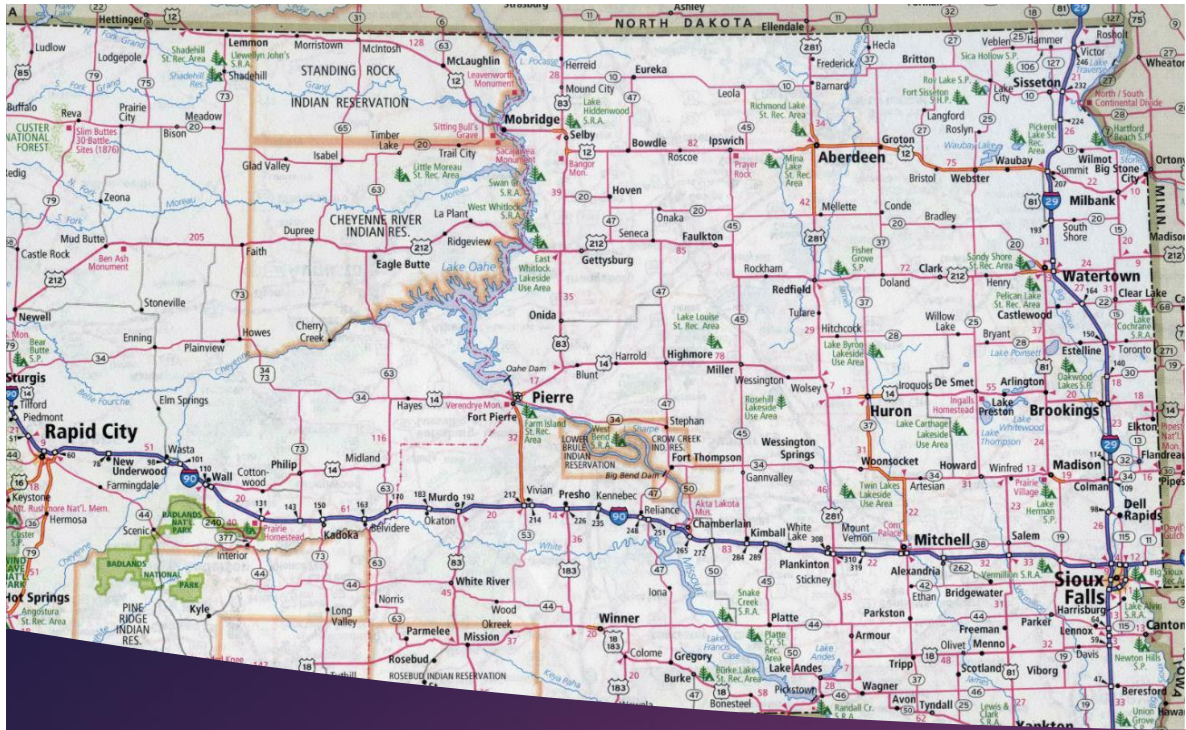
# SICC 2022 Membership

## New Appointments

- \*Wendy Honeycutt, Occupational Therapist (Provider)
- Carie Green, Program Prep (SDSU)
- Senator Jessica Castleberry

## Awaiting Confirmation

- Parent



# Birth to Three state team

- ▶ Crystal Goeden – Technical Assistance
- ▶ Steve Livermont – Data Manager
- ▶ Jennifer Kampmann – Professional Development
- ▶ Daniel Krier – Fiscal Accountability
- ▶ Melissa Manning – Office Support
- ▶ Sarah Carter – Part C Director



# EARLY INTERVENTION PARTNERS



South Dakota Head Starts and  
Early Head Starts take a stand  
against substance misuse!

*"Coming together is a beginning;  
Keeping together is progress;  
Working together is success."*



# Timeline Overview

- 2018: Office of Head Start leaders and Opioid Misuse experts identify the need for specific events to address the opioid crisis at the state level.
- 2019: Head Start Collaboration Office Directors identify State Team members to include leaders from, but not limited to:
  - Early Intervention
  - Mental Health
  - Adult Substance Use Treatment
  - Child Welfare
  - Home Visiting
- 2020: 2-day State Team meetings collaborating of ideas and setting objectives.
- 2021: Completing team objectives
  - 2-page information document for Head Start staff and community members working with children and/or families
  - Process for dissemination of information – Toolkit Binder
- 2022: SD Head Start Collaboration presents on Substance Misuse and Toolkit Binder to Head Start grantees and community groups

