

Community-Based Child Abuse Prevention (CBCAP)

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1. The Statewide child maltreatment prevention leadership activities conducted by the CBCAP Lead Agency in the past reporting period

- Describe the role of the CBCAP lead agency and how it has led child maltreatment prevention activities in the state
- Include the interdisciplinary, collaborative, public-private structure, including representation from private and public sector parents and service providers, that directed and supported networks of coordinated child abuse prevention resources, activities that strengthened and supported families, and how the structure directed the network
- Describe how programs and activities operated, including how community-based child abuse and neglect prevention-funded programs and activities (provided by public and private agencies, nonprofit organizations, faith-based programs, and those funded by other sources) were integrated into the state's continuum of family-centered, holistic, preventive services for children and families

South Dakota's Department of Social Services continues in its role as the lead agency for the Community-Based Child Abuse Prevention (CBCAP) Grant. The mission of the South Dakota Department of Social Services is: "strengthening and supporting individuals and families by promoting cost effective and comprehensive services in connection with our partners that foster independent and healthy families." and is executed and supported with CBCAP resources. The South Dakota Department of Social Services has identified the Division of Child Protection Services as the State Lead Agency (SLA) to implement and monitor the specific activities and goals of the programs supported through CBCAP. The Division of Child Protection Services has worked to establish and implement a continuum of community-based child abuse prevention programs. These programs lead and support a statewide network of public and private agencies, service providers, and individuals whose services strengthen and assist families. The goals of the program are focused on reducing the likelihood of child abuse and neglect through the provision of prevention programs and services.

The CBCAP Advisory Board for the Parenting Education Program is at the center of a statewide network. This network provides an ongoing opportunity for agencies and providers to collaborate and support community-based efforts to design and provide activities and initiatives aimed at the prevention of child abuse and neglect. The CBCAP SLA Program Specialist leads and directs the CBCAP Advisory Board. The Division of Child Protection Services contracts with the Black Hills Special Services Cooperative to provide a staff person to assist with additional training and support to the statewide network. The CBCAP SLA Program Specialist and the Black Hills Special Services Cooperative Specialist provide leadership for the Parenting Education Advisory Board. A strong parent voice is a critical component of the Advisory Board. Parents are involved in all aspects of the planning and implementation of prevention programs and services. The Advisory Board members include parents and representatives from the following:

- South Dakota Department of Social Services
 - Division of Child Protection Services (South Dakota Indian Child Welfare Act Program Specialist)
 - Division of Child Care Services
 - Division of Economic Assistance (Temporary Assistance to Needy Families)

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- Division of Community Behavioral Health Services (Prevention Program which includes Alcohol and Drug Abuse contact)
- South Dakota Department of Health
 - Office of Family and Community Health (Maternal and Child Health)
- South Dakota Department of Education
 - Division of Educational Services & Support (Title X, McKinney-Vento Homeless Program Specialist)
 - Division of Teacher Quality, Special Education and Early Learning (Office of Special Education; Program Specialist and Head Start State Collaboration Director)
- Public Safety
 - Crime Victims Compensation Program and Victim's Services Program
- South Dakota Parent Connection
- 14 Parenting Education Partners

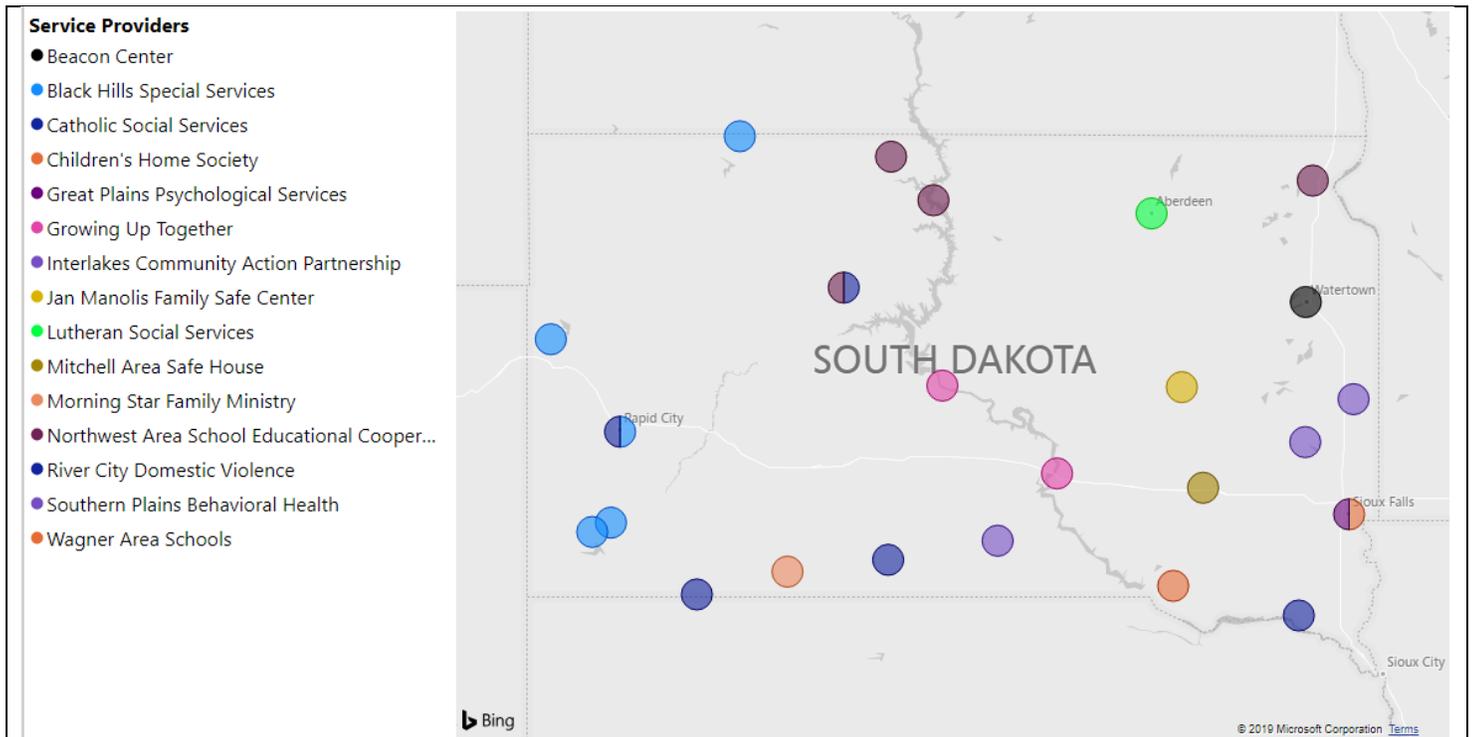
The Parenting Education Advisory Board meets at a minimum of twice per year. The Advisory Board serves as a vehicle to ensure an ongoing focus on the social and emotional well-being of children in the state of South Dakota through building on the resources of the state and communities. The Parenting Education Advisory Board Meetings provide each member with an opportunity to describe their programs and services allowing each member to identify areas of potential collaboration and networking opportunities. The meetings allow the CBCAP SLA Program Specialist to provide education and information on a variety of areas related to child abuse prevention and to facilitate the development of a network of community-based services and providers.

