SD
Part C

FFY2017
State Performance Plan /
Annual Performance Report

Executive Summary:

The Individuals with Disabilities Education Act (IDEA) Part C is known as the Birth to Three program in South Dakota and is housed within the Department of Education within the Division of Educational Services and Support. This division is comprised of SPED Part B, Title, Child and Adult Nutrition (CANs) and SPED Part C.

The Birth to Three program has contracts with seven regional Birth to Three programs throughout the state. These regional programs provide the service coordination for all 66 counties in South Dakota. South Dakota Birth to Three has a strong partnership with school districts as all evaluations for Birth to Three are conducted by school district personnel. This creates a link for family engagement and communication between families, Birth to Three and the child's resident school district.

South Dakota Birth to Three utilizes an online data system in which Individualized Family Service Plans are entered. This secure system allows for real time information for providers, service coordinators and state staff. Through this system, South Dakota is able to verify that regional programs and providers are consistently achieving high levels of compliance with IDEA requirements.

The federal Office of Special Education Programs (OSEP) evaluates State's data using the Results-Driven Accountability (RDA) Matrix. The RDA Matrix is individualized and annually each state receives a Determination of Meets Requirements, Needs Assistance or Needs Intervention. The determination is based on combined scoring of two components 1) Compliance and 2) Results for an overall score. States scoring 80% or greater are Determined to Meet Requirements. States with at least 60% but less than 80% would be Needs Assistance and State's with less than 60% are Needs Intervention.

South Dakota received full points available in the two components of Results and Compliance for an overall percentage of 100%. This resulted in South Dakota's 2018 OSEP Determination of Meets Requirements for Part C of IDEA. Over the past three years with the assistance of OSEP-funded technical assistance centers such as DaSy, ECTA, NCSI and IDC as well as collaboration with the National BDI Users Group, BDI States and BDI Publisher South Dakota has taken necessary steps to improve child outcome data. South Dakota will continue to work with these groups towards continued improvement for children and families served.

Attachments

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General Supervision System:

The systems that are in place to ensure that IDEA Part C requirements are met, e.g., monitoring systems, dispute resolution systems.

The South Dakota Birth to Three program policies and procedures are based on the federal regulations for Part C of the Individuals with Disabilities Education Act (IDEA) at 34 CFR Part 303 and state rules at Article 24:14. The following is an overview of the State's general supervision system:

Infrastructure

- The lead agency is the Department of Education. The Birth to Three program has divided the state into seven regions which include 66 counties.
- Every three years, the Birth to Three program puts forth a Request for Proposal (RFP) to provide service coordination. This RFP is advertised to the public and interested organizations. Upon approval, one-year contracts are approved with recipients submitting financial and budgetary information through quarterly progress reports.
- Each early intervention provider is required to submit certification, licensure, and background checks to ensure they meet the state's qualified standards. These documents are reviewed by Birth to Three state staff.
- Early intervention providers sign a provider agreement to abide by all federal and state laws and regulations which include requirements related to serving children in natural environments.
- In addition, the state Birth to Three office provides oversight to school district programs providing Birth to Three services to children who meet specific eligibility requirements.
- In the summer of 2015, in conjunction with the SSIP Phase II, South Dakota restructured the Birth to Three program state leadership team. In order to better meet the needs of the Birth to Three program and support the systemic changes of the SSIP, a team member was designated to provide statewide technical assistance, a team member was devoted to data analysis and data quality, and another team member to the professional development associated with the evidence-based practices and the training that will be ongoing. Each program specialist is, however, cross-trained for each area to ensure full assistance to Birth to Three partners.

Data System

- The State Birth to Three program has an online data system that includes data on programmatic and demographic elements and includes all children's IFSPs. The system also facilitates the billing process for early intervention services.
- The billing system allows early intervention providers to only bill for what was written by the IFSP team in regard to frequency/intensity/location of early intervention services.
- Each provider reimbursement request, submitted via the online system, is reviewed by Birth to Three state office staff to ensure state and federal regulations and guidelines are met before payment is approved.
- All provider reimbursement requests are linked to IFSPs. Providers are unable to bill for services that are not linked to an IFSP.
- The State Birth to Three online IFSP data system also allows service coordinators to view reports relating to child count verification and SPP/APR indicators. There are several reports that serve as edit checks in order to assist service coordinators in ensuring the data they enter are valid and reliable. Examples of this would be: Child Count Verification; Transition Conference Report; Exit Child List; etc.

Monitoring

- The Birth to Three state office conducts ongoing monitoring activities on all programs and services. The seven regional programs are held responsible for implementing the Birth to Three program consistent with federal and state requirements. The state data system is the primary source of monitoring data. State staff are able to review compliance and reports on most SPP/APR indicators through the data system. In some instances, state staff conduct additional drill-down and inquiry to obtain information on reasons for potential delay or other factors important to consider in monitoring for requirements.
- Noncompliance identified result in a finding of noncompliance. The state then works with the entity to ensure and verify correction of the noncompliance according to the two federal requirement prongs of correction (OSEP 09-02).
- In some instances, based on data slippage, parent information, past data reports etc., an onsite focused monitoring by Birth to Three state staff occurs. Focused monitoring involves reviewing specific children's files, interviewing service coordinators, early intervention providers, parents, etc. Findings resulting from the focused monitoring are issued as necessary. A corrective action plan for compliance issues or an improvement plan for data slippage is developed involving the regional service coordinators and others (e.g. early intervention providers, school districts, etc). State Birth to Three staff approve the corrective action plan or improvement plan and provide technical assistance, assuring all improvement activities are completed in accordance with federal requirements. Verification of correction of any noncompliance is made in accordance with the required 2 prongs of correction in OSEP 09-02.
- If a regional program does not meet the corrective action plan within one year, the state uses the additional incentives and/or sanctions as identified in writing to the agency. The content of the letter would include the following information:

    1. Failure to voluntarily correct an identified deficiency constitutes a failure to administer the program in compliance with federal law.
    2. The action the Division of Educational Services and Support (DESS) intends to take in order to enforce compliance with the state and federal law.
    3. The right to a hearing prior to DESS exercise of its enforcement responsibility; and
    4. The consequences of the DESS enforcement action on continued and future state and federal funding.

Dispute Resolution

Public and parent concerns may be submitted to the state office at any time. Program contact information and 1-800 number is available on the Birth to Three website and public awareness materials. Dispute resolution processes consistent with federal and state regulation are available including: state administrative complaint resolution, due process hearing, mediation and resolution.

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Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to early intervention service (EIS) programs.

The South Dakota Birth to Three program provides ongoing comprehensive technical assistance (TA) that includes:

- The provision of specific technical assistance to regional service coordination programs and direct service providers.

- Scheduled service coordinator calls are offered to provide TA on specific topics including improvement strategies for data quality, SPP/APR indicator training, child outcomes, outreach with other state partners and collaboration with family/community support entities.

- State staff are available and provide daily real-time TA via telephone calls and emails and onsite visits as requested.

- Technology is used to provide ongoing support as well. This includes a state listserv which is used to send information to service

coordinators, school districts, SICC members and early intervention providers statewide. The listserv is used to provide pertinent program information about policy and procedure updates, rules and regulations, program needs/shortages, and training opportunities.

- Regional quarterly submission of service coordinator professional development activities and case load data with TA response as needed.

- Service coordinator contact information is shared among all state Birth to Three personnel, giving ease of access among providers and coordinators to share best practices and collaborate on issues.

The state staff have developed and provided regional staff a self-monitoring checklist that covers the SPP/APR indicators and federal/state rules and regulations. This is recommended to be used by regional staff to determine the status of their implementation of Part C requirements to guide their on-going supervision and continuous improvement. Regional programs can request technical assistance from state staff as needed to address any issues identified.

The state team also uses the results of the annual APR performance including the results from the annual parent surveys to help plan technical assistance activities.

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Professional Development System:

The mechanisms the State has in place to ensure that service providers are effectively providing services that improve results for infants and toddlers with disabilities and their families.

The South Dakota Birth to Three program's Professional Development system has a number of components including:

1. All providers who work in the program must meet qualified personnel standards as required by federal and state regulations.

2. All new service coordinators receive several days of one-on-one trainings along with comprehensive online module training on evidence-based practices.

3. All new service providers receive one-on-one reimbursement training.

4. An annual face to face training is held for all Birth to Three service coordinators.

5. Monthly service coordinator calls are held with Birth to Three state staff and include updates on policies and procedures, and presentations on relevant topics by Parent Connection (State PTI) and other state agency partners. Topics have included implementation of routines based home visiting, Routines Based Inteview (RBI) implementation and fidelity, functional outcomes, child development, parent rights, hearing services, vision services, outcome writing, state and federal rules, interpreter services, etc.

6. Statewide and regional public trainings are offered on topics such as early literacy, family engagement, evidence based practices, early childhood guidelines and a Birth to Three program overview. These trainings are open to service coordinators and direct service providers.

7. Periodic training events are also held as needed for service providers related to use of private insurance, Medicaid reimbursement, and tele-therapy.

8. An online platform is used continuously to support the ongoing professional development needs of service coordinators and direct service providers. This comprehensive learning opportunity provides a support system and promotes participation in ongoing professional development regardless of physical location. Within this online tool, modules have been developed to meet the specific needs of the early interventionist in implementing identified evidence-based practices and measuring child and family outcomes. Using this platform, the South Dakota Birth to Three program is building a continuum of learning opportunities for our early interventionists regardless of their role in the Birth to Three program. Established as a private learning community, participants can also access research, a video library, discussion boards and blogs. Resources are available for new and seasoned early interventionists. This online tool is facilitated by Birth to Three state professional development staff.

The online platform provides cost-effective training opportunities for the SSIP. It also proves a reliable tool to present current and accurate information to all early interventionists.

9. Periodic training opportunities are provided in collaboration with other state and community agencies including the Center for Disabilities, Part B, Parent Connection, Head Start, Medicaid, MIECHV, Child Care Services and Human Services.

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Stakeholder Involvement: ☑ apply this to all Part C results indicators

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

The South Dakota Part C Birth to Three program has a strong relationship with the State Interagency Coordinating Council. Through quarterly meetings, members are kept abreast of program development and data trends. The State Interagency Coordinating Council (SICC) was heavily involved in the planning and writing of the 5-year Birth to Three SPP/APR plan. This was through regularly scheduled SICC meetings as well as other communications.

In July 2018, the SICC convened to review Birth to Three 2018 Determinations and data trends in relation to targets. SICC members reviewed and analyzed state and regional data with special consideration of data quality, trends, national data and child outcome business rules. SICC members discussed and considered facts specific to South Dakota data quality, population sparsity in rural geographic locations leading to limited resources, Birth to Three program growth and financial implication. It was decided that targets would remain the same with no adjustments.

To ensure a broad overview of the state early intervention and demographics, SICC members represent a wide variety of programs and agencies such as Early Head Start, the Division of Insurance, early intervention providers, parents, South Dakota's Parent Training and Information Center (PTI) Parent Connection, South Dakota Department of Health, South Dakota State University Personnel Preparation, South Dakota Medical Service/Medicaid, South Dakota Office of Coordination of Homeless Children, South Dakota Foster Care/Child Protection Services/Auxiliary Placement, South Dakota Department of Human Services, South Dakota Child Care Services, Birth to Three regional program contractors, South Dakota education cooperative, Part B, Part B 619, school district special education administration, Tribal Head Start, South Dakota State Legislator and Part C staff. The diversity of membership results in valuable discussion of resources, challenges, initiatives and recommendations.

State ICC meeting dates, times, agendas and meeting minutes are posted on the Department of Education website and the South Dakota Boards and Commissions website. These meetings are open to the public.

A final copy of the SPP/APR is provided to the Secretary of Education who is a member of the Governor's cabinet. A copy is also provided to the Governor's office.

The SPP/APR was developed by the Part C Birth to Three state staff with input from stakeholders and assistance from the Early Childhood Technical Assistance Center (ECTA) and the Center for IDEA Early Childhood Data Systems (DaSy).

Attachments

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No APR attachments found.			

Reporting to the Public:

How and where the State reported to the public on the FFY 2016 performance of each EIS Program or Provider located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2016 APR, as required by 34 CFR §303.702(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2016 APR in 2018, is available.

The South Dakota Birth to Three State Performance Plan/Annual Performance Report (SPP/APR) is located on the state's Department of Education website at http://doe.sd.gov/Birthto3/. Program APRs from the last several years are also posted on this site.

The South Dakota Birth to Three program annually reports to the public on performance of each region for indicators C-1 to C-8 as compared to state performance. These regional program reports are located on the Birth to Three website at http://doe.sd.gov/Birthto3/ and posted within the required federal timelines.

Public Notices are also posted in the five (5) major South Dakota newspapers notifying the public of the website http://doe.sd.gov/Birthto3/, where the State Performance Plan/Annual Performance Report (SPP/APR) and regional reports can be accessed and availability of hard copies of the reports upon request. Newspapers printing the public notices are as follows: Sioux Falls Argus Leader; Aberdeen American News; Huron Plainsman; Pierre Capital Journal; and Rapid City Journal.

Notification is also sent to the SICC and Stakeholders, all regional Birth to Three programs, service coordinators, and providers of the availability of these reports on the Birth to Three website http://doe.sd.gov/Birthto3/ and the availability of hard copies upon request.

South Dakota Parent Connection also announces the publication of these reports in their newsletters "weConnect" and "Circuit," for parents.

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No APR attachments found.		

Actions required in FFY 2016 response

Monitoring Priority: Early Intervention Services In Natural Environments

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

(20 U.S.C. 1416(a)(3)(A) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

FFY	2015	2016
Target	100%	100%
Data	100%	100%

Key: [Gray] Gray – Data Prior to Baseline   [Yellow] Yellow – Baseline

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

Number of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	Total number of infants and toddlers with IFSPs	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
286	314	100%	100%	100%

Number of documented delays attributable to exceptional family circumstances *This number will be added to the "Number of infants and toddlers with IFSPs who receive their early intervention services on their IFSPs in a timely manner" field above to calculate the numerator for this indicator.*	28

Include your State's criteria for "timely" receipt of early intervention services (i.e., the time period from parent consent to when IFSP services are actually initiated).

What is the source of the data provided for this indicator?

○ **State monitoring**
◉ **State database**

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

For Indicator C1, one quarter of the fiscal year was used to determine compliance with this indicator. The state selected the 2nd quarter of FFY2017 (Oct. 1, 2017 to Dec. 31, 2017).

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

For Indicator C1, one quarter of the fiscal year was used to determine compliance with the indicator. The State selected the second quarter of FFY2017 (October 1, 2017 through December 31, 2017). This data set is considered representative of the full reporting year because the same variables are in place for this quarter of the fiscal year as in all quarters. The South Dakota Birth to Three program is confident that the chosen reporting period accurately reflects data for infants and toddlers with IFSPs for FFY2017.

Actions required in FFY 2016 response

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Monitoring Priority: Early Intervention Services In Natural Environments

Results indicator: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.

(20 U.S.C. 1416(a)(3)(A) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			96.60%	96.90%	97.20%	97.50%	97.80%	97.80%	97.80%	96.80%	96.80%
Data		96.80%	98.00%	100%	100%	100%	100%	100%	100%	98.96%	99.92%

FFY	2015	2016
Target ≥	96.80%	96.80%
Data	99.83%	100%

Key: ▢ Gray – Data Prior to Baseline   ▢ Yellow – Baseline   Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥	96.80%	97.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

▢ Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups	7/11/2018	Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	1,215	
SY 2017-18 Child Count/Educational Environment Data Groups	7/11/2018	Total number of infants and toddlers with IFSPs	1,216	

FFY 2017 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 2016 Data	FFY 2017 Target	FFY 2017 Data
1,215	1,216	100%	96.80%	99.92%

Actions required in FFY 2016 response

Monitoring Priority: Early Intervention Services In Natural Environments

Results indicator: 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.**

(20 U.S.C. 1416(a)(3)(A) and 1442)

Does your State's Part C eligibility criteria include infants and toddlers who are at risk of having substantial developmental delays (or "at-risk infants and toddlers") under IDEA section 632(5)(B)(i)?   No

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A1	2013	Target ≥						44.90%	45.00%	45.00%	45.00%	50.48%	50.48%
		Data					53.80%	44.90%	38.40%	48.90%	48.90%	50.48%	51.39%
A2	2013	Target ≥						81.30%	81.40%	81.40%	81.40%	85.37%	85.37%
		Data					85.40%	81.30%	80.20%	84.10%	85.10%	85.37%	84.89%
B1	2013	Target ≥						49.30%	49.40%	49.40%	49.40%	58.82%	58.82%
		Data					59.40%	49.30%	47.40%	48.60%	57.90%	58.82%	54.97%
B2	2013	Target ≥						65.30%	65.40%	65.40%	65.40%	69.51%	69.51%
		Data					72.60%	65.30%	65.00%	65.00%	68.60%	69.51%	67.49%
C1	2013	Target ≥						64.90%	65.00%	65.00%	65.00%	57.26%	57.26%
		Data					55.30%	64.90%	68.00%	67.60%	60.90%	57.26%	56.74%
C2	2013	Target ≥						90.00%	90.10%	90.10%	90.10%	84.63%	84.63%
		Data					91.10%	90.00%	91.20%	91.70%	83.70%	84.63%	87.35%

	FFY	2015	2016
A1	Target ≥	50.48%	50.48%
	Data	36.10%	51.32%
A2	Target ≥	85.37%	85.37%
	Data	78.46%	79.62%
B1	Target ≥	58.82%	58.82%
	Data	50.00%	73.43%
B2	Target ≥	69.51%	69.51%
	Data	64.05%	59.54%
C1	Target ≥	57.26%	57.26%
	Data	48.45%	88.78%
C2	Target ≥	84.63%	84.63%
	Data	80.20%	82.95%

Key: ☐ Gray – Data Prior to Baseline   ☐ Yellow – Baseline   Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target A1 ≥	50.48%	51.00%
Target A2 ≥	85.37%	85.50%
Target B1 ≥	58.82%	60.00%
Target B2 ≥	69.51%	70.00%
Target C1 ≥	57.26%	57.76%
Target C2 ≥	84.63%	85.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

☐ Enter additional information about stakeholder involvement

FFY 2017 SPP/APR Data

Number of infants and toddlers with IFSPs assessed	657.00

Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children	Percentage of Children
a. Infants and toddlers who did not improve functioning	3.00	0.46%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	119.00	18.11%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	5.00	0.76%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	129.00	19.63%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	401.00	61.04%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program (c+d)/(a+b+c+d).	134.00	256.00	51.32%	50.48%	52.34%
A2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program (d+e)/(a+b+c+d+e).	530.00	657.00	79.62%	85.37%	80.67%

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

	Number of Children	Percentage of Children
a. Infants and toddlers who did not improve functioning	1.00	0.15%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	113.00	17.20%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	142.00	21.61%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	218.00	33.18%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	183.00	27.85%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program (c+d)/(a+b+c+d).	360.00	474.00	73.43%	58.82%	75.95%
B2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program (d+e)/(a+b+c+d+e).	401.00	657.00	59.54%	69.51%	61.04%

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children	Percentage of Children
a. Infants and toddlers who did not improve functioning	0.00	3.35%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	20.00	3.04%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	89.00	13.55%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	185.00	28.16%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	363.00	55.25%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program (c+d)/(a+b+c+d).	274.00	294.00	88.78%	57.26%	93.20%
C2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program (d+e)/(a+b+c+d+e).	548.00	657.00	82.95%	84.63%	83.41%

The number of infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program

The number of infants and toddlers who exited the Part C program during the reporting period, as reported in the State's part C exiting 618 data	1041
The number of those infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program.	229

Please note that this data about the number of infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program is optional in this FFY16 submission. It will be required in the FFY17 submission.