# Meet the Team!

- **Jodi Berscheid** ~ SD Head Start Collaboration Director/DOE
- **Sarah Carter** ~ Administrator of DOE - Office of Early Childhood Services/Part C
- **Carrie Churchill** ~ Home Visiting Program Manager/Office of Child and Family Services/DOH
- **Eric Kurtz** ~ Executive Director Center for Disabilities/USD
- **Steph Lebeda** ~ Head Start Pre-Birth to Five Director/Inter-Lakes Community Action Partnership
- **Carrie Sanderson** ~ Director of Center for the Prevention of Child Maltreatment/USD
- Department of Social Services – Behavioral Health ~ several partner collaborations





## What's included in the toolkit binder?

- Two-pager with links to trainings, webinars and resources
- Brief explanations and descriptions of the trainings and webinars
- Brief explanations of the national resources and the SD resources
- Print-offs of the Sesame Street in Communities on Parental Addiction and Traumatic Experiences
- Brochures/Flyers: Forms and Publications - Behavioral Health
  - 2 SD Substance Use Disorder Treatment Services (DSS)
  - Avoid Opioid (DSS/DOH)
  - Anyone. Everyone. (Meth resource)

## Project ECHO/SCOPE Recorded Sessions

- ♥ Project ECHO/SCOPE: Supporting Children of the Opioid Pandemic
  - [Prenatal Substance Exposure with focus on Neonatal Abstinence Syndrome \(NAS\)/Neonatal Opioid Withdrawal Syndrome \(NOWS\)](#)
  - [Addiction and Treatment](#)
  - [Supporting Mothers/Families Impacted by Substance Use Disorders \(SUD\)](#)
  - [Trauma, Substance Exposure, & Speech/Language, Motor, and Sensory Concerns in Children with NAS](#)
  - [Trauma, ACEs, and Trauma-Informed Care](#)
  - [Fetal Alcohol Spectrum \(FAS\) Disorders](#)
  - [Monitoring Child Development and Linking to Services](#)
  - [Dealing with Difficult Behaviors](#)
- ♥ The Impact of Substance Use on Children and Families Webinar 3-Part Series.

[ECLKC/OHS Impact of Substance Use...Webinar Series](#)

- ♥ Supporting Caregivers Affected by Substance Use Disorders.

[ECLKC/OHS Supporting Caregivers Videos](#)



## National Resources on Substance Misuse

[Caring for Young Children Impacted by Substance Use](#)

[Parent Communication: What Do I Say when a Parent Tells Me Something Difficult?](#)

[Strategies for Talking with Children About Difficult Issues](#)

[Sesame Street in Communities~Parental Addiction](#)

[Sesame Street in Communities~Traumatic Experiences](#)

[ADDICTIONary](#)

[SAMHSA: Substance Abuse and Mental Health Services Administration](#)

## South Dakota Resources

### 211

- ✓ Call 211 or Text zip code to 898211
- ✓ Step 1: choose county
- ✓ Step 2: choose substance use

Treatment Resource Hotline

- ✓ Call 1.800.920.4343

Department of Social Services, Division of Behavioral Health

- ✓ Call 1.605.367.5236 or [DSSBH@state.sd.us](mailto:DSSBH@state.sd.us)
- ✓ [Behavioral Health General Information](#)
- ✓ [Behavioral Health Services County Map](#)

[AvoidOpioidSD  
Anyone.Everyone.](#)

[Resilient Community](#)

- ✓ Adverse Childhood Experiences (ACEs)
- ✓ [Video: Paper Tigers & Resilience: The Biology of Stress & the Science of Hope](#)



## How Can the Toolkit be Utilized?

- ✓ Staff can participate in trainings or webinars to gain the knowledge to help support children and families impacted by substance misuse
- ✓ Staff can connect with local behavioral and mental health programs for positive collaboration to support children and families impacted by substance misuse.
- ✓ Staff can share resources with parents, other family members, and children for awareness or for support when being impacted by substance misuse within the home.
- ✓ Use brochures/flyers for awareness of programs available in South Dakota.
- ✓ Make referrals to those with a crisis/emergency, treatment and prevention needs, and other services related to substance misuse.

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QUESTIONS?





**south dakota**  
DEPARTMENT OF EDUCATION

**Learning. Leadership. Service.**

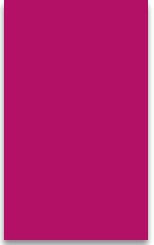
MCKINNEY VENTO

TITLE IX

EDUCATION FOR HOMELESS CHILDREN AND  
YOUTH

REAUTHORIZED 2015 BY TITLE IX PART A OF EVERY  
STUDENTS SUCCEEDS ACT



- 
- ▶ Questions regarding homeless and McKinney Vento
  - ▶ Dawn Smith
  - ▶ McKinney Vento State Coordinator
  - ▶ [Dawnl.smith@state.sd.us](mailto:Dawnl.smith@state.sd.us)
  - ▶ 605-773-2535