The Division of Child Protection Services as the CBCAP lead agency maintains a network of Parenting Education Partners strategically located to cover the geographic areas of the state (See Figure 1). The Division of Child Protection Services provides outreach to parents across state through this network of Parenting Education Partners. Each partner offers the Boys Town Common Sense Parenting (CSP) classes in their region of the state. Parenting education is a strategy for reducing the likelihood of child abuse and neglect. The CSP Program equips parents with the knowledge and the skills needed to be effective parents. Class sessions and course materials assist parents to recognize and reinforce positive behaviors with praise and positive consequences, to provide preventative teaching and corrective teaching, and to teach techniques for self-control and staying calm. Role-playing during each class session increases the parent's confidence and strengthens the relationship with their children. Parents equipped with appropriate knowledge and skills create safer home environments for children and decrease the likelihood of abuse and neglect. The CSP Program helps parents make their homes peaceful, enjoyable, and safe for the whole family. Each Parenting Education Partner is monitored through a peer review process and an examination of the evaluations completed by each class participant.

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Of those who attended CSP classes during this reporting period, 39% (116) were Native American parents. The Division of Child Protection Services will continue to provide outreach assuring the availability of parenting education to Native American parents. The Division of Child Protection Services has a contract with Great Plains Psychological Services to provide Native American Positive Indian Parenting classes in Sioux Falls, the state's largest urban setting. Great Plains Psychological Services provides Positive Indian Parenting classes through referrals from the Department of Social Services, Division of Child Protection Services. The eight-week course focuses on the elements of traditional Indian parenting which remain valuable and are utilized in contemporary parenting practices today. The goals for Positive Indian Parenting are: (1) To help Indian parents explore the values and attitudes expressed in traditional Indian child-rearing practices; (2) To help parents develop positive and satisfying attitudes, values, and skills that are rooted in the Indian cultural heritage.

The families attending CSP classes come from a variety of referral sources including the Division of Child Protection Services, Temporary Assistance to Needy Families (TANF), Department of Corrections, tribal agencies, courts, Head Start Programs, domestic violence centers, school counselors, attorneys, churches, after-school programs, social workers and other service agencies. All families are encouraged and welcome to register and participate in the parenting classes. Special outreach efforts are directed towards parents living in reservation areas, adults with disabilities and parents of children with disabilities. Parents with disabilities or in need of accommodation receive individual support and course materials are available in alternative formats (i.e., audiobook) as needed.

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2. The CBCAP lead agency's actions to advocate for systemic change during the reporting period. This should include a description of the following:

- The lead agency's involvement in statewide systemic change efforts such as the development and oversight of the CFSP/APSR and CFSR PIP, early childhood systems building, and other related interagency collaboration activities, as appropriate (see Attachment 7), to include any efforts by the state to move the child welfare system to focus more on prevention
- Demonstrate (through information and documentation) the establishment or maintenance of innovative funding mechanisms, at the state or community level, that blend federal, state, local and private funds, and innovative, interdisciplinary service delivery mechanisms for the development, operation, expansion and enhancement of CBCAP programs

South Dakota developed a Child and Family Services Plan (CFSP) which sets forth the vision and the goals to be accomplished to strengthen the state's overall child welfare system. This plan, for fiscal years 2020-2024, is available to the public and located online. The CFSP sets forth three goals to plan for enacting the State's Vision: 1) The child welfare system is robust, engaged, and working towards a shared vision; 2) Prevention interventions are utilized by child welfare system partners to ensure only children requiring alternative care to secure safety enter state custody; and 3) Interventions are utilized by the child welfare system to achieve timely permanency outcomes for children which meet their individualized need. In alignment with efforts to reorient child welfare to focus on strengthening families through prevention at the community level, an objective of the CFSP is to establish a feedback loop between danger data and the CBCAP Parenting Education Advisory Board and Parenting Education Program. These stakeholders meet to provide ongoing opportunities for agencies and providers to collaborate to support community-based efforts to provide activities, and develop initiatives aimed at the prevention of child abuse and neglect. A benchmark of this plan is to ingrain members from the CBCAP Parenting Education Advisory Board and the Program Specialist leading CBCAP efforts to the Candidate for Care team. This team is responsible to enhance a child welfare system that reorients child welfare to focus on strengthening families through prevention at the community level. The CFSP integrates CBCAP programs to play a key role as active participants in providing input into this process. South Dakota's Annual Progress and Services Report (APSR), which is available to the public and located online, provides an annual update on the progress made toward accomplishing the goals and objectives in the CFSP, including a 2020 progress update on prevention education and parenting support. South Dakota developed a Program Improvement Plan (PIP) to address areas in child welfare services which need improvement. The key areas identified by the CFSP are: 1) Safety assessment and management, through ensuring fidelity to the current practice model; 2) Achieving timely permanency through improved engagement with families; 3) Building a skilled and stable workforce.

(See Section C, II: https://dss.sd.gov/docs/childprotection/aprs/ASPR_2021.pdf)

CBCAP grantees are an important resource to strengthen prevention activities. CBCAP grantees work in close collaboration with South Dakota Department of Social Services which serves as the CBCAP state lead agency and the child welfare agency. This strengthens the ability to ensure that the CBCAP goals and strategies align with that of the child welfare agency. The CBCAP grantees, families served, and other stakeholders are an integral part of creating a shared vision. CBCAP grantees target and serve specialized populations, which are

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reported in the CFSP. The CBCAP SLA, CBCAP grantees, and Parenting Advisory Board are active participants in stakeholder meetings related to the CFSP/APSR. The CBCAP SLA Program Specialist continues to serve on the Candidates for Care team, the Parenting Education Partners Peer Review, South Dakota CFSR PIP Workgroup, Permanency and Well-Being Workgroup, South Dakota Housing for the Homeless Consortium, State Tribal Workgroup, Independent Services Advisory Group, and Young Voices Youth Advocacy Group. The State Tribal Workgroup allows the CBCAP SLA Program Specialist the opportunity to enhance and gather referrals for the Positive Indian Parenting Program. The Independent Services Advisory Group and Youth Voices Group both work closely with NYTD data, which provides opportunities to enhance the way pregnant and teen parents are served.

The Division of Child Protection Services contracts with the Boys Town to conduct training for the CSP Program as needed. In September 2020, CSP Training was provided by Boys Town staff for five new CSP trainers from across the State of South Dakota (Sioux Falls, Madison, Winner, and Mitchell). Trainers are recertified by the program as required to continue teaching the curriculum with a high level of fidelity. The 14 Parenting Education Partners are strategically located across the state. Each Partner was responsible for conducting CSP classes within their assigned region. Parenting Education classes were provided to incarcerated parents in four prisons/jails served by the Parenting Education Partners and classes were offered on the nine Indian Reservations. Parenting Education Partners assist in the elimination of barriers to class participation and attendance. Some of these efforts include providing CSP classes at remote locations to eliminate transportation as a barrier; altering the location and time of parenting classes; offering CSP materials in a Spanish version; and providing language and sign language interpreters. Parenting Education Partners provides age-appropriate examples and additional instruction to families with young children (i.e., also families from Head Start Programs). This year presented some additional unique challenges due to the Covid-19 pandemic. Classes adapted to a virtual format when safety guidelines precluded in-person meetings. This provided challenges regarding technology access, facilitation materials, and community outreach.