Was sampling used? No

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? No
Provide the criteria for defining "comparable to same-aged peers.

South Dakota's business rules define comparable to same-aged peers using a Standard Score of 78.

South Dakota rules include five developmental areas and 13 subdomains. A child's Standard Score on the Personal-Social Domain is used to answer Indicator 3A. The Cognitive and Communication Domains are used to indicate a child's progress in Indicator 3B and the Adaptive and Motor Domains indicate a child's progress for Indicator 3C.

List the instruments and procedures used to gather data for this indicator.

In South Dakota, school districts are required by administrative rule to conduct the evaluation to determine a child's eligibility for Part C services. The Battelle Developmental Inventory Second Edition (BDI-2) is the tool utilized by Part B and Part C offices for reporting child outcomes. Children are evaluated using this consistent method which enhances the validity of the data. The entry scores are determined by the standard deviation scores from each outcome area for each child. An "exit" BDI-2 assessment is given to children who have been in the Birth to Three program for at least 6 months and are exiting. This exit assessment serves two purposes, one for children transitioning at age three to determine eligibility for Part B 619 programs and secondly for the Part C program to determine child's developmental status.

Entry and exit BDI-2 scores are stored in the BDI-2 database. From this database, state Part C staff retrieve scores of children who have exited the Part C program during the reporting period. Part C state staff collaborate with evaluators and the Part B 619 coordinator to ensure all appropriate testing was completed and scores reported. BDI-2 entry and exit scores are then compared for those exiting children, and formulated according to the state's BDI-2 business rules to determine the child's progress in the three outcomes areas.

During FFY2017, July 1, 2017 to June 30, 2018, 1041 children exited the Birth to Three program of which 657 children had qualifying entry and exit BDI-2 scores. Entry scores for the 657 exiting children were compared to their exit scores using the defined state business rules. Resulting data were entered into the GRADS360 Indicator C3 table and reported accordingly.

The 657 exiting children computes to a 63.11% completion rate when using the full exit data as the denominator. This completion rate is a 2.86% decrease from FFY2016 completion rate of 65.97%. South Dakota will continue to monitor and provide technical assistance to increase the completion percentage for indicator C3.

Additional data analysis of FFY2017 exit data indicates of the 384 children who exited the Birth to Three program but did not receive a qualifying exit score, 229 or 59.6% were in the Birth to Three program less than 6 months. In fact, if the 229 children exiting before 6 months are subtracted from the denominator of the exit data, the completion rate increases to 80.9%.

Actions required in FFY 2016 response

Monitoring Priority: Early Intervention Services In Natural Environments

Results indicator: Percent of families participating in Part C who report that early intervention services have helped the family:

    A. **Know their rights;**
    B. **Effectively communicate their children's needs; and**
    C. **Help their children develop and learn.**

(20 U.S.C. 1416(a)(3)(A) and 1442)

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2006	Target ≥					96.20%	96.40%	96.60%	96.60%	96.60%	93.90%	93.90%
		Data			93.90%	97.80%	96.50%	98.40%	99.30%	99.20%	99.04%	96.83%	99.67%
B	2006	Target ≥					89.80%	90.00%	90.20%	90.20%	90.20%	89.40%	89.40%
		Data			89.40%	97.40%	95.60%	97.60%	98.60%	98.30%	98.09%	97.74%	98.68%
C	2006	Target ≥					89.60%	89.80%	90.00%	90.00%	90.00%	89.30%	89.30%
		Data			89.30%	94.30%	96.20%	98.40%	99.00%	98.30%	98.56%	96.38%	98.68%

	FFY	2015	2016
A	Target ≥	93.90%	93.90%
	Data	99.19%	98.97%
B	Target ≥	89.40%	89.40%
	Data	98.92%	98.27%
C	Target ≥	89.30%	89.30%
	Data	98.38%	98.96%

Key: Gray – Data Prior to Baseline   Yellow – Baseline   Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target A ≥	94.00%	94.10%
Target B ≥	89.50%	90.00%
Target C ≥	89.50%	90.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

☐ Enter additional information about stakeholder involvement

FFY 2017 SPP/APR Data

Number of families to whom surveys were distributed			917.00
Number of respondent families participating in Part C		36.10%	331.00
A1. Number of respondent families participating in Part C who report that early intervention services have helped the family know their rights			325.00
A2. Number of responses to the question of whether early intervention services have helped the family know their rights			329.00
B1. Number of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs			326.00
B2. Number of responses to the question of whether early intervention services have helped the family effectively communicate their children's needs			330.00
C1. Number of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn			327.00
C2. Number of responses to the question of whether early intervention services have helped the family help their children develop and learn			330.00

	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A. Percent of families participating in Part C who report that early intervention services have helped the family know their	98.97%	94.00%	98.78%

	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
rights			
B. Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs	98.27%	89.50%	98.79%
C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn	98.96%	89.50%	99.09%

Was sampling used?   No

Was a collection tool used?   Yes
Is it a new or revised collection tool?   No

The demographics of the families responding are representative of the demographics of infants, toddlers, and families enrolled in the Part C program.
Yes

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.

In FFY2017, a total of 917 surveys were distributed to Part C families; 331 were returned for a response rate of 36.1%, a 5% increase in return over FFY2016 and an 8.3% increase since FFY2013.

The validity and reliability of the survey is ensured by having a carefully crafted survey that is understandable, measures the indicator, and is based on a representative group of parents.

The representativeness of the surveys was assessed by examining the demographic characteristics of the children by the parents who responded to the survey to the demographic characteristics of children in South Dakota's Part C system. Of parents who returned a survey, 13.6% indicated that their children are Native American and 16.4% of Part C children are Native American; 74% of the parents who returned a survey indicated that their children are white and 70.3% of Part C children are white. This comparison indicates that the results are representative of Part C children as there is not significant difference in the reporting data (Figure 1).

South Dakota Birth to Three is working with regional programs to develop strategies to increase the percentage of Native American family surveys returned.

Figure 1
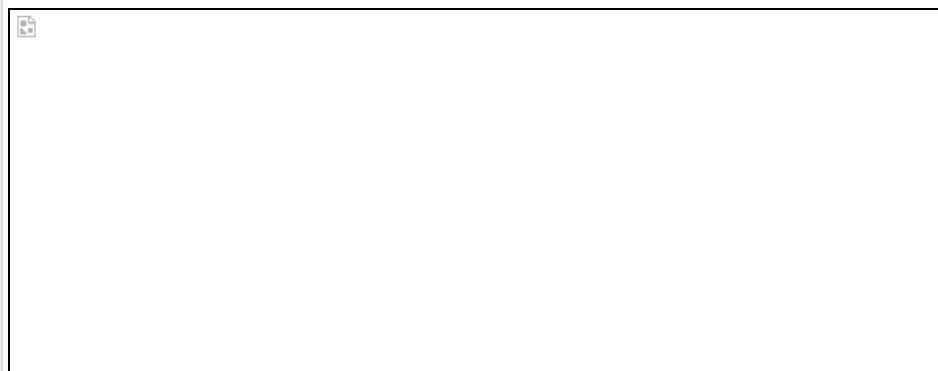
No significant differences were found among different groups of family member respondents. Results indicate that families are very positive about the extent to which the early intervention system helped them know their rights, communicate their child's needs and help their child develop and learn (Figure 2).

Figure 2

Actions required in FFY 2016 response

Monitoring Priority: Effective General Supervision Part C / Child Find

Results indicator: Percent of infants and toddlers birth to 1 with IFSPs compared to national data.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			0.93%	0.95%	0.97%	0.89%	0.90%	0.91%	0.91%	0.82%	0.82%
Data		0.82%	1.21%	1.15%	0.87%	0.88%	1.21%	1.25%	1.36%	1.64%	1.67%

FFY	2015	2016
Target ≥	0.82%	0.82%
Data	1.26%	1.63%

Key: ☐ Gray – Data Prior to Baseline   ☐ Yellow – Baseline   Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥	0.85%	0.86%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

☐ Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups	7/11/2018	Number of infants and toddlers birth to 1 with IFSPs	216	null
U.S. Census Annual State Resident Population Estimates April 1, 2010 to July 1, 2017	6/12/2018	Population of infants and toddlers birth to 1	12,257	null

FFY 2017 SPP/APR Data

Number of infants and toddlers birth to 1 with IFSPs	Population of infants and toddlers birth to 1	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
216	12,257	1.63%	0.85%	1.76%

Compare your results to the national data

In FFY2017, South Dakota served 1.76% of the state population of infants and toddlers birth to one, compared to the national average of 1.25%

According to IDEA 2017 data of children under the age of one receiving services by eligibility, South Dakota ranks 7th out of the 19 states in Category B Eligibility criteria. South Dakota ranks 1st out of the 11 states with Education Lead Agency.

Actions required in FFY 2016 response

Monitoring Priority: Effective General Supervision Part C / Child Find

Results indicator: Percent of infants and toddlers birth to 3 with IFSPs compared to national data.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2009

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			2.86%	2.87%	2.88%	2.84%	2.85%	2.86%	2.86%	2.81%	2.81%
Data		2.91%	2.97%	3.27%	3.14%	2.81%	3.10%	3.10%	3.05%	3.21%	3.43%

FFY	2015	2016
Target ≥	2.81%	2.81%
Data	3.17%	3.25%

Key: ◻ Gray – Data Prior to Baseline   ◻ Yellow – Baseline   Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥	2.82%	2.83%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

☐ Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups	7/11/2018	Number of infants and toddlers birth to 3 with IFSPs	1,216	
U.S. Census Annual State Resident Population Estimates April 1, 2010 to July 1, 2017	6/12/2018	Population of infants and toddlers birth to 3	37,013	

FFY 2017 SPP/APR Data

Number of infants and toddlers birth to 3 with IFSPs	Population of infants and toddlers birth to 3	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
1,216	37,013	3.25%	2.82%	3.29%

Compare your results to the national data

In FFY2017, South Dakota served 3.29% of the state population of infants and toddlers birth to three, compared to the national average of 3.26%

According to IDEA 2017 data of children under the age of three receiving services by eligibility, South Dakota ranks 10th out of the 19 states in Category B Eligibility criteria. South Dakota ranks 2nd out of the 11 states with Education Lead Agency.

Actions required in FFY 2016 response

Monitoring Priority: Effective General Supervision Part C / Child Find

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

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		97.30%	100%	100%	100%	100%	100%	100%	100%	99.44%	100%

FFY	2015	2016
Target	100%	100%
Data	100%	100%

Key: ☐ Gray – Data Prior to Baseline ☐ Yellow – Baseline

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline	Number of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
237	276	100%	100%	100%

Number of documented delays attributable to exceptional family circumstances *This number will be added to the "Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline" field above to calculate the numerator for this indicator.*	39

What is the source of the data provided for this indicator?
○ **State monitoring**
◉ **State database**

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

The State selected the second quarter of FFY2017 (October 1, 2017 through December 31, 2017).

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

For Indicator C7, one quarter of the fiscal year was used to determine compliance with the indicator. The State selected the second quarter of FFY2017 (October 1, 2017 through December 31, 2017). This data set is considered representative of the full reporting year because the same variables are in place for this quarter of the fiscal year as in all quarters. The South Dakota Birth to Three program is confident that the chosen reporting period accurately reflects data for infants and toddlers with IFSPs for FFY2017.

Actions required in FFY 2016 response

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Monitoring Priority: Effective General Supervision Part C / Effective Transition

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

A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
B. Notified (consistent with any opt-out policy adopted by the State) the State educational agency (SEA) and the local educational agency (LEA) where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and
C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

FFY	2015	2016
Target	100%	100%
Data	100%	100%

Key: ☐ Gray – Data Prior to Baseline   ☐ Yellow – Baseline

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

Data include only those toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday.

◉ Yes
◯ No

Number of children exiting Part C who have an IFSP with transition steps and services	Number of toddlers with disabilities exiting Part C	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
162	169	100%	100%	100%

Number of documented delays attributable to exceptional family circumstances *This number will be added to the "Number of children exiting Part C who have an IFSP with transition steps and services" field to calculate the numerator for this indicator.*	7

What is the source of the data provided for this indicator?

◯ State monitoring
◉ State database

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

For Indicator C8A, one quarter of the fiscal year was used to determine compliance with this indicator. The state selected the 2nd quarter of FFY2017 (Oct. 1, 2017 to Dec. 31, 2017).

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

For Indicator C8A, one quarter of the fiscal year was used to determine compliance with the indicator. The State selected the second quarter of FFY2017 (October 1, 2017 through December 31, 2017). This data set is considered representative of the full reporting year because the same variables are in place for this quarter of the fiscal year as in all quarters. The South Dakota Birth to Three program is confident that the chosen reporting period accurately reflects data for infants and toddlers with IFSPs for FFY2017.

Actions required in FFY 2016 response

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Monitoring Priority: Effective General Supervision Part C / Effective Transition

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

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
- B. Notified (consistent with any opt-out policy adopted by the State) the State educational agency (SEA) and the local educational agency (LEA) where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and
- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

FFY	2015	2016
Target	100%	100%
Data	100%	100%

Key: ⬜ Gray – Data Prior to Baseline 🟨 Yellow – Baseline

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

Data include notification to both the SEA and LEA

◉ Yes
○ No

Number of toddlers with disabilities exiting Part C where notification to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
169	169	100%	100%	100%

Number of parents who opted out *This number will be subtracted from the "Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B" field to calculate the denominator for this indicator.*	null

Describe the method used to collect these data

In South Dakota, all children are potentionally eligible for Part B. One-hundred and ten days prior to child turning three years old the state data system automatically generates an email to notify the Special Education Director of the LEA and the SEA. In addition, service coordinators send the LEA a notification prior to the child turning three years of age.

Do you have a written opt-out policy? No

What is the source of the data provided for this indicator?

○ State monitoring
◉ State database

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

For Indicator C8B, one quarter of the fiscal year was used to determine compliance with this indicator. The state selected the 2nd quarter of FFY2017 (Oct. 1, 2017 to Dec. 31, 2017).

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

For Indicator C8B, one quarter of the fiscal year was used to determine compliance with the indicator. The State selected the second quarter of FFY2017 (October 1, 2017 through December 31, 2017). This data set is considered representative of the full reporting year because the same variables are in place for this quarter of the fiscal year as in all quarters. The South Dakota Birth to Three program is confident that the chosen reporting period accurately reflects data for infants and toddlers with IFSPs for FFY2017.

Actions required in FFY 2016 response

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Monitoring Priority: Effective General Supervision Part C / Effective Transition

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

    A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
    B. Notified (consistent with any opt-out policy adopted by the State) the State educational agency (SEA) and the local educational agency (LEA) where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and
    C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		94.60%	96.50%	100%	100%	100%	100%	100%	100%	99.38%	100%

FFY	2015	2016
Target	100%	100%
Data	100%	100%

Key: [ ] Gray – Data Prior to Baseline   [ ] Yellow – Baseline

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

Data reflect only those toddlers for whom the Lead Agency has conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services

◉ Yes
◯ No

Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties at least nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
162	169	100%	100%	100%

Number of toddlers for whom the parent did not provide approval for the transition conference *This number will be subtracted from the "Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B" field to calculate the denominator for this indicator.*	0
Number of documented delays attributable to exceptional family circumstances *This number will be added to the "Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties at least nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B" field to calculate the numerator for this indicator.*	7

What is the source of the data provided for this indicator?

◯ State monitoring
◉ State database

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

For Indicator C8C, one quarter of the fiscal year was used to determine compliance with this indicator. The state selected the 2nd quarter of FFY2017 (Oct. 1, 2017 to Dec. 31, 2017).