**People will forget what you said, people will forget what you did, but people will never forget how you made them feel. – Maya Angelou**

# McKinney Vento Act

- ▶ Every Student Succeeds Act (ESSA) reauthorized in December of 2015
- ▶ Every Student Succeeds Act (ESSA) reauthorized Elementary and Secondary Education Act (ESEA) and the education subtitle of the McKinney Vento Act

- ▶ Non-Regularity Guidance

<https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>

# McKinney Vento Act

- ▶ Establishes the definition of *homeless* used by schools and the rights given to eligible students
- ▶ Ensures that children and youth experiencing homelessness have equal and immediate access to public education
- ▶ Provides educational support to promote school success

# Eligibility

The term homeless children and youth means individuals who **lack a fixed, regular, and adequate nighttime residence;**

and includes...  
children and youth who are **sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason**

# Define

- ▶ **Fixed**

- ▶ Stationary, permanent, not subject to change

- ▶ **Regular**

- ▶ Used on a predictable, routine, consistent basis
- ▶ Consider the relative permanence

- ▶ **Adequate**

- ▶ Lawfully and reasonably sufficient
- ▶ Sufficient for meeting the physical and psychological needs typically met in home environments

# Sharing Housing...

- ▶ legal recourse? Implies that the child or youth is staying in someone else's residence
- ▶ Clarifying questions:
  - ▶ Does the family or youth have any legal right to be in the home?
  - ▶ Can the family or youth be asked to leave at any time with no input

# Sharing housing due to loss of housing...

- ▶ **Implies that the student has no personal housing available**
- ▶ **Clarifying questions: Did the family or youth lose previous housing due to**
  - ▶ **An eviction or foreclosure?**
  - ▶ **Destruction of or damage to the previous home?**
  - ▶ **Unhealthy or unsafe conditions?**
  - ▶ **Domestic violence?**
  - ▶ **Abuse or neglect?**
  - ▶ **The absence of a parent or guardian due to abandonment, parental incarceration, or a similar reason?**

# Economic Hardship

- ▶ Implies that limited financial resources have forced the family or youth to leave the personal residence and share housing due to an inability to pay the rent/mortgage and other bills
- ▶ Clarifying question:
  - ▶ Did economic hardship due to an accident or illness, loss of employment, loss of public benefits, or a similar reason force the family or youth to share the housing of others temporarily?



# Consider

- ▶ Consider:
  - ▶ how the shared housing came about
  - ▶ the intention of the residents
  - ▶ the family's or youth's housing options if not sharing housing
  - ▶ the fixed, regular, and adequate guiding phrase
- ▶ Make determinations on a case-by-case basis and made by the local liaison

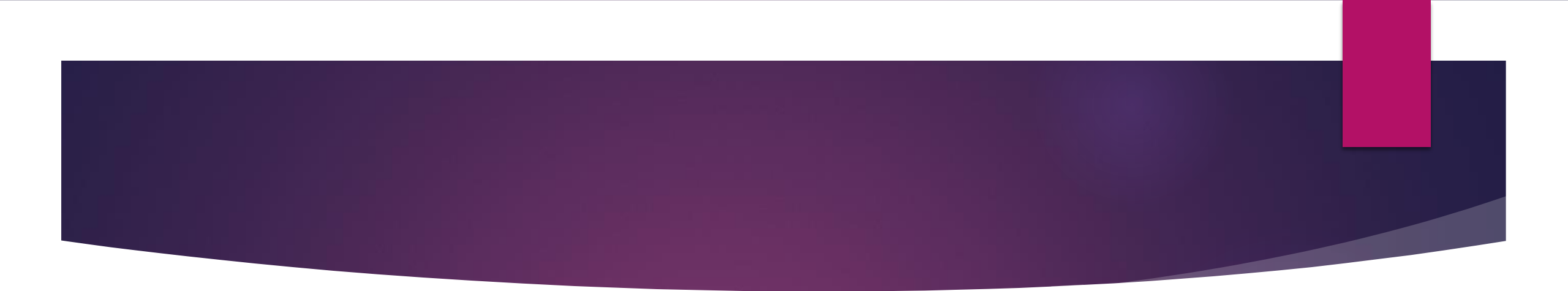
# McKinney Vento Act

- ▶ Requires homeless students who move have the right to remain in their schools of origin (i.e., the school the student attended when permanently housed or in which the student was last enrolled, which includes preschools) if that is in the student's best interest;

# McKinney Vento



- ▶ If it is in the student's best interest to change schools, homeless students must be immediately enrolled in a new school, even if they do not have the records normally required for enrollment;
  - ▶ Enroll identified students and work to obtain records