The Division of Child Protection Services blends Federal, State, local and private funds to enhance the services provided through the CBCAP Program. South Dakota used the Children's Trust Funds to assist with providing the match to the Parenting Education Program. The Department of Social Services collaborates with the Department of Health the use of birth certificate fees. The money collected is submitted on a monthly basis to the State Treasurer and deposited in the Children's Trust Fund. The Department of Social Services is the agency designated to administer Title IV-B and IV-E Programs, Child Abuse Prevention and Treatment Grant, Chafee Foster Care Independence Program, and the Community Based Child Abuse Prevention Program. The Division of Child Protection Services is a state-administered and state supervised child welfare system designated to administer the programs required to meet the mandates of those federal programs. The Division of Child Protection Services Program Specialists serve as advisors and consultants to the Division in specific program areas and are involved in the administration of funding, promotion, and evaluation of those services. The Division of Child Protection Services is divided into seven geographical regions. Each region has offices, which serve multiple counties. Regional managers are directly involved with the management of staff in the region and overseeing the region-wide provision of services in all program areas. The Division of Child Protection Services has 19 offices. Each office within a region has a supervisor or supervisors who provide

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clinical and direct supervision to Family Services Specialists and Social Service Aides offering services in the program areas.

An important part of the IV-B program with the CBCAP Grant is focused on prevention education and parenting support; the goals are to enhance prevention of child abuse and neglect. Prevention-awareness activities occur statewide and increase parent's capacity to safely parent their children. The strategies are to support community-based efforts to develop, operate, expand, and enhance initiatives aimed at the prevention of child abuse and neglect and to support a network of coordinated resources and activities to better strengthen and support families to reduce the likelihood of child abuse and neglect. The objects are to promote community awareness activities by having information and education materials available to community-based programs; and to provide an additional parenting education resource by maintaining a network of parenting education providers who hold classes on a regularly scheduled basis that are designed to meet a variety of individual needs.

3. Describe the nature and extent of collaborations and partnerships and its impact on the CBCAP program in the past reporting period

- States should describe their partnerships and collaborations with other federal, state, local, or private efforts that intersect with their child maltreatment prevention programs and activities (examples may include: participation in planning and implementation of the CFSR, PIP, CFSP, and APSR (to include the State Team Planning meeting), as well as collaborations with Early Childhood Comprehensive Systems, Strengthening Families initiatives, Head Start, Early Head Start, Maternal, Infant, and Early Childhood Home Visiting Program)
- Highlight how your work may have been anchored and connected to more established prevention and promotion activities in public health or other human services. The report should include information about strength of the collaborations and coordination efforts, the nature and quality of those relationships and what other impacts these connections and partnerships have made

Please check all collaborations/partnerships that apply:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Child Welfare, such as: | <input checked="" type="checkbox"/> Strengthening Families, Head Start | <input checked="" type="checkbox"/> Substance Abuse |
| <input checked="" type="checkbox"/> CFSR/PIP | <input checked="" type="checkbox"/> Early Head Start | <input checked="" type="checkbox"/> Public Health/ACES |
| <input checked="" type="checkbox"/> IV-B/PSSF | <input checked="" type="checkbox"/> Maternal, Infant, and Early Childhood Home Visiting | <input checked="" type="checkbox"/> Business Community |
| <input checked="" type="checkbox"/> CFSP/APSR | <input checked="" type="checkbox"/> Early Childhood Comprehensive Systems | <input checked="" type="checkbox"/> Project Launch |
| <input checked="" type="checkbox"/> State Team Planning meeting | | <input type="checkbox"/> Other |

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The Department of Social Services, Division of Child Protection Services is the agency designated to administer Title IV-B and IV-E Programs, Child Abuse Prevention and Treatment Grant, Chafee Foster Care Independence Program, and the Community Based Child Abuse Prevention Program. An important part of the IV-B program with the CBCAP Grant is focused on prevention education and parenting support, seeking to enhance child abuse and neglect prevention. Prevention-awareness activities occur statewide and increase parent's capacity to safely parent their children. The strategies are to support community-based efforts to develop, operate, expand, and enhance initiatives aimed at the prevention of child abuse and neglect and to support a network of coordinated resources and activities to strengthen better and support families to reduce the likelihood of child abuse and neglect. See above section, "2. *The CBCAP lead agency's actions to advocate for systemic change during the reporting period*", for additional information on the Child and Family Service Plan and Child and Family Service Review.

The Department of Social Services Division of Child Protection Services, as the lead agency for the CBCAP Program, recognizes the importance of building a network of partners that will enhance its efforts. The Parenting Education Program located within the Division of Child Protection Services has established a strong network of community partners. The Program Specialist for the Parenting Education Program creates and provides support to the work of the CBCAP Parenting Education Advisory Board. The board membership expands based on the development of programs and services. The board members are identified based on the role they or their agency play in child abuse and neglect prevention their program and services as well as their commitment to reducing child abuse and neglect. The CBCAP Parenting Education Advisory Board ensures communication and identification of common issues supporting the prevention of child abuse and neglect. The CBCAP Parenting Education Advisory Board members share information regarding the services and resources provided through the programs. The Division of Child Protection Services and the CBCAP SLA Program Specialist serve as the leaders of a statewide coalition of agencies and community-based service providers. The CBCAP Parenting Education Advisory Board for the Parenting Education Program is the foundation from which the different partners collaborate about activities that support community-based efforts to develop, operate, expand, and enhance activities and initiatives aimed at the prevention of child abuse and neglect in South Dakota and includes parents and representatives.

The composition of the CBCAP Advisory Board demonstrates a commitment to collaboration and the willingness of programs to share information and coordinate resources. South Dakota is a rural state and partnerships are essential for programs to be effective. The CBCAP Parenting Education Advisory Board provides a platform for communication between programs. The CBCAP Parenting Education Advisory Board meets twice per year. Board members can share information, highlight current or new resources or services, and identify potential areas of collaboration. Formal presentations are made on a variety of specialized topics that will assist the board members in their efforts to promote prevention of child abuse and neglect in their region and across the state. The CBCAP Parenting Education Advisory Board meetings provide each member with an opportunity to describe their programs and services allowing each member to identify areas of potential collaboration and networking opportunities.

Information shared during CBCAP Parenting Education Advisory Board meetings enhances the knowledge and capacity of the entire statewide network to improve the coordination of resources and activities and work

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together to strengthen and support children and families. Professionals and parents collaborate, network, learn and share. The Advisory Board's hope is everyone attending the meetings and those reading the Advisory Board minutes learn new ideas and information to enhance their outstanding work with children and families. A wide range of relevant information is presented and the many roles that Advisory Board members represent also provides opportunities for collaborating and sharing a wealth of information.

South Dakota has a network composed of 11 mental health centers commonly used by Child Protection Services for evaluation of children's mental health needs. The South Dakota Department of Social Services, Division of Behavioral Health oversees the Community Mental Health Centers which bring state administration of the centers. There is a representative from the Division of Behavioral Health on the Parenting Education Advisory Board.

The Division of Child Protection Services maintains a statewide delivery system of parenting education. The delivery system includes 14 community-based programs strategically located to provide the Boys Town CSP Program and the Positive Indian Parenting Training Program offered by Great Plains Psychological Services in Sioux Falls.

Parent leadership provides a unique perspective from program participants. The parents' voices provide guidance about what works well and what is challenging for families. The Division of Child Protection Services coordinates with the programs to empower parents and inspire them to be leaders in their homes, communities, and wherever they are living. Leadership skills strengthen and support families preventing child abuse and neglect. The South Dakota Parent Information and Resource Center developed the Parent Leadership Curriculum. The Parent Leadership Curriculum is offered during the Boys Town CSP Trainings. Participants in the CSP program are provided support from the Leadership Curriculum for being leaders in their home with their families and leaders in their communities.