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

For Indicator C8C, one quarter of the fiscal year was used to determine compliance with the indicator. The State selected the second quarter of FFY2017 (October 1, 2017 through December 31, 2017). This data set is considered representative of the full reporting year because the same variables are in place for this quarter of the fiscal year as in all quarters. The South Dakota Birth to Three program is confident that the chosen reporting period accurately reflects data for infants and toddlers with IFSPs for FFY2017.

Actions required in FFY 2016 response

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Monitoring Priority: Effective General Supervision Part C / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures under section 615 of the IDEA are adopted).

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data:

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥											
Data											

FFY	2015	2016
Target ≥		
Data		

Key: ▢ Gray – Data Prior to Baseline　▢ Yellow – Baseline　Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥		

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

▢ Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2017-18 EMAPS IDEA Part C Dispute Resolution Survey; Section C: Due Process Complaints	11/8/2018	3.1(a) Number resolution sessions resolved through settlement agreements	n	null
SY 2017-18 EMAPS IDEA Part C Dispute Resolution Survey; Section C: Due Process Complaints	11/8/2018	3.1 Number of resolution sessions	n	null

FFY 2017 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
0	0			

Actions required in FFY 2016 response

none

Monitoring Priority: Effective General Supervision Part C / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥											
Data											

FFY	2015	2016
Target ≥		
Data		

Key: ▨ Gray – Data Prior to Baseline   ▨ Yellow – Baseline   Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥		

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

☐ Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2017-18 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	2.1.a.i Mediations agreements related to due process complaints	n	null
SY 2017-18 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	2.1.b.i Mediations agreements not related to due process complaints	n	null
SY 2017-18 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	2.1 Mediations held	n	null

FFY 2017 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
0	0	0			

Actions required in FFY 2016 response

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Reported Data

Baseline Data: 2013

FFY	2013	2014	2015	2016	2017
Target		58.82%	58.82%	58.82%	58.82%
Data	58.82%	54.97%	50.00%	73.43%	75.95%

Key: Gray – Data Prior to Baseline   Yellow – Baseline
Blue – Data Update

FFY 2018 Target

FFY	2018
Target	60.00%

Key:

Description of Measure

The measure used in the collection of data for this indicator is the COSF (Child Outcome Summary Form). Entry data is collected on all children and exit data is collected upon exiting the program, if the child has been in South Dakota birth to Three for 6 months or longer. Data under Summary Statement 1, in the Knowledge and Skills outcome area (those children making substantial progress towards functioning as same age peers), will be used to measure progress.

The baseline was established from the FFY2013, and targets were set with an increase evident by FFY2018. State Interagency Coordinating Council (ICC) members, several who also are members of the State Systemic Improvement Plan Stakeholder group, discussed at length the targets for Indicator C3b, Summary Statement 1. State ICC members discussed and considered facts specific to South Dakota including but not limited to critical shortage of providers, population sparsity in rural geographic locations leading to limited resources, Birth t three program growth and financial implication (see SPP/APR Indicator C3 Stakeholder Input). Given these facts, State ICC members proceeded with a rich conversation and unanimously recommended a conservative approach to the targets. This approach allows the state Birth to Three team to put in place statewide evidence-based practices that will impact knowledge and skills outcomes.

The state Birth to Three team regularly provides State ICC members with data reports. Through this manner State ICC members will evaluate over time if there is evidence to support increasing the targets prior to FY2018.

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

☐ Enter additional information about stakeholder involvement

Overview

South Dakota Part C Birth to Three program obtained broad Stakeholder input when setting targets for Indicator C3. This includes the following:

SICC Involvement

Since January 2014, the State Interagency Coordinating Council (ICC) has been heavily involved in the ongoing efforts of familiarizing themselves with the SPP/APR process and the planning and writing the new 5-year Birth to Three SPP/APR plan. This has been done through regularly scheduled State ICC meetings as well as other communications. The culmination of the State ICC work took place in November and December of 2014 and January 2015 when the group met several times to specifically work on setting the SPP/APR targets. During these meetings, State ICC members reviewed and analyzed state and regional data with special consideration of data quality, trends, national data and other state data sources. State ICC members discussed and considered facts specific to South Dakota including but not limited to critical shortage of providers, population sparsity in rural geographic locations leading to limited resources, Birth to Three program growth and financial implications.

State ICC members represent a wide variety of programs and agencies such as Early Head Start, early intervention providers and service coordinators, parents, South Dakota Parent Connection (PTI), South Dakota Division of Insurance, South Department of Health, South Dakota State University program preparation, South Dakota Medical Service/Medicaid, South Dakota Office of Coordination of Homeless Children, South Dakota Foster Care/Child Protection Services/Auxiliary Placement, Part B, Part B 619, Tribal Head Start, South

Dakota State Legislator, South Dakota Office of Child Care, school district special education, private health care organizations, South Dakota Head Start Collaboration Office and Part C program staff. The diversity of membership results in valuable discussion of resources, challenges, initiatives and recommendations.

The State ICC provided the state team with recommended targets for FFY2013-FFY2018 for results Indicators C2, C3, C4, C5 and C6.

State ICC meetings, dates and times are posted on the South Dakota Boards and Commissions website. This westie contains all Governor appointed committee information. A link to this site is available on the Birth to Three page on the South Dakota Department of Education website. All ICC meetings are open to the public.

A final copy of the SPP/APR is provided to the Secretary of Education who is a member of the Governor's cabinet.

State SSIP Stakeholder Involvement

The SPP/APR was developed by the Part C Birth to Three state staff with input from Stakeholders and assistance from the Early Childhood Technical Assistance Center (ECTA), the Center for IDEA Early Childhood Data Systems (DaSy), the National Center for Systemic Improvement (NCSI), and a private consultant.

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., EIS program and/or EIS provider, geographic region, race/ethnicity, socioeconomic status, gender, etc.) As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in EIS programs and/or EIS providers to implement, scale up, and sustain the use of evidence-based practices to improve results for infants and toddlers with disabilities and their families. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and other early learning initiatives, such as Race to the Top-Early Learning Challenge and the Home Visiting program and describe the extent that these new initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and Their Families

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families must be clearly based on the Data and State Infrastructure Analyses and must be a child- or family-level outcome in contrast to a process outcome. The State may select a single result (e.g., increase the rate of growth in infants and toddlers demonstrating positive social-emotional skills) or a cluster of related results (e.g., increase the percentage reported under child outcome B under Indicator 3 of the SPP/APR (knowledge and skills) and increase the percentage trend reported for families under Indicator 4 (helping their child develop and learn)).

Statement

he 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 in each of the years FFY 2014-2018.

Description

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support EIS program and/or EIS provider implementation of evidence-based practices to improve the State-identified result(s) for infants and toddlers with disabilities and their families. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build EIS program and/or EIS provider capacity to achieve the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in EIS programs and/or EIS providers, and achieve improvement in the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

Submitted Theory of Action: No Theory of Action Submitted

☐ **Provide a description of the provided graphic illustration (optional)**

Infrastructure Development

(a) Specify improvements that will be made to the State infrastructure to better support EIS programs and providers to implement and scale up EBPs to improve results for infants and toddlers with disabilities and their families.
(b) Identify the steps the State will take to further align and leverage current improvement plans and other early learning initiatives and programs in the State, including Race to the Top-Early Learning Challenge, Home Visiting Program, Early Head Start and others which impact infants and toddlers with disabilities and their families.
(c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.
(d) Specify how the State will involve multiple offices within the State Lead Agency, as well as other State agencies and stakeholders in the improvement of its infrastructure.

See Attached

Support for EIS programs and providers Implementation of Evidence-Based Practices

(a) Specify how the State will support EIS providers in implementing the evidence-based practices that will result in changes in Lead Agency, EIS program, and EIS provider practices to achieve the SIMR(s) for infants and toddlers with disabilities and their families.
(b) Identify steps and specific activities needed to implement the coherent improvement strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.
(c) Specify how the State will involve multiple offices within the Lead Agency (and other State agencies such as the SEA) to support EIS providers in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

See Attached

Evaluation

(a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in SIMR(s) for infants and toddlers with disabilities and their families.
(b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.
(c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).
(d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation; assess the State's progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.

See Attached

Technical Assistance and Support

Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; Support for EIS programs and providers implementation of EBP; Evaluation; and Stakeholder involvement in Phase II.

See Attached

Phase III submissions should include:

• Data-based justifications for any changes in implementation activities.
• Data to support that the State is on the right path, if no adjustments are being proposed.
• Descriptions of how stakeholders have been involved, including in decision-making.

A. Summary of Phase 3

1. Theory of action or logic model for the SSIP, including the SiMR.

2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies.
3. The specific evidence-based practices that have been implemented to date.
4. Brief overview of the year's evaluation activities, measures, and outcomes.
5. Highlights of changes to implementation and improvement strategies.

See attached PDF.

B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress: (a) Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed and (b) Intended outputs that have been accomplished as a result of the implementation activities.
2. Stakeholder involvement in SSIP implementation: (a) How stakeholders have been informed of the ongoing implementation of the SSIP and (b) How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP.

See attached PDF.

C. Data on Implementation and Outcomes

1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan: (a) How evaluation measures align with the theory of action, (b) Data sources for each key measure, (c) Description of baseline data for key measures, (d) Data collection procedures and associated timelines, (e) [If applicable] Sampling procedures, (f) [If appropriate] Planned data comparisons, and (g) How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements
2. How the State has demonstrated progress and made modifications to the SSIP as necessary: (a) How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR, (b) Evidence of change to baseline data for key measures, (c) How data support changes that have been made to implementation and improvement strategies, (d) How data are informing next steps in the SSIP implementation, and (e) How data support planned modifications to intended outcomes (including the SIMR)—rationale or justification for the changes or how data support that the SSIP is on the right path
3. Stakeholder involvement in the SSIP evaluation: (a) How stakeholders have been informed of the ongoing evaluation of the SSIP and (b) How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

See attached PDF.

D. Data Quality Issues: Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR

1. Concern or limitations related to the quality or quantity of the data used to report progress or results
2. Implications for assessing progress or results
3. Plans for improving data quality

See attached PDF.

E. Progress Toward Achieving Intended Improvements

1. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up
2. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects
3. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR
4. Measurable improvements in the SIMR in relation to targets

See attached PDF.

F. Plans for Next Year

1. Additional activities to be implemented next year, with timeline
2. Planned evaluation activities including data collection, measures, and expected outcomes
3. Anticipated barriers and steps to address those barriers
4. The State describes any needs for additional support and/or technical assistance

See attached PDF.

I certify that I am the Director of the State's Lead Agency under Part C of the IDEA, or his or her designee, and that the State's submission of its IDEA Part C State Performance Plan/Annual Performance Report is accurate.

Selected: Designated by the Lead Agency Director to certify

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part C State Performance Plan/Annual Performance Report.

Name: Sarah Carter

Title: Part C Director

Email: sarah.carter@state.sd.us

Phone: 605-773-4478

South Dakota Part C

Birth to Three

Indicator C11

State Systemic Improvement Plan

Phase III Year 3

Submitted: April 1, 2019

TABLE OF CONTENTS

Commonly Used Terms:

Bright Beginnings – South Dakota comprehensive professional development system inclusive of the Getting Ready EBP.

Getting Ready – South Dakota routines-based home visiting EBP adopted from University of Nebraska Lincoln.

Routines Based Interview (RBI) – South Dakota family assessment EBP.

Introduction

The South Dakota Department of Education (DOE) is the designated State Lead Agency for the Birth to Three program. South Dakota, geographically, is the 5th least densely populated state with the majority of its population residing within a few counties. These counties are located along the western and eastern boarders of South Dakota, with approximately 347 miles separating them. Birth to Three provides early intervention services in all 66 counties in South Dakota through agreements with over 400 direct service providers who are independently employed or employed by school districts, local clinics or other health care partners. Service coordination is provided through contracts with seven regional programs.

Phase III Year 3 of the South Dakota Birth to Three State Systemic Improvement Plan (SSIP) process builds on the work of Phase I, Phase II and Phase III Year 1 and Year 2, focusing on continued infrastructure development including data quality improvements and supports for training on the implementation of evidence-based practices by the state early intervention providers to contribute to the successful implementation of the 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 in each of the years FFY 2014-2018.*

South Dakota has embraced the SSIP process and due to the ongoing support and active participation of the SSIP Stakeholders has experienced success in many of the implementation strategies included in the plan. The SSIP Stakeholder group has remained largely the same from Phase I except for the addition of all state ICC members. Throughout Phase I, II and Phase III Year 1, Year 2 and Year 3, additional small and targeted groups of Stakeholders were convened as necessary to address specific activities. These smaller Stakeholder groups provided invaluable insight and direction for the Birth to Three program on specific areas of focus. In Phase III Year 3, with Stakeholder advice, the state continued to focus on implementation of the routines-based home visiting evidence-based practice (EBP), *Getting Ready* with direct service providers and *Routines Based Interview (RBI)* with service coordinators.

Throughout Phase III Year 3 technical assistance was provided by ECTA, DaSy, NCSI national technical assistance (TA) centers and a private consultant as well as calls with South Dakota's OSEP contact. The state leadership team participated in multiple webinars and teleconferences provided by national TA centers. South Dakota Part C state leadership are members of the NCSI Knowledge and Skills Learning Collaborative and NCSI RDA Accountability Learning Collaborative where collaboration with other state Part C programs and content experts are available. Members of the state leadership team also attended national conferences including: NSCI Accountability Collaborative meeting, Sacramento, CA (May 2018); NCSI Cross State Collaborative fall meeting for Knowledge and Skills and Accountability in Scottsdale, AZ (September 2018). Members of the state leadership team attended the DaSy Improving Data, Improving Outcomes (IDIO) in Washington DC (August 2018), and co-presented with NCSI and two other states. South Dakota leadership also attended and co-presented with University of Nebraska Lincoln team at the DEC 34th International Conference in Orlando, FL (October 2018).

Phase III Year 3 Summary

Phase III Year 3 of the SSIP was implemented with the continued active assistance of an extensive Stakeholder group and ongoing technical assistance (TA) from national OSEP funded centers DaSy, ECTA and NCSI. During Phase I and Phase II of the SSIP, South Dakota conducted broad in-depth analysis of South Dakota's early intervention program infrastructure and data that resulted in the selection of the SiMR. To determine the *coherent improvement strategies* that would contribute to the achievement of the SiMR, Birth to Three, with Stakeholder involvement, conducted a root cause analysis to identify contributing factors to the state's current performance on the SiMR and to identify areas to address to improve performance on the identified SiMR. The root cause analysis determined four areas of need including:

- **Data Quality** – Need for increased reliability statewide in the use of the Battelle Developmental Inventory, Second Edition (BDI-2) evaluation tool, and the collection and recording of BDI-2 scores in the database.
- **Accountability** – Need for an enhanced monitoring protocol that evaluates and facilitates improvement in the delivery of evidence-based practices and its effect on child outcomes.
- **Professional Development -** Lack of cohesive system to adequately train all stakeholders (service coordinators, providers, families and community partners) in the understanding and implementation of the early intervention processes and DEC Recommended Practices.
- **Recommended Practices** – Need for statewide change in the service delivery model with an emphasis on engagement of families, caregivers and community partners.

The four areas of need were identified as the Strands of Action in the well-developed and defined *Theory of Action* (see below & Attachment A).
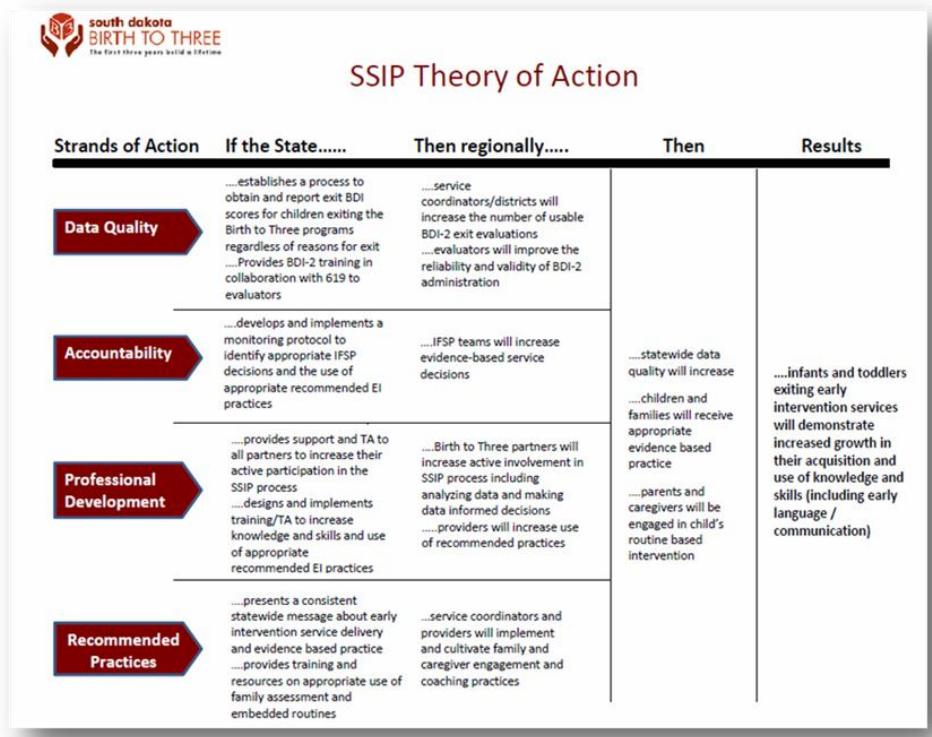
South Dakota Birth to Three did not report improvement in the SiMR for FFY2014 or FFY2015, however, FFY2016 data submitted in SPP/APR Indicator C3B showed significant improvement that is likely to be, in part, the result of an increase in data quality due to completion rate and changes in business rules that better align to the state's eligibility guidelines. FFY2017 saw a 2.5% increase in C3B data. These data suggest the performance of child outcomes are being positively impacted by the multiple implementation efforts in each of the *Theory of Action* strands.