- 
- ▶ Homeless students must have access to all programs and services for which they are eligible, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning, and before and after-school care;

# McKinney Vento

- ▶ **Unaccompanied Homeless Youth**- “A student **not** living in the physical custody of a parent or legal guardian” and he/she cannot go to the same place, every night to sleep in a safe place.
- ▶ Unaccompanied youth must be accorded specific protections, including immediate enrollment in school without proof of guardianship; and

# McKinney Vento

- ▶ Parents, guardians, and unaccompanied youth have the right to dispute an eligibility, school selection, or enrollment decision.
- ▶ LEAS must have a dispute resolution policy in place

# McKinney Vento

- ▶ transportation must be provided to or from a student's school of origin, at the request of a parent, guardian, or, in the case of an unaccompanied youth, the local liaison;

# Welcome and Support

- ▶ Create a welcoming climate and build trust with all students. Many homeless students hesitate to identify themselves as homeless due to shame, fear of stigma, and concern about possible consequences of this identification. By not being identified, however, these students miss out on critical supports. Building a safe and supportive environment in your school or classroom can benefit all students and alleviate these concerns for homeless students.



# Supporting Homeless Students

- ▶ Ensure that school and classroom policies and procedures, such as disciplinary policies, are fair to homeless students and do not negatively impact them because of their homelessness.
- ▶ Consider providing extra time or other accommodations for homeless students on homework and projects, or extra resources that may be needed, such as access to printers, computers, and school supplies.
- ▶ Review attendance policies to ensure that they do not disproportionately punish homeless students, who may face difficulty arriving on time to school.



# School's Responsibility

- ▶ Families and youth in homeless situations frequently will not identify themselves as such. This may be due to the stigma and prejudices associated with homelessness or because the youth or family does not recognize that the living situation would be considered a homeless situation under the McKinney-Vento Act.
- ▶ Indeed, most families and youth are likely unaware of the McKinney Vento Act. Therefore, schools must ensure that families and youth are aware of the Act, who it covers, and what it provides.

# School's Responsibility

- ▶ The Act requires LEAs to disseminate public notice of the education rights of children and youth in locations frequented by parents and guardians of homeless children and youth and unaccompanied youth. This should include schools, shelters, public libraries and soup kitchens, and be in a manner and form understandable to the families and youth [42 U.S.C. §11432(g)(6)(A)(vi)].
- ▶ Identification and outreach strategies must be conducted sensitively and without stigma, to create an environment in which families, children and youth will be comfortable seeking support [42 U.S.C. §11432(g)(1)(J)(i)]

# Early Intervention is Important

- ▶ Nationally infants who are born into homelessness need special care right after birth at four times the rate of housed children
- ▶ Children who are experiencing homelessness tend to have very high rates of acute illness
- ▶ Infants and babies who are experiencing homelessness may show significantly slower development than housed peers the same age
- ▶ Often our youngest are identified when their older siblings are identified at school
- ▶ **Benefit** of early identification and early services helps to address developmental delays and offers positive experiences and connects families with agencies, schools and service providers.

# Early Childhood Resources

▶ **School House Connection-**

<https://schoolhouseconnection.org/learn/early-childhood/>

**National Center for Homeless Education**

<https://nche.ed.gov/>

**Early Childhood Homelessness State Profiles**

<https://www2.ed.gov/rschstat/eval/disadv/homeless/early-childhood-homelessness-state-profiles-2021.pdf>

# Pre-School Programs

- ▶ Homeless children are automatically eligible to attend preschool programs funded under Title I. (ESEA section 1115(c)(2)(E))
- ▶ To the extent that an LEA offers a public education to preschool children, including LEA administered Head Start programs, an LEA must meet the McKinney-Vento Act requirements for homeless children in preschool, including ensuring that a homeless child remains in his or her public preschool of origin, unless a determination is made that it is not in the child's best interest. 42 U.S.C. §§11432(g)(1)(F)(i), (g)(3)(I); 2016 Guidance, N-4 and N-5
- ▶ **FAQ** on Preschool and other Early Childhood Programs  
<https://naehcy.org/wp-content/uploads/2018/02/FAQpreschool.pdf>

Head Start- <https://nhsa.org/>

# School's Responsibility

- ▶ Once a school has explained the rights available under the McKinney-Vento Act, families or youth may choose not to take advantage of McKinney-Vento services, at their discretion. The liaison should ensure the families or unaccompanied homeless youth know they may request assistance at a later date, if their decision should change.
- ▶ The LEA should also count all children and youth who have been identified as homeless in their data collection, even if services are not provided.