The Parenting Education Program members develop formal relationships with parents, Parenting Education Partners, community representatives, schools, social workers, Head Start, Parent Connection, healthcare and mental health advocates, Family Services Specialists, Division of Child Protection Services staff, TANF Employment Specialists, state's attorneys, judges, the Department of Corrections, the Indian Child Welfare Act tribal directors, Division of Child Care Services, and Department of Education to prevent and reduce child abuse and neglect. The Division of Child Protection Services Parenting Education Program's objective is the protection of children from abuse and neglect by providing parents with parenting skills, providing families the opportunity to learn and practice new parenting skills and gain the knowledge to help protect children. The program encourages outreach and collaboration with faith-based entities in South Dakota. Parenting Education Partner's CSP contracts include Lutheran Social Services in Aberdeen, Catholic Social Services in Rapid City and Morning Star Family Ministries in Martin. The Children's Inn Parenting Education Program has collaborated to form a partnership with two elementary schools in Sioux Falls. Hayward Elementary School continues to offer the CSP classes at the school. The classes, held at the elementary schools, include a supper for parents and children before class and childcare services.

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A statewide network of Child Protection Teams, Parenting Education Partners, state and tribal services, schools, childcare centers, Head Start Programs, health care, and other entities continue to collaborate to provide education on issues affecting children and to promote awareness and prevention of child abuse and neglect.

4. Describe the status of the state's prevention service array

- Demonstrate how the CBCAP lead agency has assessed the unmet needs in the state and community. This can include information from needs assessments conducted by another public or private agency, if the findings inform prevention efforts.
- Demonstrate that the CBCAP lead agency addressed the unmet needs identified by the inventory and description required by section 204(3) of this legislation; (section 206(3))
- Provide the inventory and description of the services provided to families by local programs that meet identified community needs, including core and optional services as described in section 202 of this legislation; (section 204(2)) and the description shall specify whether those services are supported by research
- Demonstrate (through contracts, interagency agreements and other means) the effective development, operation and expansion of community-based and prevention-focused programs and activities that met the requirements of the CBCAP program; (section 206(1))
- Include a description of the numbers served (also see table below), specifically including data on:
 - individuals (parents/caregivers)
 - children
 - families
 - families with children with disabilities,
 - parents with disabilities and

Please indicate numbers for each population served:	# served
Number of families with children with disabilities	71
Number of parents with disabilities	10
Total number children who received preventative direct services	834
Total number of parents/caregivers who received preventative direct services	357
Total number families who received preventative direct services	309

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The CBCAP SLA developed criteria for the utilization of the CBCAP funds to select programs to implement parenting education and child abuse prevention activities in South Dakota. A critical factor in the selection process is the ability of the program to expand or enhance community-based efforts in parenting education and support services that prevent child abuse and strengthen families. The selected Parenting Education Programs' philosophy must support the CSP and have an adequate budget to support expanded classes and enough staff to provide the training in their geographic region. Programs participate in local efforts increasing awareness and focusing on the prevention of child abuse and neglect.

The Parenting Education Program continues to assess unmet needs in the state in the following ways:

- Providing peer reviews with each Parenting Education Partner every other year. The review process is a valuable way to provide input to the program and determine unmet needs. Parenting Education Partners conduct a brief phone survey or send a survey to past parenting participants. Information from the survey is analyzed, shared during the peer review process, and unmet needs are discussed. For example, some of the discussions during the peer review were: how to reach additional families with the program; suggestions to move the classes to a school location to reach more families; having meals and daycare provided for families; changing the location of the class so it is closer for families; and having the class on Saturday. The families attending the peer reviews provide input on what they liked about the classes and how their needs, if any, could have been met more effectively.
- Feedback from the Parenting Advisory Education Board is an avenue for enhancing the partnership shared between the parents, Parenting Education Partners, and professions providing information on a variety of topics of interest to the board. The information presented provides the board members information, resources, and contacts that otherwise may not be known.
- Feedback from the parent survey is used to measure the effectiveness of the program and determine unmet needs. For more information concerning the survey see Section 8.
- Participants of CSP complete the parent survey during the last CSP class. Questions on the survey ask for suggestions to help parents attend CSP classes, ask what additional information would be helpful to the parent and ask for recommendations for informing other parents about CSP. Data gathered from the surveys are incorporated into the program when appropriate and when possible. For details on the recommendations by parents see Section 8.
- Parents are asked during the first CSP session what they want from the class, comments; are recorded and reflected on during the CSP sessions to show parents how CSP skills will help them address these needs and wants. CSP instructors want to make sure parents are receiving what they came for and are getting what they need. Ongoing evaluation and feedback from parents are essential and are a factor in the success of the CSP program.
- The Parent Education Program collaborates with Head Start to track trends in unmet needs and service populations.

The Parenting Education Partners in South Dakota represent a diverse group of public and private entities. The following is the list of contracted Parenting Education Partners:

- Yankton County Women's Shelter, Yankton
- Children's Inn – Children's Home Society of South Dakota, Sioux Falls
- Mitchell Area Safe House, Mitchell

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- Southern Plains Behavioral Health Services, Winner
- Northwest Area School Educational Cooperative, Isabel
- Inter-Lakes Community Action Partnership, Madison and Brookings
- Growing Up Together, Pierre
- Catholic Social Services, Rapid City
- Rapid City Career Learning Center, Rapid City, Spearfish, Belle Fourche, Custer, Hot Springs
- Morning Star Family Ministry, Inc., Martin
- Beacon Center – Domestic Violence Shelter, Watertown
- Lutheran Social Services, Aberdeen
- Manolis Family Safe Center, Huron
- Great Plains Psychological Services

Parenting Education Partners, funded by CBCAP, have staff trained in the instruction of the 4th Edition, CSP Curriculum. The 4th Edition of CSP was released from Boys Town in June 2015. This network of statewide programs allows for greater geographic outreach for child abuse and neglect prevention education and more opportunities for parents to seek parent education. Parents who have more information and skills provide children with safer home environments. CSP is designed to strengthen and support families to prevent child abuse and neglect. The Department of Social Services supports local level efforts that increase the awareness and prevention of child abuse and neglect. Increased awareness and prevention of child abuse and neglect are supported through the distribution of brochures and information including *2019/2020 Prevention Resource Guide: Strong and Thriving Families*.

CSP trainers teach the updated Boys Town 4th Edition Curriculum. CSP Trainings conducted by Boys Town Staff have historically been offered in Pierre upon need; however, this year the training was held virtually due to the pandemic. Boys Town requires all CSP Trainers to be re-certified every three years. Re-certification includes submitting the presentation of two CSP sessions for Boys Town staff to evaluate. A leadership skill continues to be included with each CSP session. The Six Protective Factors are embodied in the curriculum. An objective of the Parenting Education Partners is to help parents maintain and develop the Six Protective Factors and increase the health and wellbeing of children and families. The Six Protective Factors are attributes that serve as buffers, helping parents with supports, or coping strategies for effective parenting, even under stress. The Six Protective Factors are: nurturing and attachment, knowledge of parenting and child development, parental resilience, social connections, concrete support for parents and social and emotional competence of children.