Indicator 3B, Summary Statement 1				
FFY2013 Baseline	FFY2014	FFY2015	FFY2016	FFY2017
58.82%	57.94%	50.00%	73.43%	75.95%

South Dakota has fully embraced the SSIP process and embarked on a large undertaking to redefine early intervention in South Dakota and create a dynamic early intervention program that is sustainable long-term. Stakeholders firmly held to the research indicating that if families are more engaged in their child's early intervention, it leads to improved child outcomes which would improve the SiMR. From the Stakeholder work it was determined that two evidence-based practices (EBP) were needed, one to address the assessment process and one to address intervention.

To ensure success in implementation and sustainability of practices, during Phase I and II of the SSIP process, South Dakota implemented several identified strategies to enhance the infrastructure of the Birth to Three program and build capacity for the large professional development component. Phase III Year 1, South Dakota Birth to Three implemented the first of the two EBP; *Routines Based Interview* (*RBI*) was implemented with service coordinators to address family assessment. Phase III Year 2 continued to build upon the work described in previous SSIP submissions along with the selection and implementation of the second EBP for intervention. This report describes the work in Phase III Year 3 where the state focused on continued implementation of the professional development plan and development and implementation of the fidelity tools and protocol, developed with feedback from a select stakeholder group of direct service providers who participated in the first professional development cohort.

Accompanying this narrative is a series of attachments containing the updated Implementation Plans and Evaluation Tracking documents. Each attachment is directly aligned to the *Theory of Action* and contains updates and progress with specific details on each activity of Phase III Year 3. The Implementation Plans attachments contain updated Activities, Resources, Status, and Projected Timelines and identified Next Steps. Updates to the respective columns are notes with a tag "Phase III Year 3 NEW" or "Phase III Year 3 Update". South Dakota utilizes these plans to track progress and to report to Interagency Coordination Council. For tracking purposes, South Dakota has noted in the Status column of each activity the progress utilizing the following scale:
- **Development** (in process of being developed);
- **Implementation** (new practices put into practice; may include multiple stages);
- **Scaling Up** (wide spread use of practice/activity but not statewide);
- **Full Implementation** (practice/activities are implemented as intended);
- **Pending** (activity delayed; progression dependent on another factor); and

- **Discontinued** (activity is no longer relevant or part of the SSIP process).

The reader will note, as the work progressed, some of the activities associated with various Implementation strategies were changed. These changes, which are discussed in the narrative, were made in response to information gained from Stakeholders or through the evaluation process. Evaluation data has at times, taken South Dakota back to revisit earlier stages and consider implementation drivers and organization supports to the new practices. Additional changes were necessary due to limited resources or capacity limitations within the state office.

ECTA's <u>A Guide to the Implementation Process: Stages, Steps and Activities</u>, describes it best "While the stages, steps and activities suggest a linear sequence of events, in actual implementation there is often a more dynamic flow of the work."

The attachments also include a complete Evaluation Tracking tool adapted from WestEd NCSI Implementation Evaluation Matrix with assistance from NCSI TA. This document provides accessibility for readers to understand and correlate Improvement Plan activities with the Evaluation process. This format connects each SSIP Activity directly to the Evaluation Question and the Outcomes. It also contains the Data Collection Plan, Results and Summary and identified Next Steps. The format affords the state leadership team a consistent means to inform and update Stakeholders of SSIP progress towards the SiMR. The reader will note, Phase III Year 3 data and Phase III Year 2 data are included to show progression of activities in Phase III Year 3.

South Dakota has fully embraced the SSIP process and has made great strides in the activities to meet the Coherent Improvement Strategies. As outlined in our original TOA and in this report, significant activity continues to be focused on implementing EBPs in a deliberate way to ensure statewide implementation and sustainability through data informed scaleup. During Phase III Year 3, South Dakota has seen a significant impact on relationships with parents, parent competence and confidence and children's development learning as noted in the proceeding attachments. As South Dakota moves closer to full statewide implementation, the state will have more comprehensive data that will allow additional analyses of the relationship between EPB and progress towards the SiMR.

Throughout Phase III Year 3 the state leadership team met frequently with Stakeholders. To maximize the valuable insight, expertise, feedback and differing perspectives of the Stakeholders, the state leadership team met with the large ICC group as well as smaller identified work teams. The large Stakeholder group meets quarterly, in conjunction with scheduled ICC meetings. Most meetings were held via webinars; however, on July 10, 2018 an all-day face-to-face meeting took place in Pierre, South Dakota. Small Stakeholder teams worked on individual implementation activities and met as needed for the duration of the specific activity. The frequency of their meetings depended upon the work at hand. Most meetings were conducted virtually. The small Stakeholder group focusing on implementation of the *Getting Ready* EBP met frequently throughout the past year. These meetings were conducted virtually with face-to-face meetings occurring spring and fall 2018 in three locations across the state. These small Stakeholder groups provided invaluable insight and assistance with data analysis of the implementation of the professional development. More information about the Stakeholders and their work is described throughout Phase III Year 3 SSIP.

Phase III Year 3: Data on Implementation and Outcomes, Data Quality Issues, and Progress towards Achieving Intended Improvements

The following sections outline the continued progress South Dakota Birth to Three has made during Phase III Year 3 in implementing the four Implementation Plans developed in Phase II. The reader will also note throughout Phase III Year 3, South Dakota examined the implementation drivers and system components to assure quality and success in scaling up. Feedback loops were used to quickly resolve barriers and identify additional supports needed in the implementation. Progress on the four Implementation Plans is presented fully on the individual Implementation Plans in attached appendices.

Implementation Plan: Data Quality

The following *Coherent Improvement Strategies* related to Data Quality were identified by Stakeholders:

- *South Dakota will establish a process to obtain and report exit BDI-2 scores for children exiting the Birth to Three programs regardless of reasons for exit.*
- *South Dakota will provide BDI-2 training in collaboration with 619 to evaluators.*

South Dakota state leadership continued to focus attention on data quality during Phase III Year 3. FFY2017 SPP/APR completion rate is 63.11%. This is a slight dip and below the OSEP established target of 65%. South Dakota recognized early that maintaining the 65% target would be challenging each year. This is due in part to the large number of children who are in the program less than 6 months. According to federal regulations, child outcomes data on these children are not considered when measuring progress on this indicator. If the completion rate formula considered this factor South Dakota's completion rate would be 80.9%. Overall, however, the state has made significant progress in this area due to the SSIP attention on data quality. The state will continue to work with regional programs to meet the 65% target, including assisting programs in developing sustainable strategies to insure heightened completion rates for next reporting year.

COMPLETION RATE

Target	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017
65.00%	46.50%	60.90%	64.81%	65.97%	63.11%
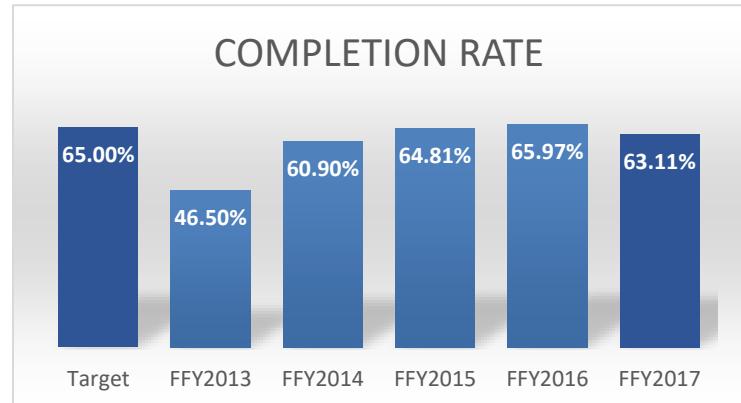
A coherent improvement strategy identified by Stakeholders was collaboration between Part C and Part B 619 to provide training on the evaluation tool, BDI-2. The BDI-2 tool is used by Part C and Part B 619 to measure child progress. Adapting the work of the Florida early intervention program, South Dakota developed an online training tool that was made available October 2018 to school district staff across the state. This training, accessed via a personally identified login, contains approximately 15 contact hours of training on the appropriate use of the BDI evaluation tool. The training tool consists of review models, activities to check knowledge and a final assessment. Being offered as a graduate credit from a South Dakota postsecondary institution, participants must complete the training with an 80% accuracy to receive credit. Participants who

successfully complete the components with an 80% or higher receive a certificate of completion from the South Dakota Department of Education who receives the scores for all participants. At the time of this report 15 evaluators have completed the training and another 40 are scheduled to complete the training this spring. Part B 619 staff will continue to track participant completion rates as these individuals are employed by school districts.

South Dakota notes linkage of child outcome data to K12 data continues to be a priority for Part C. Due to staffing changes within the work team, and fiscal considerations, there is a delay on completing this priority. During Phase III Year 4, South Dakota will once again pursue this in partnership with Part B 619. Upon completion, South Dakota will have high quality IDEA data connecting Birth to Three, to Part B 619, through school age to 1) evaluate the value added of early intervention, and 2) inform decision-making for improving outcomes for infants and toddlers with disabilities and their families.

Data Quality *Implementation Plan* and *Evaluation Tracking* can be found in Attachment B1 and B2.

Implementation Plan: Professional Development and Recommended Practices

The South Dakota Birth to Three Theory of Action, has two additional Stakeholders Identified Action Strands, they are Professional Development and Recommended Practices. The *Coherent Improvement Strategies* for these strands are:

- *(Recommended Practice) South Dakota will present a consistent statewide message about early intervention service delivery and evidence-based practices.*

- *(Recommended Practice): South Dakota will provide training and resources to service coordinators and providers on appropriate use of family assessment and embedded routines engaging families in the early intervention process.*

- *(Professional Development) South Dakota will design and implement training/TA to service coordinators and providers to increase their knowledge and skills and use of appropriate recommended early intervention practices.*

- *(Professional Development) South Dakota will provide support and technical assistance to all partners to increase their active participation in the SSIP process.*

These four *Coherent Improvement Strategies* complement each other, and the flow of activities lead from one Action Strand to another. It became logical during work sessions to align activities and work flow across strands. Therefore, the reader will find that activities from the Professional Development Action Strand and the Recommended Practices Strand have been combined to be more efficient in their implementation and to provide better evaluation opportunities. For purposes of this report, South Dakota will speak to the activities surrounding these *Coherent Improvement Strategies* and the ensuing evaluation collectively.

South Dakota has embarked on a significant initiative to redefine early intervention in South Dakota and create a dynamic early intervention system that is sustainable long-term. Stakeholders firmly held to the research indicating that if families are more engaged in their child's early intervention, it leads to improved child outcomes, thus an improved SiMR. From these deliberations, it was determined that two EBPs were needed, one to address the assessment process and one to address intervention. Stakeholders were also committed to EBPs being implemented statewide to maximize the opportunities for all families to benefit from high quality evidence-based practices by the end of the SSIP process.

Assessment EBP: *Routines Based Interview (RBI)*

In Phase II, with Stakeholder feedback, the state selected the evidence-based practice *Routines Based Interview (RBI)*. This EBP met the identified family assessment needs advocated for by Stakeholders. All service coordinators were initially trained in the *RBI* during Phase III Year 1. New service coordinators are trained within the first 30 days of their hire. During Phase III Year 3 the State recognized a need to provide *RBI* refresher training with service coordinators. In June 2018, the state conducted a one-day face-to-face training for all service coordinators. Following the training the state selected a small pilot group of seven service coordinators to participate in the sustained fidelity review process. The fidelity review process consisted of service coordinators submitting a video of an *RBI* being conducting with a Birth to Three family. Two of the seven service coordinators met the established criteria with submission of their first video. The remaining five will continue to receive additional training and coaching prior to submission of additional fidelity review video.

To address the possibility of provider drift in implementing the new practice concept, the state met with a small Stakeholder group of service coordinators. With their input, the state determined as part of the sustained fidelity review process service coordinators needed an in-depth review of the *RBI* principles and practices. This review will be created by the state and made available online using the existing learning platform already in place in the Birth to Three program. It was also determined, using the success of the coaching model in place for direct service providers, a peer-to-peer coaching cohort would be established to assist service coordinators in the process and to review sustained fidelity videos.. Those service coordinators who successfully meet the established *RBI* fidelity criteria would be eligible to serve as a peer coach. The state plans to have the infrastructure in place by Spring 2019 to facilitate this.

During Phase III Year 2 and 3, based on Stakeholder input, the state implemented *RBI* Boot Camps for direct service providers. These camps were implemented so that direct service providers could understand how this family assessment impacts child and family outcomes and should impact the provision of direct services. Learning objectives for the Boot Camp were identified as:

1. Understanding of factors that influence SD Birth to Three priorities and service delivery;
2. Knowledge of information gathered by service coordinators as they engage families in the *Routines Based Interview* process;
3. Ability to contribute to the IFSP process by writing functional outcomes; and
4. Awareness of the EBP professional development training designed for SD Birth to Three direct service providers.

Over the course of 14 months, the state conducted 27 three-hour face-to-face boot camps with approximately 477 individuals attending representing private providers, school district personnel, health care professionals and service coordinators.   Feedback from participants indicated that the information shared was very valuable and the information gleaned from the *Routines Based Interview* would be invaluable to them as they began their work with families.

During Phase III Year 3, the state evaluated the continued practice of the face-to-face *RBI* Boot Camps and determined due to cost and staffing capacity it was not feasible for the state to continue in the same manner. It was decided to move the boot camp content to an online platform. Those providers who were unable to attend a face-to-face Boot Camp are contacted by the state and arrangements are being made for them to complete the online Boot Camp. New providers to the Birth to Three program must complete the online Boot Camp as part of pre-requisite training needed prior to serving Birth to Three children.   The state offers the training periodically throughout the year.

> *"This was a good course for me……..Family engagement is so essential! I plan to focus more on the family priorities and listen to their needs and concerns. "*
>
> *"After watching the RBI interview and reflecting on the priorities the mother thought were important, made me step back from my "teacher" point of view and really listen to what the mother thought was the most important skill for her baby to focus on".*
> *RBI Boot Camp Participants*

Intervention Evidence-Based Practice: *Getting Ready*

During Phase III Year 2, South Dakota selected the University of Nebraska-Lincoln Center for Research on Children, Youth, Families and Schools *Getting Ready* s EBP for home visiting*.* The EBP, *Getting Ready,* is a process of interacting with families that occurs during all exchanges with them (e.g., home visits, conferences, informal interactions etc.). It builds on culturally relevant family and child strengths. It is not a curriculum or a packaged, stand-alone program, but rather an ecologically sound, intentional approach for infusing meaningful parent engagement into all aspects of the natural early childhood environment.

The EBP, *Getting Ready,* has research on the content of the professional development and the delivery of the professional development, with considerations of processes, participant characteristics and relationships. Having both research on the practice but also on how to train professionals in the process to implement the practice, strengthens the ability to replicate statewide for sustainability. The *Getting Ready EBP* strengthens relationships between providers and families and helps providers build parent competencies for interacting with their children—skills necessary for South Dakota direct service providers to cultivate family and caregiver engagement as noted in the *Theory of Action*.

Getting Ready also encompasses ongoing coaching from a peer coach to support providers' use of research-based strategies that promote responsive and effective parent-child interactions. In addition, coaches help providers learn to engage with families in targeted, collaborative problem-solving to set goals and support children's development.

Taking the research from the *Getting Ready* EBP, research and participation in a National TA learning

collaborative and TA offered by OSEP sponsored TA centers, throughout Phase III Year 2, South Dakota developed a comprehensive professional development system for direct service providers referred to as *Bright Beginnings.* This comprehensive professional development is based on the following:

- Enhancing direct services providers' ability to implement individualized and culturally sensitive early intervention home visits that emphasize parent child interactions during typical routines in children's homes and early care settings;
- Supporting direct service providers' ability to promote families' understanding of, and ability to positively support, young children's physical, social, emotional, cognitive, and language development; and
- Promoting direct service providers' awareness of strategies, they can utilize to help families provide language and literacy rich learning experiences for their children.

The content of *Bright Beginnings* is influenced by of the Division of Early Childhood (DEC) recommended practices selected by Stakeholders, UNL *Getting Ready EBP* training protocol, early intervention research (i.e. Rush and Sheldon, Robin McWilliams), guidance from national TA centers, NCSI Learning Collaborative and the South Dakota Early Learning Guidelines to name a few. The structure and delivery of the professional development system was influenced by the evaluation and feedback given by a small group of direct service providers who were early adopters of the EBP and have served as stakeholders for the state.

South Dakota *Bright Beginnings* is a comprehensive professional development (PD) system designed to promote direct service providers' understanding of core knowledge identified within three DEC domains: Families, Instruction and Interaction. Ten DEC recommended practices were identified by Stakeholders as the foundation for the *Bright Beginnings* PD. State leadership expanded those 10 DEC practices to include the Core Knowledge direct service providers would gain in the *Bright Beginnings* training. (See Attachment C).