# LEA Homeless Liaison

- ▶ Every LEA must designate a liaison for students experiencing homelessness who is able to carry out their duties under the law [42 U.S.C. § 11432(g)(1)(J)(ii)].



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- ▶ Thank you
- ▶ Questions

Dawn Smith  
McKinney Vento State Coordinator  
[Dawnl.smith@state.sd.us](mailto:Dawnl.smith@state.sd.us)  
605-773-2535



# BIRTH TO THREE PROGRAM UPDATES





**IDEA**

Individuals with Disabilities Education Act



**2022 Determination Letters on  
State Implementation of IDEA**

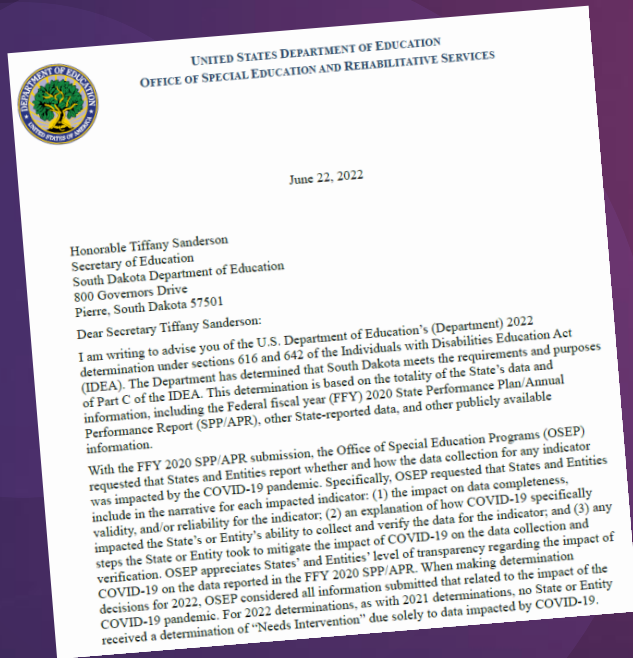
# OSEP 2022 STATE DETERMINATIONS

FFY2020 JULY 1, 2020 – JUNE 30, 2021

\*SUBMITTED 2/1/2022

# FFY2020 State Determinations (7/1/2020 – 6/30/2021)

**MEETS REQUIREMENTS!!**



## South Dakota

# 2022 Part C Results-Driven Accountability Matrix

### 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

- ▶ Shifting balance from a system focused primarily on compliance to one that puts more emphasis on results.
- ▶ Individualized for each State. Matrix consists of:
  - ▶ Compliance Indicators and other compliance factors scoring
  - ▶ Results components and other component scoring
  - ▶ Compliance score and Results score
  - ▶ RDA percentage based on both Compliance and Results score.
  - ▶ State's Determination

## RDA: Results Driven Accountability



# 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 C3)

- ▶ 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:
  - 1) Positive social-emotional skills
  - 2) Acquisition and use of knowledge and skills (including early language/communication) and
  - 3) 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)

# Determinations

- ▶ Each State's 2022 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%)