The Parenting Education Program recognizes the contributions made by parents to enhance and improve its programs. Many parents need assistance to build confidence in their ability to appropriately and effectively parent their child and develop leadership knowledge and skills. The Parenting Education Program's network of partners and its collaborative relationship with other programs and services maximizes opportunities for parents to gain and practice leadership skills from the CSP Program.

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Parenting Education Partners are encouraged to develop strategies to promote parenting skills with fathers participating in classes. Father-friendly methods of outreach and classes are integrated into statewide efforts to support parents through education and to decrease child abuse and neglect.

The CSP Program is at Level #2 "Promising Program or Practice". This determination was made in collaboration with the Family Resource Information, Education, and Network Development Service (FRIENDS) National Resource Center, the Parenting Education Advisory Board, Boys Town Staff, and the Parenting Education Partners. Parenting Education Partners have instructors trained by Boys Town staff. All programs use the same curriculum materials, book, training materials, PowerPoint/videos, etc. A study on the CSP Program was published in 1996 comparing parents who attended the 6-week program to other parents. (*Thompson, R. Ruman, P., Schuchmann, L., & Burke, R. (1996). A cost-effectiveness evaluation of parent training can be found in the Journal of Child and Family Studies. 5 (4), (415-429).* As the program has grown, CSP has been recognized by numerous family and parenting organizations. It has received an "outstanding" rating from the Parent Council and was named the 1997 Seal of Approval Winner by The National Parenting Center. CSP is a preferred parenting provider for the states of Arizona and South Dakota. In addition, the U.S. Air Force selected CSP to support its services to military families, and the program has been offered at 68 Air Force bases around the world. The Spanish version of CSP was cited in the *September 2000 Library Journal* as a valuable resource for the Hispanic population.

The training model used in CSP focuses on experiential learning. The five training components: instruction, modeling, practice, feedback and review, give parents an opportunity to learn, and use parenting skills in a neutral class setting before putting the skills to use at home with their children. After viewing taped examples of parenting techniques, parents practice how to use the skills they have learned with their children.

Positive Indian Parenting draws on the strengths of traditional Indian child-rearing practices using storytelling, cradleboards, harmony, lessons of nature, behavior management, and the use of praise. It also addresses the historic impact of boarding schools, intergenerational trauma and grief, and forced assimilation of parenting; it empowers Indian families to reclaim their right to their heritage to be positive parents. Positive Indian Parenting is strengths-based, conveying the message that our ancestors' wisdom is a birthright for American Indian/Alaskan Native (AI/AN) parents. The curriculum examines how many AI/AN families were deprived of the right to learn traditional practices, invites participants to reclaim values that may have been lost by earlier generations, and validates existing traditional knowledge and values. There have been no formal evaluations of Positive Indian Parenting. However, the curriculum is grounded in extensive child welfare practice experience. Moreover, the program has been deemed an effective practice by the First Nations Behavioral Health Association.

Early Childhood Enrichment (ECE) system promotes the health, safety, and development of young children in early childhood programs through training and technical assistance. Services offered are designed to assist caregivers, teachers and others involved in the day-to-day care of children as well as communities in the development of quality childcare programs and services. Consumer education services for families on choosing and locating childcare are also offered. The ECE programs are in 5 communities: Aberdeen, Brookings, Pierre, Sioux Falls and Rapid City. The ECE system offers a continuum of face to face and e-learning

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training opportunities from entry level training to specialized certificate and credential programs for childcare providers. They also provide technical assistance and coaching to state registered and licensed childcare providers in a variety of topic areas that includes infant and toddler care. In addition, programs such as Pathways to Professional Development are offered to promote education, training, and professional growth of childcare providers.

Parenting training for parents and caregivers of children birth to age 3 provided in two formats: Responsive Parenting and Understanding Me Up to Age Three. The goal of the training sessions is to help parents learn how their child is growing and developing so they can be more responsive to their child and how to choose childcare that meets their needs. During each of these series, parents learn about topics such as social-emotional growth, early brain development, safety, temperament and guidance. Coordinated by the five ECE sites, training is provided across the state by trainers who have been trained in the use the parenting curriculums. Trainers who conduct training for childcare providers in alignment with the Program for Infants and Toddler Caregivers (PITC) are also available to conduct the parenting classes have received special instructions on how to work with parents vs. childcare providers. Both series are available in different locations throughout the state and are provided at no cost to participants. From October 1, 2019, to September 30, 2020, 38 series were held reaching 148 parents impacting 200 South Dakota children. The decrease in parenting series and the lower attendance numbers are a direct result of scheduled trainings either being canceled, or multiple class locations being combined into one training opportunity when move online in Summer 2020 due to the on-going pandemic.

The Division of Child Protection Services uses Promoting Safe and Stable Families funding to provide foster parents and adoptive parents with respite care services through the South Dakota Department of Human Services Respite Care Program. This respite care is for adults with developmental/intellectual disabilities and children with a chronic medical condition, serious emotional disturbance, severe and persistent mental illness, post adoptive families, developmental delay, developmental/intellectual disability or a traumatic brain injury. The Respite Program served 638 children and adults. There were 396 families that received respite care services from October 1, 2019, through September 30, 2020. The number of children and adults in each diagnosis category were:

Populations Served	Participants served
Number of participants with a chronic medical condition	86
Number of families at-risk (foster and adoptive)	196
Number of participants with a developmental disability	151
Number of children birth to age 5 with a developmental delay	93
Number of participants with a serious emotional disturbance	78
Number of participants with a traumatic brain injury	8
Number of adults with a serve & persistent mental illness	0

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5. Include a description of the actual outreach activities for special populations and cultural competence efforts conducted by the CBCAP lead agency during the reporting period

- Include a description of outreach activities that the CBCAP lead agency and the community-based and prevention-focused programs and activities conducted over the reporting period to maximize the participation of parents, racial and ethnic minorities, children and adults with disabilities and members of other underserved or underrepresented groups
- If applicable, information may also include outreach activities to other special populations identified by the CBCAP lead agency
- Activities to promote culturally competent and culturally relevant programs and activities for their funded programs

Please check all that apply for outreach:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Parents | <input checked="" type="checkbox"/> Adult former victims of child abuse and neglect or domestic violence |
| <input checked="" type="checkbox"/> Racial and ethnic minorities | <input checked="" type="checkbox"/> Members of other underserved or underrepresented groups (i.e. fathers) |
| <input checked="" type="checkbox"/> Children and adults with disabilities | <input checked="" type="checkbox"/> Other option – Please describe in your narrative |
| <input checked="" type="checkbox"/> Homeless families and those at-risk of homelessness | |
| <input checked="" type="checkbox"/> Unaccompanied homeless youth | |

The Parenting Education Advisory Board, Parenting Education Partners, along with the Department of Social Services, Division of Child Protection Services and the Division of Child Care Services, Child Protection Teams infant-toddler trainers, and schools provide a network of parenting educators in South Dakota. The CBCAP grant made it possible for programs to receive funding to provide the CSP classes and assist in the directing and distribution of child abuse and neglect prevention education and awareness resources. The resources increase the level of awareness of issues related to child abuse and neglect. The CSP Program is inclusive of all residents in South Dakota including various ethnic or racial minorities, and children and adults with disabilities. As the lead agency for the CBCAP grant, the Department of Social Services, Division of Child Protection Services develops, implements, and enhances a continuum of prevention services.