Families	Core Knowledge
F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity. F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances. F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs. F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities. F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences. F7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.	• Building positive goal-oriented partnerships with families • Perspective taking • Responsiveness to each family's uniqueness & priorities • Principles of adult learning • Developmental parenting • Communication with families • Shared goal setting • Reflective problem solving • Promoting access to community Resources
Instruction	**Core Knowledge**
INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities. INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.	• Child Development • Environmental adaptations • Routines-based early intervention • Facilitating adult-child interactions • Observation and reflection
Interactions	**Core Knowledge**
INT3. Practitioners promote the child's communication development by observing interpreting, responding contingently, and providing natural consequences for the child's verbal and nonverbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests. INT4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.	• Child engagement • Developmentally appropriate, play-based learning • Early literacy development • Cognitive development • Observation and reflection

Bright Beginnings professional development contains both online and face-to-face learning. The online components build awareness and increase knowledge of the importance of early intervention and how direct service providers can enhance their ability to implement routines-based home visits by utilizing evidence-based strategies adopted by the SD Birth to Three program. The face-to-face module brings direct service providers together to hear and then view a demonstration of the *Getting Ready* EBP.

A critical component of the *Bright Beginnings* professional development and a principal of the *Getting Ready* EBP is the coaching component. To ensure capacity-building and sustained performance of South Dakota Birth to Three evidence-based practices, coaching needed to be a significant presence within the comprehensive plan. The final component of the *Bright Beginnings* professional development is the peer coaching component. During this time direct service providers interact with peer coaches who have met the initial fidelity criteria in the *Getting Ready* EPB. These peer coaches will provide support in providers ability to promote families' understanding of, and ability to positively support, young children's physical, social, emotional, cognitive and language development using the *Getting Ready* EBP. Upon successful completion of the *Bright Beginnings* professional development direct service providers are assessed through the initial fidelity review process using the *Getting Ready* EBP checklist.

South Dakota introduced the *Bright Beginnings* training during Phase III Year 2 with a pilot cohort, who were selected from an application process. The pilot group completed their training in July 2018 and provided the state with invaluable data to assist the state in evaluating the PD and Implementation Plan for statewide implementation. Throughout the pilot year, the state installed feedback loops in the forms of surveys. The data gathered from these feedback loops provided information about the experiences of the pilot participants, including identifying gaps in training, challenges, barriers, and potential solutions.

Using feedback from pilot members data driven recommendations were made to the initial PD plan. One of the changes made was to the original 45 contact hours and 10-month training period. This length of time only allowed for one training cohort per fiscal year and was a considerable time commitment for providers. With assistance from the Early Adopters stakeholder group, data from the pilot cohort and University of Nebraska Lincoln *Getting Ready* researchers, the state made changes to the professional development content which reduced the contact hours to 30 and the total training time to six months (see Attachment D).   The state revised the training plan, and now is implementing two *Bright Beginnings* professional development training cohorts per fiscal year.

During Phase III Year 3, along with the pilot cohort, a second cohort has completed the *Bright Beginnings* professional development and a third cohort has begun. Member selection to each of the professional

development cohorts is completed through an application process. Direct service providers must submit an online application providing demographic information along with information such as reason for applying and desired learning outcomes. Using this process, the state can carefully consider the statewide program needs with each cohort. Items the state considers when selecting cohort members include geographic location of the provider, provider discipline, provider employment (i.e. school district personnel, private or health care provider, etc). As the state moves towards full state-wide implementation of the EBP, an important factor considered is the number of children the applicant serves or has the capacity to serve.

At the time of this writing, 41 direct service providers, representing school district personnel, independent providers and health care providers, have completed the *Bright Beginnings* professional development and met the initial fidelity criteria. In January 2019 a third *Bright Beginnings* cohort began consisting of 26 more direct service providers. Providers who complete the *Bright Beginnings* PD and have meet the initial fidelity criteria in implementing the EBP receive a "Certificate of Recognition" from the South Dakota Department of Education. This certificate indicates they are "Recognized" as proficient in the *Getting Ready* EBP having met the established criteria.

The two preceding maps represent the location of providers who have received a Certificate of Recognition and those who are currently participating in the *Bright Beginnings* professional development. The reader will note the location of providers resembles the greatest location of children served along the eastern and western boundaries.

Phase III Year 2 Bright Beginnings Providers
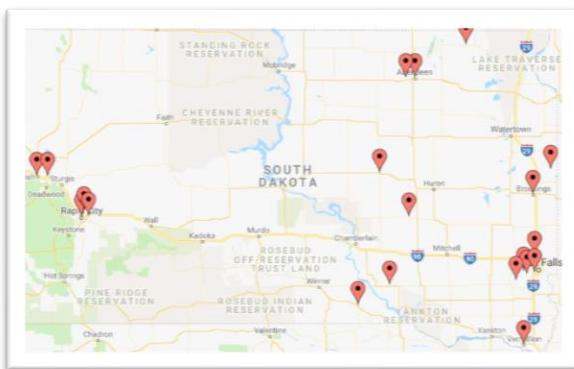
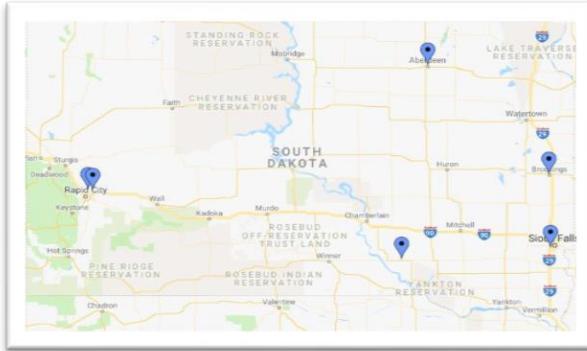*Phase III Year 3 Bright Beginnings Providers*
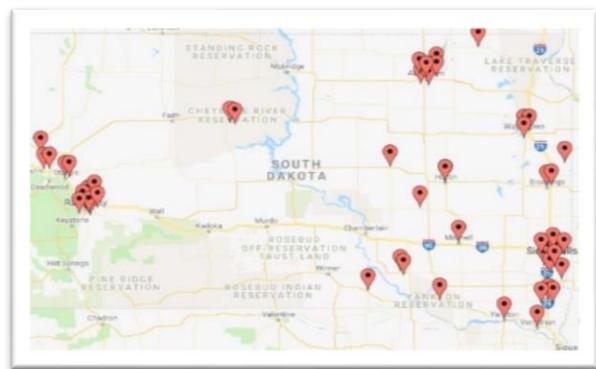
As mentioned previously, a vital component of the *Bright Beginnings* professional development is peer-to-peer coaching. The coaching pool for the state is built from those providers who have received the state Certificate of Recognition and who have successfully completed a coaching seminar. Peer coaches are assigned two to three providers who they will work with through the reliability review process. Matching of coaches to trainees includes multiple steps. Through feedback from pilot participants it was learned that coaches and trainees do not have to be from the same discipline. In fact, pilot members informed the state they appreciated having another discipline present as they gained greater knowledge beyond their specific area of expertise. The coaching component is done virtually through a secure online learning platform. Coaches review trainees practice videos and provide feedback and support through regularly scheduled coaching sessions. Review of the fidelity video is done by the peer coach using the *Bright Beginnings* established criteria

checklist.

With each new *Bright Beginnings* cohort, the state must ensure coaching capacity. The state has incurred securing coaches for cohorts can be challenging due to providers work schedules, case load and personal responsibilities. Thus, during the application selection process for each *Bright Beginnings* cohort another decision factor is the participants availability and willingness to serve as a potential peer coach.

Phase III Year 2 Bright Beginnings Coaches

Phase III Year 3 Bright Beginnings Coaches
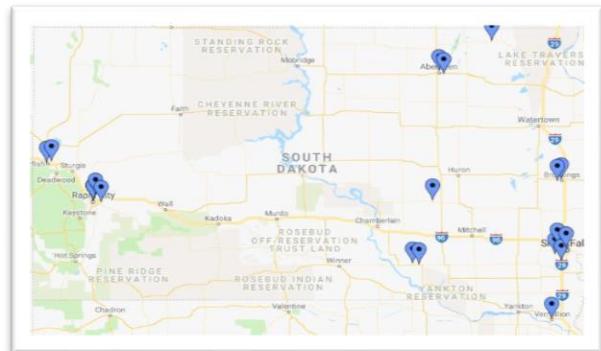
South Dakota realized early in Phase III Year 3 the only state professional development staff member was quickly reaching capacity and would need additional assistance in meeting the responsibilities of being the *Bright Beginnings* instructor, providing peer coaching and overseeing the other peer coaches. To increase capacity for meeting initial training needs and ensuring sustainability, the state added to the *Bright Beginnings* instructor pool. These additional instructors were providers who were part of the original group that had been trained in the EBP and have been practicing the model for over a year.

The state also evaluated the peer coaching system and determined implementing a "Master Coach" level would lead to sustainability of ensuring fidelity of the EBP and begin the development of professional learning communities. The state reached out to a critical stakeholder group referred to as our Early Adopters. This group of direct service providers have been heavily invested in the SSIP process and were the first to be trained in the *Getting Ready* EBP. Their input helped build the *Bright Beginnings* professional development and they also served as peer coaches for the pilot group. During Phase III Year 3, five of these individuals became "Master Coaches" and provide support to the first level of peer coaches and provide a second level of quality assurance in the initial

fidelity review process. See accompanying chart for the coaching structure for each *Bright Beginnings* training cohort.
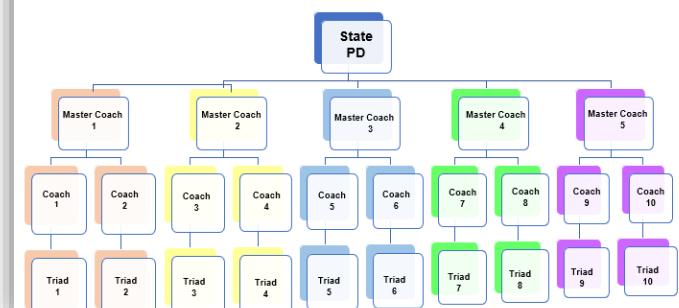
The reader will note the state has made significant progress in training direct service providers in the EBP and

ensuring fidelity of practice and continues to gather quantitative and qualitative data to support these efforts. Feedback loops were created to ensure there is circular communication between the *Bright Beginnings* participants and the state leadership team. Surveys are conducted strategically throughout the professional development process to provide timely insight into the providers' perspective of the EBP and its influence on family engagement and child outcomes. Three illustrative questions from these surveys and a sample of representative responses to each question are provided below.

As family engagement was the main focus Stakeholders identified early in Phase I of the SSIP, the state asked *Bright Beginnings* participants what they had observed regarding parent / child interactions when using the EBP.

Q5 During the short time that you have practiced using the EBP, what have you observed with regard to parent / child interactions?
I think the parents are becoming much more engaged in their child's care. There has been better follow through with the activities recommended.
At the beginning, I found that I was interacting more with the child. It felt awkward at first asking parents to take my spot but now the parent I have starts out on the floor right away and seems more hands on with the activities.
I have noticed that the parents are more 'in tune' to what their children can do (strengths) as well as what their children may have more difficulty with.
I have noticed more involvement from the caregiver and have seen her expand how she thinks about play. She has come a long way from the beginning as I find myself having to help less and less.

Another component is the relationship between providers and parents. South Dakota Birth to Three providers have always had strong relationships with the families they serve. However, the state wanted to know how implementation of the EBP impacted those critical provider – parent relationships. The below question asks for provider insight into how the EBP has helped them in their relationships with parents.
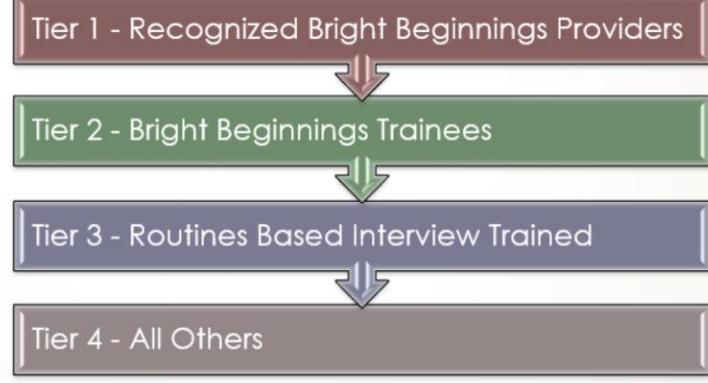
Q6 How has using this model influenced your partnerships with parents?
Helped me be mindful of letting/encouraging parents to take the lead.
I think they feel more a part of the process rather than expecting me to take over.
The model gives parents the confidence and opportunities they are looking for to interact with their children, and it gives me the opportunity to partner with them on things they can do, encourage and build upon the ideas they have, and exchange information with them about what works and what doesn't and why things we try with their children to engage them may or may not work. When parents are more engaged and invested in their children's journey, both the children and the parents flourish
I think the parents see me as a 'co-teacher' WITH them, rather than the main teacher of various skills.
It has made me much more cognizant of trying to enable the parent child interaction. I feel like parents have become more conscious of changes with their child's development also.
Before this model, I was introducing activities, guiding the sessions, etc. Now, there is joint decision making and I do feel there is more of a partnership with the parents. I think this model shows the parents that we value them as their child's first teacher and primary teacher and we are there to assist when and if needed. I am still learning to sit back and wait to jump in with suggestions, but once I master this, the partnership will be even stronger.

Bright Beginnings participants were also asked if the EBP has the potential to improve child outcomes.

Q7. Based on your experience thus far, do you believe that using the EBP has the potential to improve child outcomes?
Yes, overall because it requires parent involvement, however the therapist continues to need to be aware of how the parent/caregiver best learns, as it does need some adaption depending on their learning style.
yes. I have seen parents become more engaged with the back and forth of the activity and become more confident with interventions such as signs for communication, massage for sensory and using gestures to encourage turn taking.
Getting the whole family involved and working with dads has been eye opening. Most are very willing to participate.
Yes. Parents on my visits are now prepared with what they want to work on and are engaged in the process.
Potentially.

Positive feedback on the impact on children and families when implementing this EBP along with informal feedback from families themselves encouraged the state to enhance efforts to ensure more families can participate in the EBP while practices are being scaled up statewide. Towards the end of Phase III Year 3, a tiered provider system was implemented giving priority to providers who are trained in the *Getting Ready* EBP when assigning to families. When the IFSP services are determined, service coordinators will first look for providers who have received a *Bright Beginnings* Certificate of Recognition and then look for providers who are currently in a *Bright Beginnings* training cohort. Using this system, the state believes the number of children receiving services using the EBP will increase and providers will be encouraged to participate in the professional development initiative.   The state has developed a tracking system to assist service coordinators with identifying providers and their respective tiers. As providers successfully complete the trainings they are moved to the higher tier. Over the coming year the state will seek assistance from OSEP TA centers in the evaluation of results data in relation to tiered providers.

Assignment of Service Providers

Tier 1 - Recognized Bright Beginnings Providers
Tier 2 - Bright Beginnings Trainees
Tier 3 - Routines Based Interview Trained
Tier 4 - All Others

South Dakota remains fully invested in implementation of the *Getting Ready* EBP and continues to push towards statewide implementation, however, there are barriers that will influence the speed with which statewide implementation can be obtained. One barrier the state has actively tried to address is the funding that is needed to support each training cohort. A collaboration effort between Black Hills Special Services Educational Cooperative and the Birth to Three program during Phase III Year 3 led to a grant award from the

South Dakota Developmental Disabilities Council. Funds from this grant will support two additional *Bright Beginnings* cohorts. These cohorts are designated for direct service providers who are employed by school districts and/or educational cooperatives across the state. The state will continue to seek partnerships such as these to assist in reaching statewide implementation within the timeframes.

Professional Development and Recommended Practices *Implementation Plan* and *Evaluation Tracking* can be found in Attachment E1 and E2.

Implementation Plan: Accountability

South Dakota Stakeholders identified the following Coherent Improvement Strategy in the Accountability Action Strand:

- *South Dakota will develop and implement a monitoring protocol to identify appropriate IFSP decisions and the use of appropriate recommended EI practices.*

With an established and effective system for statewide monitoring of compliance, Stakeholders during Phase I identified a need to add to the monitoring protocol a process to ensure that evidence-based practices are being provided as intended. Stakeholders identified a need to determine 1) if children and families received EBP as intended, and 2) if families were engaged in the EBPs. Measurement of these two became evident as the EBPs have been implemented. Each of the EBPs is based on family engagement and contains fidelity criteria to measure family engagement. Robin McWilliams's, *RBI* Implementation Checklist, is being used to determine initial and sustained fidelity of service coordinators in implementing the *RBI* with families. UNL *Getting Ready* Checklist is used to determine direct service providers' reliability in implementing the *Getting Ready EBP.*

South Dakota recognized a need to develop a tool that encompasses both EBPs and links *RBI* and *Getting Ready* to functional child and family outcomes. The state is actively involved in NCSI RBA Learning Collaborative and is working closely with this group of states and national TA to develop this tool. South Dakota recognizes this action strand has taken more time to develop, however, the Accountability Strand activities and timelines are reliant on the implementation of the EBPs.

The reader will note within Attachments F1 and F2 updated timelines, additional resources and next steps have all been clearly identified in the *Implementation Plan* and *Evaluation Tracking* for the Accountability strand.

Plans for Next Year

Phase III Year 4 will be a significant year for South Dakota Birth to Three with continued implementation of the EBP as we begin to close the research-to-practice gap. South Dakota Part C understands like all stages, this is a critical stage as we embark on providing initial training for providers while defining monitoring activities to check for sustained fidelity of providers who were trained earlier. The state must also identify and develop professional development and technical assistance for providers who may experience provider drift.

As more providers are trained in the *Getting Ready* EBP the state will collect family data and child outcome data in association with the EBP to measure for effectiveness and ensure desired outcomes are being achieved. Reports from the data collection will ensure there is continued review of practices in the process and lead to discussion about any needed changes or improvements. The state will need to review and update, if needed, policies and procedures to address how the EBPs are embedded into our state procedures to ensure practices stay in place if any provider resistance and/or changes in leadership.