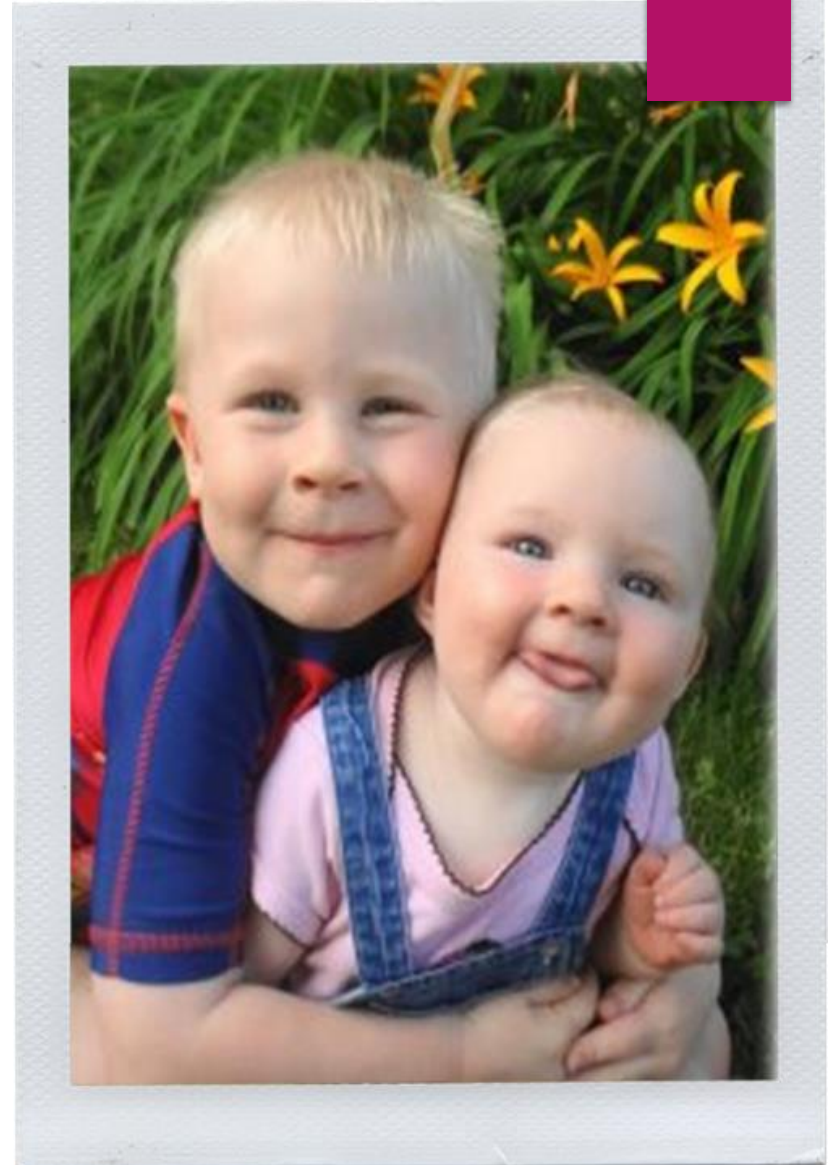
# SD Performance

- ▶ South Dakota one of only 15 states both Part C and Part B received determination of “Meets Requirements”
  - ▶ 5<sup>th</sup> year Part C determined Meets Requirements
- ▶ 2022 Determinations Letters
  - ▶ <https://sites.ed.gov/idea/idea-files/2022-determination-letters-on-state-implementation-of-idea/#Part-C-Meets-Requirements>
- ▶ South Dakota 2022 Determination Letter
  - ▶ <https://sites.ed.gov/idea/spp-apr-letters?selected-category=sppapr-part-c&selected-year=&state=South-Dakota>



# Results Driven Accountability

- ▶ 2014 OSEP introduced a new reporting indicator (2013 Part B)
- ▶ Indicator C11 – State Systemic Improvement Plan
  - ▶ Multi-year, achievable plan that:
    - ▶ Increases capacity of Early Intervention programs and Local Education Agencies to **implement, scale up and sustain evidence-based practices.**
    - ▶ Improves outcomes for children with disabilities, and their families.
    - ▶ \*A way to tell our state's story
- ▶ First reported during with the 2015 Submission