Parents enrolled in CSP are a diverse group economically, ethnically, intellectually, and socially and instructors remain open to the attitudes, feelings, abilities, and life circumstances of the attendees. CSP information is available in Spanish to the Parenting Education Partners upon request and need. When needed, interpreters are provided through the CBCAP grant so parents can communicate in their native languages.

The Head Start families are served by Parenting Education Partners using the CSP Program. Native American children comprise the greatest percentage of children enrolled in Head Start. The Native American families with children enrolled in Head Start can participate in CSP classes. Outreach to Head Starts includes providing the Head Start staff information on CSP classes. CSP brochures are distributed to the Head Starts by the Parenting Education Partners located in the specific reservation area and participants receive CSP brochures at the statewide Head Start conference. The Parenting Education Partners contact Head Start Programs through social media, emails, and provide flyers and brochures to keep them informed when CSP classes are

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scheduled. Classes are held at Head Start centers and scheduled with times and dates to meet the needs of Head Start families. Many of the Head Starts are located on the nine Reservations in South Dakota where families live within the poverty and income guidelines of Head Start. Classes are held at ADA approved sites.

The CBCAP Advisory Board promotes services to match cultural diversity with community parenting education as a priority. The CBCAP grant has provided South Dakota with the means and opportunities to provide high-quality training for the course instructors. The Parenting Education Partners continued to adjust CSP classes to accommodate individual needs of the adults served. For example, if a parent who has a disability would like to take the CSP class, the trainer could provide the instruction in a one-on-one setting to ensure the individual obtains the maximum benefit from the class materials and education. Accommodations are made for parents with hearing impairments or non-English speaking parents. The CSP instructors have been trained to support the variety of individuals who may attend the classes. Instruction is adapted to meet the individual needs of parents.

The Parenting Education Program continues to assist individuals who have special needs; i.e. speech impairment, physical disability, developmental or emotional disabilities. Parents with a disability or who have a child with a disability are given information and the opportunity to attend CSP, Positive Indian Parenting, or Responsive Parenting classes. During FFY2020, 37 parents with disabilities have taken CSP or PIP classes, and 60 children with disabilities have benefited from their parent's participation in CSP or PIP.

The Division of Child Protection Services, the CBCAP lead agency works actively to provide outreach and improve access to parenting education and support programs for the Native American population. The CSP Curriculum is available statewide, and 116 (38.93%) of participating parents who attended the program in FFY2020, were Native American. A guiding principle for the Department of Social Services is, "We believe in respecting individual and cultural differences by treating people with dignity, fairness, and respect". Information about the Native American culture and traditions provide a child abuse and prevention platform for understanding and serving the Native American parents. As part of a broader state strategy, the Division of Child Protection Services through a state/tribal consultation group meets quarterly to collaborate and communicate with representatives from South Dakota tribes to obtain their input and discuss program issues related to the coordination of programs and services on the reservation. To improve collaboration with services to Native American children and families, the Division of Child Protection Services, Indian Child Welfare Act Program Specialist serves as a liaison between the tribes and the Division of Child Protection Services. The Indian Child Welfare Act Program Specialist serves on the CBCAP Advisory Board. Information about the CSP classes is communicated through the Indian Child Welfare Program Specialist.

The CSP classes are offered on the nine reservations in South Dakota. The Division of Child Protection Services, ICWA Program Specialist sends an email to the Tribal ICWA Directors and Tribal Child Protection Services Directors with the CSP website link which includes additional information and class schedules for the different areas.

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The Division of Child Protection Services provides a list of the CSP classes on their website and encourages other agencies and organizations to refer parents to the program. The following website has the parenting classes: http://dss.sd.gov/docs/childprotection/common_sense_parenting_schedule.pdf

The Parenting Education Partners are strategically located to cover the geographic areas of the state. The Parenting Education Partners advertise the CSP classes in their area by providing emails along with flyers, PSA's, social media, radio announcements, and the DSS website for advertising the program to a variety of contacts in their community. CSP class information is posted on Parenting Education Partners Facebook pages. The CBCAP Advisory Board Meetings are an effective way to enhance communication and collaboration of resource promoting parenting education and prevention across the state.

CSP classes continue to be offered to incarcerated mothers and fathers in South Dakota. CSP classes held at the Women's Prison served 83 parents and impacted 223 children. 19 parents attended classes at the Lower Brule Detention Center with 58 children being impacted. 14 parents attended classes at Mike Durfee State Prison with 43 children being impacted. Rosebud Sioux Tribal LE Adult Detention served 19 parents impacting 71 children. The women in the Women's Prison in Pierre are entered into the system as a course completion when completing CSP. The following month these records are flagged for Earned Discharge credit. There are 20 days awarded for class completion. It is applied to the end of their sentence, which pushes the dates on the front end. The amount of the push depends upon a sentencing formula determined by the length of the sentence. Essentially those that complete CSP will be awarded 20 days off their sentence.

The Division of Child Protection Services contracts with an agency to employ five Community Resource People (CRP's) to assist the youth, foster parents, Family Services Specialists, and group care centers for minors and residential treatment facilities. The goal of the five CRP's is to provide youth, as well as Family Services Specialists and foster parents, with the additional support needed to bolster independent living skills of youth in foster care and young adults who transitioned from foster care. They will ensure that each young person leaving care will have the skills necessary to live independently and productively in the community providing services for youth. The CRP's work with youth that are homeless to assist them to find resources in their community. The CRP's also work with youth who are pregnant or youth who may have children and need extra parenting skills. The CPRs provide individual assistance, monitor, supervise, and coordinate services for youth in the areas of parenting classes, housing, employment, life skills, connections, health, community resources, and education. The CRP's also support youth in their efforts to obtain a high school diploma, GED, and post-secondary degree. The CRP's provide encouragement, support, and assistance to youth. This funding is provided through the Chafee Foster Care Independent Living Program grant.

All new state employees with the Division of Child Protection Services in South Dakota are required to attend a cultural training to enhance the services they provided. The Department of Social Services Indian Child Welfare Act (ICWA) Program Specialist presents this training opportunity and is an active member of the CBCAP Advisory Board. The ICWA Program Specialist presents information on working with and serving Native Americans during the CBCAP Advisory Board Meetings.

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6. Describe the lead agency's activities and implementation plan to ensure the continued leadership and involvement of parents in the ongoing planning, implementation, and evaluation of CBCAP programs (section 206(8))

- Describe the CBCAP lead agency's activities, including training and technical assistance, and implementation plan to ensure the leadership and involvement of parents in the ongoing planning, implementation, and evaluation of CBCAP programs including:
 - the involvement of a diverse representation of families in the design, operation and evaluation of community-based child abuse and neglect prevention programs and activities
- If applicable, describe how parent leadership and family involvement efforts were evaluated and assessed in terms of its impact on the work of the CBCAP lead agency during the reporting period

The Department of Social Services continues to provide a platform for building the leadership abilities of parents and offers them opportunities to participate in the ongoing planning, implementation, and evaluation of the CBCAP Program. The South Dakota Parent Information and Resource Center collaborated with the Division of Child Protection Services in designing a Parent Leadership Program embedded into the structure of the six CSP classes. The Parent Leadership Program consists of six components: Parents as Listeners; Parents as Communicators; Parents as Experts; Parents as Partners; Parents as Peace Makers; and Parents as Leaders. Parents are provided with information and skills to develop and recognize their leadership potential. Parents, who participate in the CSP classes, may have had traumatic life experiences that create additional barriers to attaining leadership skills. The Leadership Curriculum and leadership questions are included in the parent survey. This survey is completed after the completion of the Common Sense Parenting class and allows parents to voice input of the class, curriculum, and instructor feedback. The Parenting Education Program provides ongoing support and technical assistance for the implementation of the Leadership Curriculum.