> What we focus on is what improves. We always focus on the main thing….Infants and Toddlers and their Families.

During Phase III Year 4, the state is excited to approach two additional areas that will support child and family outcomes. Information gleaned through provider feedback loops identified the need to address family engagement for those children who receive their early intervention in child care settings. The state will be working with University of Nebraska Lincoln and OSEP funded technical assistance centers on how to address this. The state is also excited to be a key partner in the statewide Family Engagement grant. Funding from this grant will go to support specific early language and literacy training for home visitors using the *Getting Ready* EBP. Work on this is in the very initial stages and will be reported on in Phase III Year 4.

Many critical activities will influence the future of South Dakota Birth to Three SSIP implementation over the next year. The timelines have been and continue to be rigorous as we push towards statewide implementation. Barriers that will impede the rate with which EBP will be implemented statewide include funding, staff capacity and early interventionists' willingness to embrace change. South Dakota will continue to utilize the OSEP funded technical assistance centers on an intensive and continuous basis. The knowledge and expertise available from these centers were all-encompassing and readily available. Being a minimally funded state, South Dakota could not have begun to access this broad knowledge base independently. We are very appreciative of the assistance and guidance provided to the state leadership team and the Stakeholder group. Working with multiple centers, South Dakota experienced a collaborative working relationship from one center to the other. The technical assistance centers that assisted in some manner with the SSIP work include: ECTA, DaSy, and NCSI.

South Dakota recognizes there continues to be work to do in the accountability portion of the SSIP and as results data becomes more available state leadership will continue accessing technical assistance from OSEP funded centers as needed throughout the SSIP process to assist with refining evaluation and interpreting data.

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

SSIP Theory of Action

Strands of Action	If the State……	Then regionally…..	Then	Results
Data Quality	….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		
Accountability	….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 ….parents and caregivers will be engaged in child's routine based intervention	**….infants and toddlers exiting early intervention services will demonstrate increased growth in their acquisition and use of knowledge and skills (including early language / communication)**
Professional Development	….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		
Recommended Practices	….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		

Coherent Improvement Strategy: South Dakota will establish a process to obtain and report exit BDI-2 scores for children exiting the Birth to Three programs regardless of reasons for exit.

Coherent Improvement Strategy: South Dakota will provide BDI-2 training in collaboration with 619 to evaluators.

Activities to Meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
Develop and implement steps to increase completion rates.	Work with national contractor to develop database for analyzing child outcomes data.	Funding OTISEd BDI-2 Publisher SD DOE LDS Work Group	**Full Implementation**	Fall 2013	
	Restructure of state lead agency to create a position dedicated to data analysis and quality.	Infrastructure analysis DOE Leadership Part C Leadership Team National TA	**Full Implementation**	Summer 2015	
	Annually disaggregate and analyze data to identify and report additional scores that could be included on the completer list Modify data query as necessary to ensure data quality.	Funding Birth to Three Data System OTISEd BDI-2 Data System	**Full Implementation** Data disaggregated annually.	Fall 2015 Ongoing	• Continue to analyze data to ensure exit BDI-2 assessments are being conducted and recorded.

Activities to Meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Develop and implement process to enter BDI-2 exit progress scores not currently captured.	Birth to Three Data Base BDI Data Base K12 Districts Part B 619 Tribal EC Service Coordinators Training Materials	**Full Implementation**	May 2015 Ongoing	• Continue with process.
	Increase number of assessors able to conduct an exit BDI-2.	Training Materials BDI-2 Protocol BDI-2 Publisher	**Pending** **Phase III Year 3 Update:** Due to continued funding limitations, no additional face-to-face trainings occurred.	~~Fall 2015~~ ~~Fall 2016~~ ~~Ongoing~~ Pending	• Continue to collaborate with Part B 619 on future training opportunities if funds available.
Increase understanding of the importance and relevance of child progress data.	Annually provide programs with regional disaggregated child progress data.	OTISEd Birth to Three Data Base	**Full Implementation**	January 2015 Ongoing	• Part C data technical leader continue to meet annually with regional programs.
	Incorporate percentage of BDI-2 completion rate in regional determinations.	Birth to Three Data BDI-2 Data	**Full Implementation**	Spring 2015 Ongoing	• Ongoing TA to ensure continued improvement in completion rate. • Regular TA provided to assist regions in understanding completion data.
	Provide training to service coordinators, school district personnel and direct service providers on child progress categories a through e.	BDI-2 Data Training Materials School Districts Regional Birth to Three Programs	**Full Implementation**	January 2015 Ongoing	• Ongoing TA on progress categories a through e during regularly scheduled TA calls.

Activities to Meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Collaborate with Part B 619 on district level awareness of BDI-2 completion rates.	Data Training Materials Part B 619 Part B School Districts	**Full Implementation**	Winter 2015 Ongoing	• State leadership continue to take advantage of opportunities where school district SPED personnel are present.
Develop and Implement training protocol for BDI-2 administration	Develop introductory and ongoing BDI-2 training.	Part B 619 BDI-2 Publisher BDI-2 State Users Group Training Material Funding Part C State Leadership Team Florida EI	**Scaling Up** **Phase III Year 3 Update:** Using Florida Part C as a template, SD Part B 619 and Part C collaborated to build South Dakota online BDI-2 training. SD Online BDI training was launched 10/2018. • As of 3/4/2019 14 school district evaluators have completed the training. • As of 3/14/19 40 additional evaluators are registered to complete the training.	Fall 2016 Ongoing	• Collaborate with Part B 619 on communication and promotion of the online tool. • Track number of participants who complete the training.
	Implement introductory and ongoing BDI-2 training.	Part B 619 Funding Training Materials BDI-2 Evaluators Part C State Leadership Team	**Discontinued** **Phase III Year 3 Update:** Two BDI-2 face-to-face trainings took place in 2018. Due to funding constraints and availability of online tool, no additional face-to-face BDI trainings are planned.	~~Fall 2016 Ongoing~~ Fall 2018	• Continue to collaborate with Part B 619 on promotion and use of online BDI training tool.

Activities to Meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Create a training/coaching model to support BDI-2 administrators.	Part B 619 Funding Training Materials Part C State Leadership Team	**Pending** **Phase III Year 3 Update:** Due to continued lack of funding and staff capacity activity remains delayed.	~~Fall 2017~~ ~~Spring 2018~~ Ongoing	• Continue to monitor funding availability.
	Implement cadre of BDI-2 trainers and coaches.	Funding Part B 619 Part C State Leadership Cadre members	**Pending** **Phase III Year 3 Update:** Activity continues to be delayed, contingent on creation of coaching model.	~~Fall 2018~~ Ongoing	• Continue to monitor if funding available for coaching model. If so pursue cadre of BDI-2 trainers.
Ongoing efforts to ensure data quality using BDI-2 tool	Ongoing participation with ECTA BDI-2 State Users Group.	Part B 619 Part C State Leadership ECTA BDI-2 State Users Group	**Full Implementation** **Phase III Year 3 Update:** Part C remains active in the ECTA BDI-2 Users Group.	Spring 2014 Ongoing	• Continue to explore resources from other BDI-2 states that might be duplicated in South Dakota.
	Monitor data quality through continued analysis of child progress data categories.	Birth to Three Data Base OTISEd BDI-2 Data Base	**Full Implementation**	Spring 2014 Ongoing	• Data technical leader continues to analyze data quality.
	Participation with BDI publisher regarding future BDI-2 updates and revisions. **Phase III Year 3 NEW** Work with BDI publisher and Part B 619 to explore options for moving to BDI-3	Part C State Leadership Part B 619 ECTA BDI-2 User Group	**Development**	Spring 2015 Ongoing	• Participate in ECTA BDI User Group and individual state conversations with publisher to determine South Dakota future action on BDI-3.

Activities to Meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Develop and implement with Part B a monitoring system to ensure quality of administration of BDI-2 tool.	Funding Birth to Three Database Online BDI Training Tool	**Implementation** **Phase III Year 3 Update:** The online BDI training tool contains an assessment which participants must meet with 80% accuracy.	~~Summer 2017~~ ~~Summer 2018~~ Ongoing	• Continue to monitor implementation of the fidelity assessment.
	Review existing BDI-2 business rules related to Child Outcomes	Part C Data Manager Funding OTISEd ECTA BDI-2 State Users Group	**Full Implementation**	Summer 2017	• Continue as established.

	Activity to Evaluate	Data Collection Plan	Evaluation of Activity Implementation	
SSIP Activity	**Evaluation Questions/Outcomes**	**Sources/Methodology /Schedule**	**Results/Summary**	**Next Steps**
Develop and implement steps to increase completion rates.	Were service coordinators and school district evaluators trained on necessity and use of the BDI-2 Tool? • Service Coordinators and school districts trained on the necessity of obtaining BDI-2 exit evaluations.	**Data Source:** Attendance logs, Training logs. **Data Collection:** New service coordinator trainings, monthly service coordinator TA Calls; annual Indicator C3 regional data retreats; *RBI* Boot Camps; quarterly direct service provider TA calls.	**Phase III Year 3 Data** • 100% new service coordinators trained when hired. • 100% service coordinators attended annual C3 data retreats. • 20% additional direct service providers (including school district personnel) were trained as of 3/1/2019, resulting in 88% saturation. **Phase III Year 2 Data:** • 100% new service coordinators trained when hired. • 100% service coordinators attended annual C3 data retreats. • 68% direct service providers (including school district personnel) trained as of 3/1/2018.	• Continue new service coordinator training. • Continue annual C3 regional data retreats. • Continue quarterly provider TA calls. • Develop training for direct service providers new to Birth to Three program.
Increase understanding of the importance and relevance of child progress data.	Did children exiting Birth to Three receive a BDI-2 exit evaluation? • Increased number of children receiving the BDI-2 exit evaluation. • Increased number of usable exit evaluations statewide. • Increased understanding of the importance and relevance of the child progress data by BDI-2 evaluators and service coordinators.	**Data Source:** Child exit; SPP/APR C3 data. **Data Collection:** Annual submission of child exit to EdenMap; annual submission of SPP/APR.	FFY2017 63.11% FFY2016 65.97% FFY2015 64.81% FFY2014 60.92% FFY2013 46.28% FFY2017 saw a 2.86% decrease in completion rate. 16.91% increase in state completion rate over 5-year federal reporting years.	• Continue with annual data analysis and work with providers and service oordinators to address slippage and continue to increase.

| Activity to Evaluate | | Data Collection Plan | Evaluation of Activity Implementation | |
SSIP Activity	Evaluation Questions/Outcomes	Sources/Methodology /Schedule	Results/Summary	Next Steps
Develop and Implement training protocol for BDI-2 administration.	Did the reliability and validity of BDI-2 administration improve? • School district evaluators trained on administration of the BDI-2.	**Data Source:** Attendance logs. **Data Collection:** BDI-2 face-to face training events.	**Phase III Year 3 Update:** Face-to-face training discontinued; online BDI training tool available as of 10/2018. **Phase III Year 2 Data:** 57 BDI-2 evaluators trained at two face-to- face BDI-2 training events.	• Collaborate with Part B 619 to promote availability of online training.
	Improved reliability and validity of the BDI-2 administration.	**Data Source:** Online BDI training accompanying scoring component. **Data Collection:** Scores automatically sent to Part B619 coordinator. Those completing will need to score 80% to receive continuing education credit.	**Phase III Year 3 Data:** 14 evaluators trained and met fidelity criteria. 40 additional evaluators registered as of 3/1/2019.	• Collaborate with Part B 619 to promote availability of online training. • Continue to track provider participation and achievement of fidelity criteria.
	Increased statewide data quality.	**Data Source:** Child exit; SPP/APR C3 data. **Data Collection:** Annual submission.	FFY2017 completion rate 63.11%. FFY2016 completion rate 65.97%. FFY2015 completion rate 64.81% FFY2014 completion rate 60.92% FFY2014 completion rate 43.28%	• Continue with annual data analysis and work with providers and service coordinators to address slippage and continue to increase.
Ongoing efforts to ensure data quality using BDI-2 tool.	Did increased BDI-2 training substantially increase infants' and toddlers' rate of growth in acquiring and using knowledge and skills? (SiMR) Infants and toddlers exiting early intervention services will demonstrate substantially increased growth in their acquisition and use of knowledge and skills (including early language/communication) .	**Data Source:** SPP/APR child outcome data Indicator 3B, Summary Statement 1. **Data Collection**: BDI-2 child outcome data.	**FFY** **Target** **Data** FFY2017 58.82% 75.95% FFY2016 58.82% 73.43% FFY2015 58.82% 50.00% FFY2014 58.82% 54.97%	• Continue to monitor SSIP activities to ensure targets are met. • Continue to participate in OSEP sponsored TA.

Bright Beginnings Professional Development Competencies

This table highlights ten Council for Exceptional Children (CEC) Division of Early Childhood (DEC) recommended practices identified by the SD Birth to Three program as the primary practices that are essential to direct services providers' ability to promote family engagement and achieve desired comes for children.   The Bright Beginnings training is designed to promote direct service providers' understanding of core knowledge identified within three DEC domains: Families, Instruction, and Interactions.

Families	Core Knowledge
F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity. F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances. F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs. F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities. F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences. F7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.	• Building positive goal-oriented partnerships with families • Perspective taking • Responsiveness to each family's uniqueness & priorities • Principles of adult learning • Developmental parenting • Communication with families • Shared goal setting • Reflective problem solving • Promoting access to community Resources
Instruction	**Core Knowledge**
INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities. INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.	• Child Development • Environmental adaptations • Routines-based early intervention • Facilitating adult-child interactions • Observation and reflection
Interactions	**Core Knowledge**
INT3. Practitioners promote the child's communication development by observing interpreting, responding contingently, and providing natural consequences for the child's verbal and nonverbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests. INT4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.	• Child engagement • Developmentally appropriate, play-based learning • Early literacy development • Cognitive development • Observation and reflection

Bright Beginnings Professional Development

All direct service providers who serve SD Birth to Three families will complete the following training and reliability review procedures.

PD Training Components	Description	Content	Contact Hours
Pre-requisite training: Routines-Based Interview (RBI) Bootcamp	This training is intended to provide direct service providers with a foundational understanding of the Routines-Based Interview implemented by SD Birth to Three Service coordinators.	• RBI purpose and process • Eco Map • Functional Goals	3
Routines-Based Home Visiting	This objectives of the RBHV online training module is to promote direct service providers' awareness of the importance of early intervention, enhance their ability to adopt routines-based home visiting practices, and develop a foundational understanding of the University of Nebraska-Lincoln's Getting Ready evidence-based model adopted by the SD Birth to Three program.	• Commitment to quality early intervention, SD Birth to Three priorities, and collaboration with NE. • Adopting Routines-based Home Visiting practices. • Dynamic parent-child interactions. • Building parent-professional partnerships • Strengthening parent competence and confidence • Collaborating with early care and education providers.	15
Engaging Families Seminar	This hybrid training begins with two consecutive 1/2-day face-to-face seminars designed to enhance direct services providers' ability to enhance family engagement during and between routines-based home visits with SD Birth to Three families with fidelity based on the criteria established by the University of Nebraska Lincoln's "Getting Ready evidence-based model.	• Routines-Based Home Visiting Practices • Engaging Families strategies to strengthen parent-professional partnerships • Engaging Families Strategies to Build Parent Competence & Confidence • SD Birth to Three professional learning communities • Peer coaching support • Bright Beginnings Reliability Review procedures	15
Reliability Review	This evaluation includes assessment of a post-training video, Home Visit Plan, and Engaging Families self-critique completed by each trainee supplemented by coaching feedback and goal setting.	• Implementing SD Birth to Three Bright Beginnings Family Engagement evidence-based practices as intended according to the NE's "Getting Ready" evidence-based model.	

Coherent Improvement Strategy (Recommended Practice): South Dakota will present a consistent statewide message about early intervention service delivery and evidence-based practices.

Coherent Improvement Strategy (Recommended Practice): South Dakota will provide training and resources to service coordinators and providers on appropriate use of family assessment and embedded routines engaging families in the early intervention process

Coherent Improvement Strategy (Professional Development): South Dakota will design and implement training/TA to service coordinators and providers to increase their knowledge and skills and use of appropriate recommended early intervention practices.