<https://doe.sd.gov/birthto3/FFY2020.aspx>





# Bright Beginnings

Dr. Jennifer Kampmann



# What is Bright Beginnings?

## FAMILY ENGAGEMENT

Evidence-based

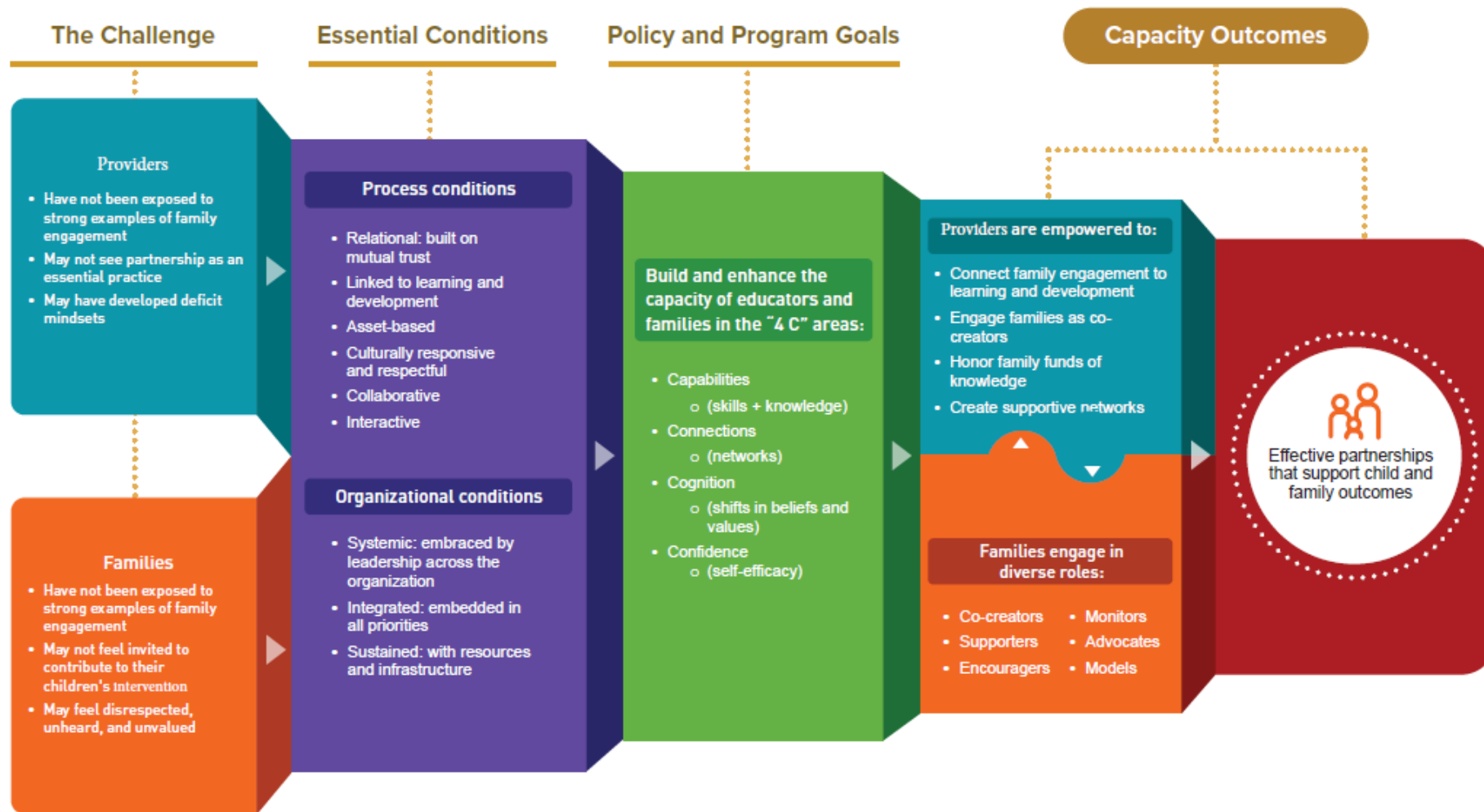
Early intervention services  
embedded in daily routines

Helping children and families  
attain their goals

Continual learning among  
colleagues

# How do we reach them all?

## The Dual Capacity-Building Framework for Early Intervention Partnerships SD Birth to Three



# Course/Coaching Rotation

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Cohort 8	Class	Class	Class	Class	Fidelity	Fidelity	Off	Fidelity	Fidelity	Fidelity	Fidelity	Off
Cohort 9	Fidelity	Fidelity	Fidelity	Fidelity	Fidelity	Fidelity	Off	Class	Class	Class	Class	Off
Cohort 10	Class	Class	Class	Class	Fidelity	Fidelity	Off	Fidelity	Fidelity	Fidelity	Fidelity	Off
Cohort 11	Fidelity	Fidelity	Fidelity	Fidelity	Fidelity	Fidelity	Off	Class	Class	Class	Class	Off

# Cohort 8

- ◇ 80 participants
- ◇ Completed coursework on April 26<sup>th</sup>
- ◇ First fidelity pod -24 signed up
  - ◇ 18 passed fidelity
  - ◇ 2 moved out of state/took different jobs
  - ◇ 4 moved to future pods for personal reasons
- ◇ 28 in Aug/Sept fidelity pod