South Dakota involves a diverse representation of families in the design and evaluations of child abuse and neglect prevention programs and activities. The Parenting Program services individuals with diverse backgrounds, income levels, nationalities, race, etc. The leadership component is embedded in all the CSP classes so parents can learn how to be leaders in their homes and communities. The nine Native American Reservations are served. The prisons in Pierre, Yankton, Pine Ridge, Lower Brule Detention Center, and the Rosebud Sioux Tribe LE Adult Detention, schools, domestic violence centers, Head Start programs, and early childhood education programs are served. Parenting Education Partners let the general public know about the CSP classes in their areas including numerous and various child abuse prevention and fatherhood activities. Parents from all walks of life are served through the Common Protection Services Program.

Parenting Education Partners continue to obtain input from parents attending CSP classes. CSP participants complete the parent survey, and each evaluation is recorded in the outcome database. The CSP instructors and Parenting Education Partners make improvements as written and suggested by the parents in the parent survey developed by FRIENDS. The outcome data is derived from the survey and is used to give feedback to Parenting Education Partners at peer reviews. Suggestions for program improvements are implemented within the boundaries and guidelines required by Boys Town and the CSP Program. Parents provide leadership and guidance through comments and recommendations expressed on the parent survey. This

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information is used to generate data for the CBCAP Annual Report and is a valuable tool for directing the program.

Parent input remains valuable to the success of the program. During the CSP class, parents learn and discuss skills and practice and participate in roleplaying. This is one way to evaluate if parents are learning the effective parenting skills. Parents complete the CSP Survey at the last CSP class. The survey provides valuable input from parents regarding changes they have made as the result of attending CSP, what parenting skills they continue to use, changes observed in children, skills used for parent and child self-control, suggestions for informing other parents about CSP classes, suggestions for additional preventative resources and services, and suggestions on how to help parents attend CSP classes.

Parents enrolled in the CSP Program are asked to complete an evaluation before the Parenting Education Program Peer Reviews. During the evaluation, parents are asked if they would be interested in participating as a parent representative on the Advisory Board. The Parenting Education Program has found the parent evaluation and invitation to parents to attend the peer reviews is a valuable way to receive feedback from parents. Parents are empowered when involved, and their leadership is affirmed. In South Dakota, the parents' feedback is a guiding force in providing leadership to the program and is a valuable source of information for deciding what, if any, changes should be made.

7. Include a description of the training, technical assistance and evaluation assistance activities conducted or sponsored by the lead agency during the reporting period

- Describe the training, technical assistance and evaluation assistance activities conducted or sponsored by the CBCAP lead agency during the reporting period, including the number of individuals who received training and technical assistance from Lead Agency (see table below)

Please indicate numbers for:	# served
Number of individuals who received training and technical assistance from Lead Agency as a total	250

Ongoing technical assistance continues for parents, professionals from different communities, public and private agencies, Head Start, state's attorneys, judges, other state programs (Department of Corrections, Division of Child Care Services, Department of Education), and the Parenting Education Partners in the following ways:

- Peer Review Process
- CBCAP SLA Program Specialist provides ongoing trainings, with the 14 Parenting Education Program contractors, such as the Parent Leadership Curriculum and the Six Protective Factors
- CBCAP Parenting Education Advisory Board Meetings
- Webinars and Conference Calls with the Parenting Education Partners
- South Dakota Department of Social Service's website

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- CSP Training for Child Protection Services staff and professionals
- Informational resources provided by the CBCAP SLA Program Specialist
- Parenting Partners provide training to their co-workers and peers
- Parenting Partners provide direct training and resource information that is designed to support families and parents within their program
- CSP Training for new trainers
- Worthy of noting, several of these methods were converted to a virtual format to continue serving the needs of South Dakota families while being cognizant of pandemic concerns and guidance

Technical assistance is provided during or as the result of peer reviews. Every other year Parenting Education Program Peer Reviews are completed with each of the Parenting Education Partners in the different areas of the state. The peer reviews provide the avenue for parents, the Division of Child Protection Services, CSP instructors, Head Start staff, domestic violence program personnel, Parenting Education Partners, and public tribal and local services providers to gather to discuss the strengths and concerns associated with the CSP program and child abuse prevention. Parent outcome data collected from parent surveys is shared during the peer review. Parents are a significant part of the review. The peer review will continue to be a valuable way to evaluate the program and give input to the state. Having open and honest discussions regarding the parents' perspective of the program is an invaluable experience for all who attend the peer reviews. An evaluation of the program is completed during each peer review. The evaluation instrument was designed to measure and focus on areas of accessibility and availability of training to parents, service quality, individual agency management of the parenting program, outreach efforts including prevention activities, community relationships, effectiveness of the curriculum, ability of the network to identify obstacles and provide solutions and marking of resources in their area. Technical assistance is provided when and where identified and needed. In preparation for the CSP Peer Review, information from past parent participants is collected. Parenting Education Partners conduct either a brief phone survey or send a survey for parents to complete on the CSP program. Information obtained from this survey is analyzed and shared during the peer review process.

The Division of Child Protection Services requires new staff to attend a four-hour overview of the CSP Curriculum. The CSP overview increases the general understanding of the CSP Curriculum and the skills taught in classes. The Family Services Specialists and Social Services Aides support and model the parenting skills in their work with families. The Head Start staff, domestic violence program staff, TANF staff, school counselors, attorneys, court services personnel and service providers who make referrals to the CSP classes are invited and encouraged to attend this training.

The CBCAP SLA Program Specialist coordinates the dates and times Early Childhood Enrichment (ECE) system when planning and instructing the 4-hour CSP and Responsive Parenting Training for Child Protection Services staff and professional in the community, so these contacts can let parents know about the parenting classes. The CSP trainers include the Responsive Parenting information in the training and upcoming classes. The CSP instructors provide awareness about the Responsive Parenting classes to parents with children under 3.

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The Parenting Education Program, the CBCAP Advisory Board, Parenting Education Partners and community programs and services supplied materials and promoted education and awareness of child abuse and prevention activities through social media websites, presentations, brochures, newsletters, flyers' information packets, bulletin boards, events, and other available resources.

The Parenting Education Partners utilized the parent survey to enhance CSP classes. Parenting Education Partners provide continuing training and assistance on the use of the parent survey. Parenting Education Partners continue to submit data from the parent survey to the state office for the CBCAP annual report. This data assists the Parenting Education Partners in evaluating their local programs and gives direction for improvements and changes. The parent survey is shared during the Peer Review Process.