Coherent Improvement Strategy (Professional Development): South Dakota will provide support and technical assistance to all partners to increase their active participation in the SSIP process.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
Determine and complete necessary infrastructure activities to support the statewide implementation of evidence-based practices.	Restructure of state lead agency and create a position dedicated to professional development.	Part C State Leadership Stakeholders DOE Leadership National TA Center	**Full Implementation** Restructure of state office to include professional development technical leader.	Spring 2015 - Fall 2015	
	Select appropriate online learning community platform for providing professional development for evidence-based practices.	Part C State Leadership K12 Data System Online Learning Platform	**Full Implementation** State selected the online platform Blackboard Learn. There is no cost to access this platform as funded by the State.	Summer 2015-Fall 2015	

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Develop and promulgate (implement) rule adding new criteria for Special Instruction within birth through age two.	Stakeholders DOE Leadership Part B Legislators Funding	**Pending** ***Phase III Year 3 Update***: State was attempting to increase number of and create reimbursement for an additional certification specific to Birth to Three Special Instruction providers in the state. Upon review, funding was not available for the additional enhancement. Funding is not available for the 2017-2018 or 2018-2019 state budget year.	~~Spring 2016 – Summer 2017~~ Ongoing	• State will re-evaluate if funding becomes available to support reimbursement for this new group of providers.
Develop and implement a PD system for scaling up appropriate use of family assessment.	Research and select evidence-based practices for family assessment.	Funding Part C Program Director Stakeholders National TA Center	**Full Implementation** SD selected Routines Base Interview (*RBI*) for the assessment of families.	Winter 2015 – Summer 2015	
	Select a cadre of South Dakota Birth to Three representatives to attend SISKIN Institute *Routines Based Interview (RBI)* training.	Funding Program Specialist Service Coordinator Regional EI Program	**Full Implementation** Three individuals attended the SISKIN institute in July 2015. Two service coordinators and the state technical leader for professional development.	July 2015 –January 2016	

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Develop an *RBI* training plan for service coordinators to include face-to-face, online learning community, webinars, conference calls, literature, mentoring, observation and coaching.	Funding Regional Programs Distance Learning Technology National TA UNL	**Full Implementation**	August 2015 Ongoing	• Continue to analyze data and fidelity of implementation and adjust PD accordingly.
	Develop *RBI* training materials to support training plan activities.	Funding Part C State Leadership Team *RBI* Trainers	**Full Implementation** Training materials were developed by PD technical leader and *RBI* certified trainers. **Phase III Year 3 Updat**e: *RBI* service coordinator comprehensive training aligns and interfaces with the UNL *Getting Ready* EBP.	October 2015 Alignment April 2018 - Ongoing	• Continue to evaluate materials and adapt as necessary to meet on-going training needs and/or enhance fidelity of practice.
	Implementation of *Routines Based Interview* training.	Funding Part C State Leadership Team Stakeholders Consultant Service Coordinators	**Full Implementation** 100% of service coordinators have received *RBI* training. ***Phase III Year 3 Update***: State implemented a face-to-face *RBI* refresher training for previously trained service coordinators.	October 2015 - Ongoing June 2018	• Develop online *RBI* training to support fidelity of practice for current service coordinators and to train new service coordinators.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Phase III Year 3 NEW Develop online *RBI* training to support fidelity of practice for current service coordinators and to train new service coordinators.	Funding Part C State Leadership Team Stakeholders Service Coordinators Technology	**Development** The state is developing online training content and protocol for service coordinators to support fidelity of practice in using the *RBI*.	Fall 2018 – Fall 2019 Ongoing	• Small stakeholder group will pilot the training materials and fidelity review process. • Based upon evaluation and feedback from pilot group adaptations will be made. • Ongoing implementation of training will begin.
	Revise regional contracts to include *RBI* language and timelines. Define skill set needed for success in *RBI*.	Funding	**Full Implementation** *RBI* language has been added to the service coordination contracts since 2016-2017.	March 2016	• Continue with practice.
	Develop and implement coaching cadre of *RBI* experts within existing service coordinator pool.	Funding Part C State Leadership Team Stakeholders Service Coordinators	**Development** **Phase III Year 3 Update:** The state content expert is developing protocol for peer-to-peer *RBI* coaching.	Fall 2018 – Summer 2019	• Small stakeholder group will pilot the peer-to-peer *RBI* coaching and fidelity review process. • Based upon evaluation and feedback from pilot group adaptations will be made. • Ongoing implementation of peer-to-peer *RBI* coaching and fidelity review process.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Launch of *Routines Based Interview (RBI)* with Birth to Three families.	Funding Regional EI Program Part C State Leadership Team	**Scaling Up** ***Phase III Year 3 Update***: Continue with plan; families who began as of 11/1/2016 receive an *RBI* with their initial IFSP and again with their annual IFSP. *RBI*'s continue to be offered to families who entered prior to 11/1/2016. State projects full implementation of *RBI with all Birth to Three* families by ~~winter 2020~~ fall 2019.	October 2016— ~~Winter 2020~~ Fall 2019	• Continue implementation of phase in of *RBI* with all Birth to Three families.
	Develop and Implement *RBI* Boot Camps.	Funding Part C State Leadership Team Service Coordinators Districts Direct Service Providers	**Discontinued** **Phase III Year 3 Update:** • 27 *RBI* Boot Camps offered across the state in multiple locations. • 477 direct service providers attended an *RBI* Boot Camp Due to funding and staff capacity, the face-to-face *RBI* Boot Camps will be replaced with an online format.	May 2017 – ~~Ongoing~~ July 2018	• Develop online *RBI* Boot Camp.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Phase III Year 3 NEW Develop and Implement online *RBI* Boot Camp	Funding Part C State Leadership Team Districts Direct Service Providers Technology	**Fully Implemented** *RBI* Boot Camp material was moved to an online learning platform and piloted with a small stakeholder group. Based on feedback, the training delivery was refined. The *RBI* online training will be completed by direct service providers who had not previously attended a face-to-face Boot Camp or are new to Birth to Three. New direct service providers are required to complete the online training before being approved to serve children and families.	Fall 2018 – Ongoing	• Continue with implementation of online *RBI* Boot Camp.
Develop and implement a PD system for scaling up use of embedded routines	Implement *Family Guided Routines Based Intervention (FGRBI)* Early Adopter training.	Funding K12 Data Center Blackboard Learn Training Locations Technology *FGRBI* Content Experts School Districts Stakeholders	**Discontinued** Original EBP model selected, *FGRBI,* consisted of seven early adopters. Training in the FG*RBI* model was completed May 2017. ** These early adopters have become small stakeholder group and assisted with the selection of the UNL *Getting Ready* EBP.	Summer 2015 - July 2017	• No additional steps needed as this step has been discontinued and is no longer applicable.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Research and select evidence-based practices for engaging families in early intervention services.	Funding Part C State Leadership Team Stakeholders Content experts National TA Contractor Early Adopters NCSI CoP DEC Rec Practices	**Fully Implemented** South Dakota selected the University of Nebraska Lincoln (UNL) EBP *Getting Ready* as the states routines based home visiting model.	Winter 2015 – Summer 2017	• Continue with implementation of practice.
	Brand EBP for marketing of comprehensive professional development system.	Funding Part C State Leadership Team Stakeholders Consultant DOE Marketing	**Fully Implemented** South Dakota comprehensive PD and scaling up of *Getting Ready* is referred to as South Dakota *Bright Beginnings. Bright Beginnings* encompasses all PD activities and peer to peer coaching and fidelity review.	Summer 2017	• Continue to use the name *South Dakota Bright Beginnings* on all training material and for branding purposes. • Continue to reference *South Dakota Bright Beginnings* in all webinars and future communications with providers, school districts, etc.
	Develop and implement communication plan for school district personnel and private providers regarding early intervention evidence-based practices *RBI* and *Getting Ready.*	Part C State Leadership Content Experts Funding Stakeholders Contractor UNL	**Fully Implemented** Communication to early interventionist on *RBI*, *RBI* Boot Camps, UNL *Getting Ready* and the comprehensive professional development system has been done through listserv, e-mails, conferences, quarterly webinars, monthly service coordinators calls and printed material.	December 2015 ~~Ongoing~~ Summer 2017	• Continue to explore opportunities to present to early interventionist, school district personnel, and other partners on the EBPs and comprehensive professional development plan.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Develop curriculum and PD plan for *Getting Ready* EBP.	Funding State Part C Program Staff Consultant/ Content Expert University of Nebraska Lincoln Early Learning Guidelines DEC Recommended Practices *Bright Beginnings* Coaches (Early Adopters) Stakeholders School Districts Training Locations Technology *Bright Beginnings* Pilot Cohort	**Implementation** A comprehensive professional development system for direct service providers with UNL *Getting Ready* EBP was developed and is referred to as South Dakota *Bright Beginnings*. **Phase III Year 3 Update:** Based on feedback from the stakeholders and evaluation of pilot group fidelity reviews South Dakota Part C state content expert refined training content and delivery (see Attachment D). Due to funding and staff capacity, it is anticipated full statewide implementation will extend beyond SSIP timeline. The state projects 2 training cohorts each fiscal year.	December 2016 – ~~September 2017~~ September 2018	• Implement new PD plan for state wide implementation by summer 2021.
	Research and select online learning platform for delivery of *Bright Beginnings* training.	Funding State Part C Program Staff Contractor Technology	**Full Implementation** The state has selected and is using two online platforms, one to deliver online curriculum and coaching. The other is a video platform used for fidelity review process.	Summer 2017	• Continue to analyze and adjust as needed.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Create application and select pilot cohort members. **Phase III Year 3 Update:** Application and selection process defined and implemented for future cohorts.	Funding State Part C Program Staff Content Expert Technology UNL National TA	**Full Implementation** **Phase III Year 3 Update:** The state has identified an application process and priorities for cohort selection. As of March 1, 2019 the state has completed a Pilot and Cohort 2. Cohort 3 began January 2019. Cohort 4 is planned for July 2019.	Summer 2017	• Continue implementing as designed. • Select members of cohort 4.
	Phase III Year 3 NEW: Secure additional resources to assist in funding future cohorts.	Funding Part C state leadership BHSS	**Implementation** State Part C collaborated with the Black Hills Special Services Educational Cooperative to secure grant funding from the South Dakota Developmental Disabilities Council. This funding will support 2 cohorts of direct service providers employed by school districts and/or educational cooperatives.	July - November 2018	• Select direct service providers for July 2019 cohort.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Develop and Implement PD plan and curriculum for performance based coaching for direct service providers.	Funding Trainers Part C Leadership Team Contractor UNL Pilot Members *Bright Beginnings* Coaches Technology	**Scaling Up** PD plan and curriculum for implementation of performance-based coaching for direct service providers based on UNL *Getting Ready* EBP was completed. **Phase III Year 3 Update:** As of 3/1/2019 thirteen direct service providers have completed the *Bright Beginnings* training and achieved fidelity according to established criteria. These direct service providers are eligible to provide coaching based on the *Getting Ready* EBP. These thirteen, with oversight by state content expert may conduct fidelity review procedures for future training participants.	April 2018 - Ongoing	• Continue with professional development training calendar for building coaching capacity to support statewide implementation of *Getting Ready* EPB.
	~~Develop and implement EBP *Getting Ready* training calendar to ensure statewide implementation of practice.~~ **Phase III Year 3 Update:** Item is redundant to another Implementation step under this *Coherent Improvement Strategy.*	~~Funding Trainers Part C Leadership Team Contractor Stakeholders UNL~~	~~**Developing**~~ ~~**Phase III Year 2 Update:** The state is consulting with UNL and stakeholders to determine training calendar for statewide implementation.~~	~~Spring 2017- Summer 2017 – Winter 2019~~	• ~~Implement training calendar for statewide implementation of comprehensive professional development system for direct service providers.~~ • ~~Implement continuing PD calendar for new providers.~~

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Explore collaboration opportunities with other state agencies and DOE programs on family engagement evidence-based practices.	Funding Part C State Leadership HSSCO director DOH Bright Start Home Visiting DSS Child Care Services Part B 619 Tribal Entities School Districts DOE	**Pending** **Phase III Year 3 Update:** Immediate focus is on Part C direct service providers. Due to continued funding and staff capacity limitations there are currently no plans for collaboration of large-scale professional development in this area.	~~January 2016~~ August 2016-Ongoing	• Part C Director will continue to participate in Family Service Interagency group. • Part C state staff will continue to explore collaboration opportunities with child care to enhance early intervention.
	Phase III Year 3 NEW: Participate in the Statewide Family Engagement Grant.	Funding Part C state leadership BHSS Stakeholders *Bright Beginnings* Providers Early Language and Literacy EBPs	**Development** Birth to Three was invited to participate in a statewide Family Engagement initiative funded by a grant secured by Black Hills Special Services Educational Cooperative. These funds will be used to provide early language and literacy training to recognized *Bright Beginnings* direct service providers.	Summer 2018 – Ongoing	• Collaborate with national early language and literacy content expert to develop training materials that align with *Bright Beginnings* routines-based home visiting model. • Engage with stakeholders to provide input on the initiative. • Plan and implement train-the-trainer event. • Select pilot participants and implement training. • Develop and implement plan for scaling-up statewide.
Create a Birth to Three Early Intervention Message	Create a Birth to Three Mission/Vision statement.	Funding Stakeholders Birth to Three Material National TA	**Full Implementation** Part C State Leadership developed with input from ICC members and Stakeholders.	~~Fall 2016~~ Summer 2017	• Continue to utilize and emphasis mission statement.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Develop Birth to Three program materials for multiple EI partners.	Funding Stakeholders DOE Content Experts National TA	**Full Implementation** Material will be updated to reflect UNL *Getting Ready* EBP.	Fall 2016 - Ongoing	• Review existing material annually to ensure aligns with Birth to Three program.
	Develop Birth to Three presentations usable by agencies, service coordinators, state staff etc.	Funding Stakeholders National TA	**Full Implementation** **Phase III Year 3 Update**: State staff have developed and recorded an overview presentation of the EBP being implemented in Birth to Three. Full state-wide implementation will not be reached until 2021, therefore, it has been determined the presentation will be used only by state staff to ensure accurate and current representation of the practices being used in Birth to Three.	~~Fall 2016~~ ~~Fall 2017~~ Fall 2018	• Develop one comprehensive presentation inclusive of *RBI* and UNL *Getting Ready.*
	Update existing Birth to Three materials e.g.	Funding Stakeholders DOE National TA	**Full Implementation** **Phase III Year 3 Update:** Birth to Three materials have been revised to reflect the EBP selected by the state. Revised materials are available and posted on the website accordingly.	~~Fall 2016~~ ~~Winter 2018~~ Winter 2019	• Review and update material as necessary.
	Birth to Three state website updates and enhancements.	Funding DOE Stakeholders National TA	**Full Implementation** Multiple updates have been made to the existing website.	~~December 2016~~ Fall 2017	• Continue to monitor to ensure represents program needs and enhancements.

	Activity to Evaluate	Data Collection Plan	Evaluation of Activity Implementation	
SSIP Activity	Evaluation Questions/Outcomes	Sources/Methodology/Schedule	Results/Summary	Next Steps
Develop and implement a PD system for scaling up appropriate use of family assessment.	Were early interventionists trained on EPB *Routines Based Interview?* • Service Coordinators will be trained on state's EBP *Routines Based Interview.* • Direct Service Providers will receive training on *Routines Based Interview* process.	**Data Source:** Attendance logs, sign-in sheets, training logs. **Data Collection:** New service coordinator trainings; monthly service coordinator TA calls; virtual coaching sessions. **Data Source:** Attendance logs, sign-in sheets, training logs. **Data Collection:** Monthly *RBI* Boot Camps.	**Phase III Year 3 Data:** 1 new service coordinator was hired and received training within first month of employment. 20% additional direct service providers (including school district personnel) were trained as of 3/1/2019 in the face-to-face or online Boot Camp; resulting in 88% saturation. **Phase III Year 2 Data:** 100% of existing service coordinators received *RBI* training. 100% of new service coordinators received training during 2 day face-to-face with state staff within first month of employment. 68% of direct service providers have attended an *RBI* Boot Camp.	• Continue with training plan for new service coordinators. • Continue to track provider participation in online *RBI* Boot Camp.
	Do early interventionists have an increased awareness of evidence-based intervention? • Service coordinators have an increased awareness of early intervention and EBP *Routines Based Interview.* • Direct service providers have an increased awareness of early intervention and EBP *Routines Based Interview.*	**Data Source:** Self-reported survey. **Data Collection:** Data collection beyond initial implementation has not been collected due to staffing capacity. **Data Source**: Self-reported survey. **Data Collection**: Online surveys following *RBI* Boot Camp.	**Phase III Year 3 Data:** The newly hired service coordinator reported increased knowledge of *RBI*. **Phase III Year 2 Data:** 96% of service coordinators indicated increased knowledge of *RBI*. **Phase III Year 3 Data:** Respondents reported: 100% Better understanding 100% More knowledgeable 100% More confident 98% Aware of PD **Phase III Year 2 Data:**	• Continue to collect surveys from new service coordinators. • Continue to collect responses from direct service providers.

Activity to Evaluate		Data Collection Plan	Evaluation of Activity Implementation	
SSIP Activity	Evaluation Questions/Outcomes	Sources/Methodology/Schedule	Results/Summary	Next Steps
			82% response rate: 89% Better understanding 90% More knowledgeable 83% More confident 81.5% Aware of PD	
	Are early interventionists using *Routines Based Interview* as intended (with fidelity)? • Service coordinators will engage families in *Routines Based Interview*.	**Data Source:** Self-reported reports; Video submission; *RBI* Implementation checklist. **Data Collection:** Quarterly report submission; initial fidelity video submission; sustained fidelity video submission.	**Phase III Year 3 Data:** 100% of service coordinators submitted quarterly reports to state office for reporting period 1/1/2018 – 12/31/2018. • 100% of service coordinators are conducting *RBI's* with families. • 94% of initial IFSPs had an *RBI* conducted. • 36% of annual IFSP's an RBI was conducted. Seven *RBI* trained service coordinators were selected to participate in the sustained fidelity review process. As of 3/1/2019: • 2 have met the established criteria with submission of first video. • 5 will continue to receive additional training and coaching prior to submission of fidelity review video. **Phase III Year 2 Data:** 100% of service coordinators submitted quarterly reports to state office for reporting period 1/1/2017 – 12/31/2017	• Continue gather quarterly reports. • Complete initial fidelity observation on new service coordinators using *RBI* Implementation checklist. • Develop and implement online *RBI* enhancement training for service coordinators who need to refresh and/or enhance skills. • Develop and implement peer coaching training. • Develop and implement calendar for submission initial and sustained fidelity video review.