# Cohort 9

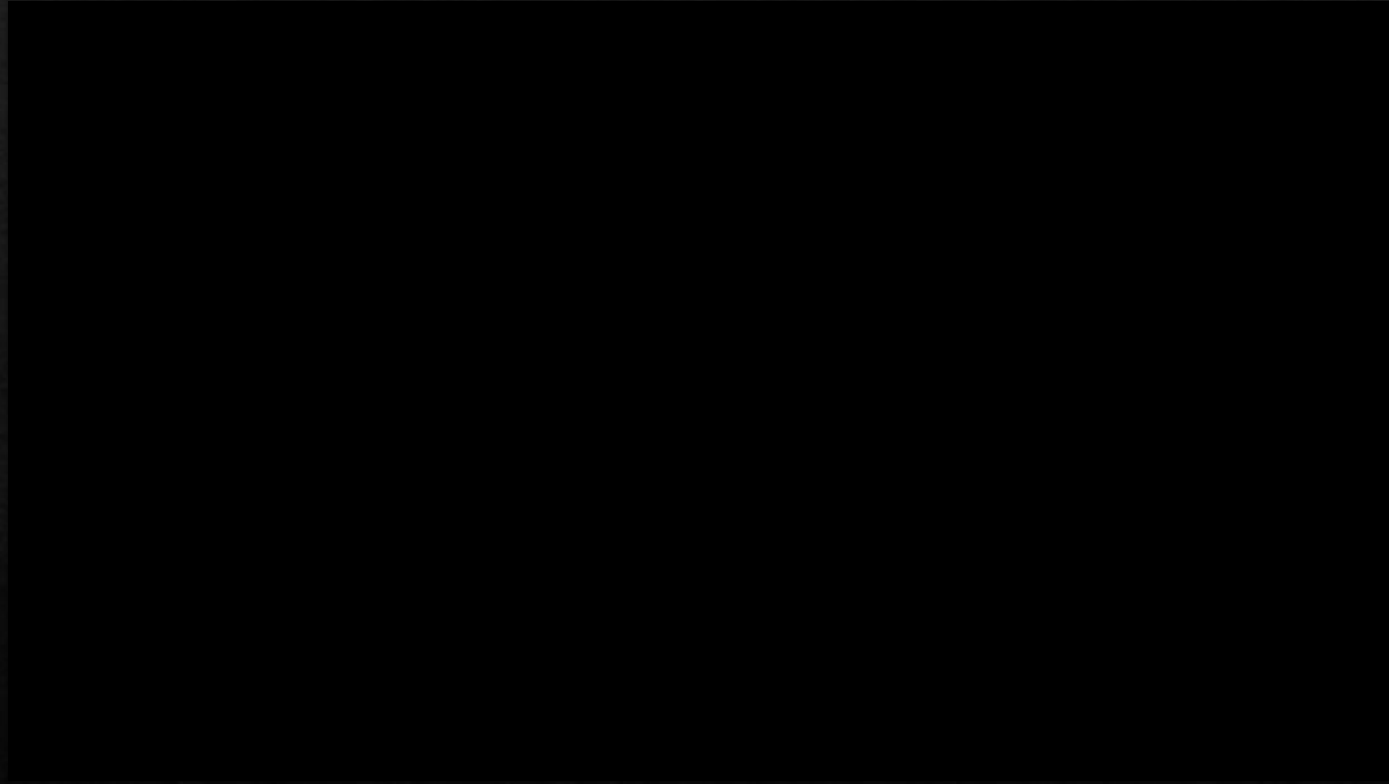
- ◇ August 22<sup>nd</sup> – Dec 2<sup>nd</sup>
- ◇ 68 participants (as of 8/8/22)
- ◇ Breakdown
  - ◇ 22 Early Instruction
  - ◇ 11 OT
  - ◇ 17 PT
  - ◇ 18 SLP
  - ◇ 9 of the 68 are private providers
  - ◇ 59 school or clinical related



# How Does Bright Beginnings Change Providers?



# How Does Bright Beginnings Impact Families?

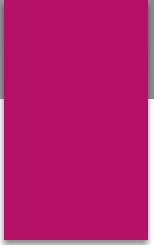




Questions / Comments?

# ARSD 24:14 Rule Revisions

- ▶ Revisions:
  - ▶ Clarify and update language
  - ▶ Restructure travel reimbursement
  - ▶ Restructure special instruction / family training reimbursement rates
- ▶ Calendar
  - ▶ 5/3/2022 Public comment deadline
  - ▶ 5/6/2022 Public Hearing (SD Board of Education Standards)
  - ▶ 6/14/2022 Interim Rules Committee Hearing
  - ▶ 08/01/2022 Rules Effective

- 
- ▶ 07/01/2022 Medicaid Rate Increased (OT,PT, SLP)
  
  - ▶ 8/1/2022 Rules effective
    - ▶ Thank you to service coordinators for assisting in making changes to IFSP travel entries.
  
  - ▶ Increased interest
    - ▶ 15 new providers since rules revisions introduced (all disciplines)
    - ▶ 40% Special Instruction!
  
  - ▶ One provider gave notice, citing travel reimbursement
  
  - ▶ Spring 2023 Report to Board of Education Standards

# What's coming up?

- ▶ FFY2021 SPP/APR (Due 2/1/2023)
  - ▶ July 1, 2021 – June 30, 2022
  - ▶ 11 Reporting Indicators
  - ▶ Preparing and analyzing data
  - ▶ Sharing results during coming ICC meetings

# Fall ICC Meeting

- ▶ Tuesday, November 1, 2022
- ▶ In-person
- ▶ Casey Tibbs Rodeo Event Center
  - ▶ Fort Pierre
- ▶ Sharon Walsh, National TA
- ▶ National and State Updates
- ▶ Preliminary FFY2021 SPP/APR
- ▶ Additional topics of interest to ICC members?
- ▶ Start Time?



Thank  
you!

ANY ADDITIONAL  
QUESTIONS OR  
COMMENTS FROM ICC  
MEMBERS?