Activity to Evaluate		Data Collection Plan	Evaluation of Activity Implementation	
SSIP Activity	**Evaluation Questions/Outcomes**	**Sources/Methodology/Schedule**	**Results/Summary**	**Next Steps**
			100% of service coordinators are conducting *RBI*'s with families 99% of initial IFSPs had an *RBI* conducted 10% of annual IFSP's had an *RBI* conducted As of 3/1/2018 75% of service coordinators have received initial fidelity reviews using the *RBI* Implementation Checklist. 17% are considered to have beginning skills, 22% considered emerging, and 61% proficient.	
	Did children and families receive *early intervention* as intended? IFSP's will reflect family and child outcomes based on *Routines Based Interview* and *Getting Ready* EBPs.	**Data Source:** IFSPs; *RBI* Checklist, video submission; Quality IFSP monitoring tool. **Data Collection:** To be determine protocol for data collection.	South Dakota continues to participate in TA sponsored learning collaborative with other states on development of tool to determine if IFSP outcomes are reflection of *RBI* and family priorities. This tool will link the early intervention for families from the *RBI* family assessment, to functional outcomes and the intervention EBP *Getting Ready*.	- Continue collaboration with NCSI RBA Learning Collaborative. - Develop and Implement protocol for collecting data. - Review Quality IFSP models from other *RBI* States.
	Are families engaged in *Routines Based Interview*? Parents and caregivers will be engaged in their child's *Routines Based Interview*.	**Data Source:** Initial and sustained fidelity videos; *RBI* Implementation Checklist **Data Collection:** Initial fidelity review process at completion of training. Sustained fidelity review process.	**Phase III Year 3 Data:** Seven *RBI* trained service coordinators were selected to participate in the sustained fidelity review process. As of 3/1/2019: 2 have met the established criteria with submission of first video.	- Develop and implement online *RBI* enhancement training for service coordinators who need to refresh and/or enhance skills. - Develop and implement peer coaching training.

Activity to Evaluate		Data Collection Plan	Evaluation of Activity Implementation	
SSIP Activity	**Evaluation Questions/Outcomes**	**Sources/Methodology/Schedule**	**Results/Summary**	**Next Steps**
			• 5 will continue to receive additional training and coaching prior to submission of fidelity review video. **Phase III Year 2 Data:** As of 3/1/2018 75% of service coordinators have submitted initial fidelity videos. Using the *RBI* implementation checklist: • 17% Beginning skills, • 22% Emerging, and • 61% Proficient.	• Develop and implement calendar for submission initial and sustained fidelity video review.
Develop and implement a PD system for scaling up use of embedded routines	Was early interventionist trained on EBP *Getting Ready*? • Direct Service Providers will be trained on the state's chosen EBP *Getting Ready.* • Service Coordinators will receive training on *EBP Getting Ready*	**Data Source:** Attendance sheets, training logs, online learning platform data analytics tool. **Data Collection:** During and upon completion of learning modules. **Data Source:** Attendance sheets, **Data Collection:** Participation in 2-day face-to-face training	**Phase III Year 3 Data:** As of 3/1/2019: 34 additional direct service providers were trained in the EBP *Getting Ready*. 96% of service coordinators participated in the face-to-face *Getting Ready* training. **Phase III Year 2 Data:** 7 early adopters have been trained and found Reliable in the EBP *Getting Ready* and will serve as coaches for the pilot group.	• Continue PD scale-up plan. • Ongoing collection of training feedback and data analysis. • Continue to share information with Stakeholder group

Activity to Evaluate		Data Collection Plan	Evaluation of Activity Implementation	
SSIP Activity	Evaluation Questions/Outcomes	Sources/Methodology/Schedule	Results/Summary	Next Steps
	Do early interventionists have an increased awareness of EBP *Getting Ready*? • Direct service providers will have increased awareness of early intervention and EBP *Getting Ready.* • ~~Service Coordinators will have increased awareness of early intervention and EBP *Getting Ready.*~~ Data was determined unnecessary as all Service Coordinators participate in a face-to-face *Getting Ready* training. State staff follow-up with service coordinators to support increased awareness. Following the training, service coordinators promote parents awareness by sharing informational material regarding the *Bright Beginnings* routines based home visiting model.	**Data Source:** ~~Self-reporting online survey.~~ *Getting Ready* Fidelity Checklist Phase III Year 3 Update: The state determined to utilize the *Getting Ready* fidelity checklist provided more reliable evaluation data. **Data Collection:** Collected ~~throughout~~ during fidelity review process of the *Bright Beginnings* professional development. **Data Source:** ~~Self-reporting online survey.~~ **Data Collection:** ~~Collected at conclusion of *Getting Ready* module.~~	**Phase III Year 3 Data:** As of 3/1/2019: 88% of those trained in this reporting year were found Reliable in the EBP *Getting Ready* and using as intended. The 12% who did not achieve Reliability continue to receive coaching support as they practice using the EBP. **Phase IIII Year 2 Data:** 7 early interventionists have completed the *Getting Ready* training and fidelity review. 100% respondent rate • 100% Gained deeper understanding of parent-child relationship characteristics 100% Have better understanding of *Getting Ready* family strategies.	• State will continue to analyze data. • Present information to Stakeholders.
	Are early interventionists using EBP *Getting Ready* as intended? • Direct service providers will engage families in EBP *Getting Ready*.	**Data Source:** Video submissions; *Getting Ready* Checklist; Home Visiting Plan **Data Collection:** Initial fidelity review process at completion of training. Sustained fidelity review process (TBD).	**Phase III Year 3 Data:** As of 3/1/2019: • 88% of those trained in this reporting year were found Reliable in the EBP *Getting Ready* and using as intended. • The 12% who did not achieve Reliability continue to receive coaching support as they practice using the EBP.	• Continue to review and monitor the fidelity review data. • Determine fidelity review process for direct service providers who need continued support. • Review data with Stakeholders. • Add step to establish timeline for sustained fidelity review.

Activity to Evaluate		Data Collection Plan	Evaluation of Activity Implementation	
SSIP Activity	**Evaluation Questions/Outcomes**	**Sources/Methodology/Schedule**	**Results/Summary**	**Next Steps**
			Phase III Year 2 Data: 7 early interventionists have completed the *Getting Ready* training and initial fidelity review process. These 7 have been found "Reliable" in implementing the *Getting Ready* practice.	• Complete fidelity review process to obtain sustained fidelity of *Getting Ready* EBP.
	~~How do~~ Are families engage in routines based intervention? • Parents and caregivers will be engaged in their child's *Getting Ready* routines based intervention.	**Data Source:** ~~Initial and sustained fidelity videos; Home Visiting Plan; *Getting Ready* checklist; reflection survey.~~ Video submissions; *Getting Ready* Checklist; Home Visiting Plan **Data Collection:** ~~Collection of Home Visiting Plan in conjunction with initial and sustained fidelity video reviews. Pre and post initial fidelity review reflection survey. Sustained fidelity review reflection survey.~~ Initial fidelity review process at completion of training. Sustained fidelity review process (TBD). **Phase III Year 3 Update:** The state determined information gathered through the fidelity review process provided more reliable data that self-reported surveys. The *Getting Ready* EPB contains criteria specific to family engagement.	**Phase III Year 3 Data:** As of 3/1/2019: • 88% of those trained in this reporting year were found Reliable in the EBP *Getting Ready* and using as intended. • The 12% who did not achieve Reliability continue to receive coaching support as they practice using the EBP.	• Continue to review and monitor the fidelity review data. • Determine fidelity review process for direct service providers who need continued support. • Review data with Stakeholders. • Add step to establish timeline for sustained fidelity review. • Complete fidelity review process to obtain sustained fidelity of *Getting Ready* EBP.

Activity to Evaluate		Data Collection Plan	Evaluation of Activity Implementation	
SSIP Activity	Evaluation Questions/Outcomes	Sources/Methodology/Schedule	Results/Summary	Next Steps
	~~How aware~~ Are families and partners aware of *the impact of* routines-based early intervention home visits and family engagement on children's learning and development? • All early intervention partners, including families and caregivers, will have a greater awareness of how early intervention and family engagement affects children's outcomes.	**Data Source:** ~~Initial and sustained fidelity videos; Home Visiting Plan; *Getting Ready* Checklist; reflection survey.~~ Video submissions; *Getting Ready* Checklist; Home Visiting Plan; Sustained Fidelity Review Family Surveys. **Data Collection:** ~~Collection of Home Visiting Plan and *Getting Ready* checklist in conjunction with initial and sustained fidelity video reviews. Pre and post reflection survey with initial fidelity review. Reflection survey with sustained fidelity review.~~ Initial fidelity review process at completion of training. Sustained fidelity review process (TBD). **Phase III Year 3 Update:** The state determined information gathered through the fidelity review process provided more reliable data that self-reported surveys. The *Getting Ready* EPB contains criteria specific to family engagement.	**Phase III Year 3 Data:** As of 3/1/2019: • 88% of those trained in this reporting year were found Reliable in the EBP *Getting Ready* and using as intended. • The 12% who did not achieve Reliability continue to receive coaching support as they practice using the EBP.	• Continue to review and monitor the fidelity review data. • Determine fidelity review process for direct service providers who need continued support. • Review data with Stakeholders. • Add step to establish timeline for sustained fidelity review. • Complete fidelity review process to obtain sustained fidelity of *Getting Ready* EBP.
	Did infants and toddlers demonstrate substantially increased growth in acquisition and use of knowledge and skills? • (SiMR) Infants and Toddlers existing early intervention services will demonstrate substantially increased growth in their acquisition and use of knowledge and skills (including early language/communication).	**Data Source:** SPP/APR child outcome data Indicator 3B, Summary Statement 1. **Data Collection:** BDI-2 child outcome data.	FFY Target Data FFY2017 58.82% 75.95% FFY2016 58.82% 73.43% FFY2015 58.82% 50.00% FFY2014 58.82% 54.97%	• Continue to monitor SSIP activities to ensure targets are met. • Continue to participate in OSEP sponsored TA.

Coherent Improvement Strategy 1: South Dakota will develop and implement a monitoring protocol to identify appropriate IFSP decisions and the use of appropriate recommended EI practices.

Activities to Meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
Develop a monitoring protocol to ensure evidence-based practices are provided as intended (*RBI & Getting Ready*)	Update Birth to Three online IFSP format to reflect *Routines Based Interview* and functional child and family outcomes.	Funding State BIT National TA Service Coordinators	**Full Implementation**	Fall 2016	
	Determine tool to measure if EBP *RBI* and *Getting Ready* are being implemented as intended and measure quality of IFSP processes including child and family functional outcomes.	Stakeholders National TA Centers Content Experts *RBI* Checklist *Getting Ready* Checklist Funding State Leadership Team Technology Early Adopters	**Implementation** **Phase III Year 3 Update:** South Dakota modified the *RBI* checklist to include a review quality of functional outcomes on IFSP. South Dakota continues to consult with members of the NCSI RBA Learning Collaborative to develop a comprehensive IFSP quality review tool.	September 2016 – ~~Winter~~ Fall 2019	• Continue participation in NCSI RBA Learning Collaborative. • Develop and implement a tool to measure the quality of IFSP decisions. • Develop plan for conducting sustained fidelity reviews for *RBI* and *Getting Ready* EBPs. • Determine protocol for monitoring Quality IFSP.

Activities to Meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Review results of performance and adjust professional development as needed including provision of recognition and/or additional professional development.	Content Experts Stakeholders State Leadership Team Funding	**Implementation** **Phase III Year 3 Update:** Two measurement tools are in full use and performance results are used to make adaptations to the PD activities as needed. State has created a Tiered provider designation addressing completion of completion of PD requirements. Those providers who have met the PD criteria are given priority when families are being placed for services. South Dakota will consult with NCSI RBA Learning Collaborative to develop a tool to measure the quality of IFSP decisions.	~~May 2017~~ Winter 2019 - Ongoing	• Continue to review performance of *RBI and Getting Ready fidelity reviews and make necessary adjustments to PD.* • Consult with NCSI RBA Learning Collaborative.
Develop tool to measure family engagement	Describe family engagement from perspective of routines-based home visiting early intervention.	Stakeholders Content Experts National TA Part C Leadership DEC Recommended Practices	**Full Implementation** **Phase III Year 3 Update:** South Dakota has created a tool for families describing what to expect from a *Getting Ready* home visit.	May 2016 – ~~Fall 2017~~ April 2018	• Continue sharing tools with families.

Activities to Meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources	Status	Projected Timeline	Next Steps
	Determine measurement tool to ensure evidence-based practices are implemented as related to increasing family engagement.	Stakeholders Funding National TA Part C Leadership UNL *RBI*	**Full Implementation** **Phase III Year 3 Update:** Based on data analysis of performance results the tools have been finalized and are in use as designed.	July 2016 – ~~Fall 2017~~ Fall 2018	• Continue using established EBP *RBI* and *Getting Ready* checklists.
	Review results of provider activities to facilitate family engagement and provide recognition and/or additional professional development	Content Experts National TA Part C Leadership Stakeholders Funding	**Full Implementation** **Phase III Year 3 Update:** Based on input from stakeholders, the State developed a Certificate of Recognition for direct service providers who have completed and met the Bright Beginnings established criteria.	~~July 2017 Summer 2018~~ Fall 2018	• Continue to distribute Certificate of Recognition upon completion of initial fidelity review. • Continue to use the fidelity review process to determine if additional PD needed.

Activity to Evaluate		Data Collection Plan	Evaluation of Activity Implementation	
SSIP Activity	**Evaluation Questions/Outcomes**	**Sources/Methodology/ Schedule**	**Results/Summary**	**Next Steps**
Develop a monitoring protocol to ensure evidence-based practices are provided as intended (*RBI & Getting Ready*).	Did children and families receive *RBI* and *Getting Ready* early intervention home visits as intended? • Evidence-based practice monitoring protocol developed. • Children and families will receive appropriate EBP. • Early interventionist will implement *RBI* as intended. • Early Interventionists will implement EBP *Getting Ready* as intended.	**Data Source:** IFSPs; *RBI* Checklist; Home Visiting Plan; *Getting Ready* checklist Video submission; Quality IFSP monitoring tool **Data Collection:** Initial and sustained fidelity video submissions. TBD: Quality IFSP monitoring tool.	**Phase III Year 3 Data:** Seven *RBI* trained service coordinators were selected to participate in the sustained fidelity review process. As of 3/1/2019: • 2 have met the established criteria with submission of first video. • 5 will continue to receive additional training and coaching prior to submission of fidelity review video As of 3/1/2019: • 88% of those trained in this reporting year were found Reliable in the EBP *Getting Ready* and using as intended. • The 12% who did not achieve Reliability continue to receive coaching support as they practice using the EBP. **Phase IIII Year 2 Data:** As of 3/1/2018 75% of service coordinators have been observed using the *RBI* implementation checklist. Of the service coordinators who have been observed: • 17% considered to have beginning skills, • 22% considered emerging, and • 61% proficient.	• Continued participation in NCSI RBA Learning Collaborative to develop tool to capture quality of IFSP process. • Develop plan for conducting sustained fidelity reviews for *RBI* and *Getting Ready* EBPs. • Determine protocol for monitoring Quality IFSP.

	Activity to Evaluate	Data Collection Plan	Evaluation of Activity Implementation	
SSIP Activity	**Evaluation Questions/Outcomes**	**Sources/Methodology/ Schedule**	**Results/Summary**	**Next Steps**
			Seven early interventionists have submitted initial fidelity video reviews and home visiting plans and been found "Reliable" in the *Getting Ready* EBP.	
Develop tool to measure family engagement.	Are families engaged in *RBI* and *Getting Ready* EBP routines-based home visiting approach? • Family engagement measuring tool developed. • Family Engagement information provided to families. • Early Interventionist will engage parents and caregivers in EBP *RBI.* • Early interventionist will engage parents and caregivers in EBP *Getting Ready*.	**Data Source:** Initial and sustained fidelity videos; *RBI* Checklist; *Getting Ready* Checklist. **Data Collection:** Initial fidelity review process at completion of training. TBD: Sustained fidelity review process.	**Phase III Year 3 Data:** Seven *RBI* trained service coordinators were selected to participate in the sustained fidelity review process. As of 3/1/2019: • 2 have met the established criteria with submission of first video. • 5 will continue to receive additional training and coaching prior to submission of fidelity review video As of 3/1/2019: • 88% of those trained in this reporting year were found Reliable in the EBP *Getting Ready* and using as intended. • The 12% who did not achieve Reliability continue to receive coaching support as they practice using the EBP. **Phase III Year 2 Data:** As of 3/1/2018 75% of service coordinators have been observed using the *RBI* implementation checklist. Of the service coordinators who have been	• Complete initial fidelity observation on all service coordinators using *RBI* Implementation checklist • Complete pilot cohort professional development. • Continued participation in NCSI RBA Learning Collaborative • Continued participation in NCSI RBA Learning Collaborative, UNL and NE DOE to develop tool to capture quality of IFSP process. • Determine protocol for monitoring Quality IFSP.

	Activity to Evaluate	Data Collection Plan	Evaluation of Activity Implementation	
SSIP Activity	**Evaluation Questions/Outcomes**	**Sources/Methodology/ Schedule**	**Results/Summary**	**Next Steps**
			observed: • 17% are considered to have beginning skills, • 22% considered emerging, and • 61% proficient. 7 early interventionists have submitted initial fidelity video reviews and home visiting plans and been found "Reliable" in the *Getting Ready* EBP.	
	Did infants and toddlers demonstrate substantially increased growth in acquisition and use of knowledge and skills? • (SiMR) Infants and Toddlers existing early intervention services will demonstrate substantially increased growth in their acquisition and use of knowledge and skills (including early language/communication)	**Data Source:** SPP/APR child outcome data Indicator 3B, Summary Statement 1. **Data Collection:** BDI-2 child outcome data.	FFY Target Data FFY2017 58.82% 75.95% FFY2016 58.82% 73.43% FFY2015 58.82% 50.00% FFY2014 58.82% 54.97%	• Continue to monitor SSIP activities to ensure targets are met. • Continue to participate in OSEP sponsored TA.