8. Provide evaluation data on the outcomes of programs and activities funded under this program. This should include the following:

- Data reporting requirements and the national outcomes for the CBCAP program, as appropriate; for the efficiency measure, provide data on the percentage of total funding that supports evidence-based (EBP) and evidence-informed programs (EIP) and practices (see table below). More information about these requirements can be found in the document, "Guidelines for CBCAP Lead Agencies on EBP EIP found at <https://friendsnrc.org/wp-content/uploads/2020/10/2007CBCAP-Guidelines.pdf>." For more information on evidence-based practice in prevention, see <https://friendsnrc.org/evaluation/matrix-of-evidence-based-practice/>.
- A demonstration of the high level of satisfaction among families who have used the services of the CBCAP program; (section 206(5)) (*For example: CBCAP lead agencies could consider including a summary of findings from client satisfaction surveys.*)
- A description of the results of evaluation, or the outcomes of monitoring, conducted under the state program to demonstrate the effectiveness of activities in meeting the purposes of the program (this may include a peer review process) (section 206(7))
- Evaluation data, where appropriate and available, on the effectiveness of funded programs, the CBCAP lead agency, and the network

The Parenting Education Program is committed to ongoing evaluation and program enhancement. Data was collected to adequately evaluate the program components to meet federal guidelines. Evaluation information in this section is acquired from the Parenting Education Partners. The 14 Parenting Education Partners, providing the CSP Program, continue to collect and provide data.

The Parenting Education Partners collect data on all parents who attend the first session of CSP. At the end of the 6-week class, each parent completes an outcome evaluation. The three-part evaluation gives parents the opportunity to provide input on the effectiveness of the curriculum, how satisfied they are with the CSP training materials and the Parent Leadership materials, and their comfort level with the program instruction (role-play, power point, and homework assignments). The evaluation provides information about the skills of the

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instructor and the quality of the class presentation. The evaluation is a tool to help develop recommendations for program improvement. In addition, parents are given an additional qualitative survey to complete.

The Parenting Education Partners are required to gather, maintain, and submit information to track completion and to assist with continuous quality improvement. The Division of Child Protection Services reviews this information to evaluate the Parenting Education Partner's contracts. The information is used to determine contract amounts and needs related to available trainers, materials, supplies, books, locations of classes held, and parents and children served.

The Division of Child Protection Services utilizes a peer review process to enhance the quality of services provided by the state's Parenting Education Partners funded through the CBCAP grant. Parenting Education Partners participate in a peer review every two years. There were six Parenting Education Program Peer Reviews scheduled during this reporting period. Due to inclement weather and the pandemic, these reviews have been postponed until members can safely meeting in person. In-person engagement with parents and community providers is key to the success of these reviews. One review was held in February with Lutheran Social Services in Aberdeen, SD. Participants included in the review were the following: Parenting Education Partners, CSP instructors, Responsive Parenting contacts, parents who completed the CSP class, court services staff, community representatives, local Division of Child Protection Services staff, Temporary Assistance to Needy Families staff, the CBCAP SLA Program Specialist and the contract designee. Peer reviews were held in Pierre, Mitchell, Winner, Isabel, and Sioux Falls. An evaluation instrument is utilized during the peer review process. The instrument measures and focuses on: accessibility and availability to parenting classes; service quality; individual agency oversight of the parenting program; outreach activities include fatherhood and prevention of child abuse and neglect; community relationships; effectiveness of the CSP Curriculum; ability of the network to identify obstacles and provide solutions; and marketing of resources in the service area. The Division of Child Protection Services requests information from parents about the sustainability of use of the CSP skills and what part of the CSP Program they are using with their children. A peer review parent survey is used to interview parents who had previously attended CSP classes and are unable to attend the peer review in-person. Comments from the parent surveys are included in the peer review and consistently indicate parents are continuing to use the parenting skills learned in the CSP classes after the classes have ended.

Parenting Education Partners provide feedback about the peer review process at the conclusion of the review. An exit letter is sent to the participants and professional staff who attend the peer review stating commendations and recommendations made during the review. Parenting Education Partners, Division of Child Protection Services staff, parents and CBCAP partners value the opportunity to come together around the table to discuss issues and concerns and celebrate the success of the CSP and child abuse prevention activities. CBCAP funds continue to pay for mileage and honorarium for parents attending peer reviews.

The Parenting Education Partners are required to have parents complete a class evaluation at the end of the six-week class. The survey provides parent input into the satisfaction and effectiveness of the CSP and Leadership Curriculum and training skills of the presenters. Evaluations were completed by participants and submitted by Parenting Education Partners.

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Common Sense Parenting (CPS) Report: Program and Family Information

<i>Family Information</i>	<u>Count</u>	<u>Percent</u>
Number of families served	299	
Number of parents served	342	
Number of parents with a disability	38	
Number of children	807	
Number of children living at home	434	53.78%
Numbers of children who are:		
Under 3	141	17.47%
Between 3 and 12	177	21.93%
Between 6 and 12	239	29.62%
Over 12	218	27.01%
Number of children with a disability	64	7.93%

** Referral Sources

* Child Protective Services (CPS)	59	17.25%
* Court System	64	18.71%
* TANF	0	0.00%
* Head Start	10	2.92%
* Domestic Violence Program	3	0.88%
* Dept. of Corrections (DOC)	109	31.87%
Substance Abuse Treatment Program	4	1.17%
Self-Referral	63	18.42%
An Attorney	8	2.34%
Other Service Specified	46	13.45%

**Respondents could select more than one response to these items.

Parents who successfully completed Common Sense	235	68.71%			
			Yes	No	Unsure
In the past year, was this family ever homeless or at risk for homelessness?	65		215	10	
Have you attended Common Sense Parenting before?	50		247	0	
Would you recommend the Common Sense Parenting program to	210		0	0	
			Mean	St.Dev.	
Average Number of Sessions Attended	4.85			1.66	

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Total Number of Families 299

Number of Participants reported on 298

<i>Race/Ethnicity:</i>	<u>Count</u>	<u>Percent</u>
Native American/Alaskan Native	116	38.93%
White (Non Hispanic/European American)	148	49.66%
African American	4	1.34%
Hispanic/Latino	16	5.37%
African Nationals/Caribbean Islanders	0	0.00%
Middle Eastern	0	0.00%
Native Hawaiian/Pacific Islanders	0	0.00%
Asian	3	1.01%
Multi-racial	10	3.36%
Other	1	0.34%

**** Risk factors affecting the parent or other family**

Substance Abuse	129	43.29%
Alcohol Abuse	113	37.92%
Domestic Violence	100	33.56%
Financial	57	19.13%
Transportation	113	37.92%
Legal	91	30.54%
Other	14	4.70%
None of the Above	34	11.41%

**Respondents could select more than one response to these items.

Marital Status:

Single	161	54.03%
Married	64	21.48%
Partnered	25	8.39%
Separated	11	3.69%
Divorced	36	12.08%
Widowed	0	0.00%

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Common Sense Parenting (CSP) Summary Report: Survey

	<u>Count</u>	<u>Mean</u>	<u>StDev</u>		<u>Count</u>	<u>Mean</u>	<u>StDev</u>	<u>Improved Scores (%)</u>	
1. The Common Sense Parenting program has helped me improve my parenting skills.	191	6.45	0.77						
2. My ideas and opinions are welcomed and included in the Common Sense Parenting	191	6.53	0.86						
3. The Common Sense Parenting program has helped me reach my parenting goals for my family and me.	191	6.13	0.96						
4. The Common Sense Parenting program has given me skills to teach my children better self-control.	190	6.54	0.77						
5. The Common Sense Parenting program has given me skills to have better self-control.	190	6.52	0.90						
6. My children's behaviors have improved since I began using Common Sense Parenting program skills.	183	5.46	1.22						
7. My relationship with my children has improved since I began using Common Sense Parenting Program skills.	183	5.76	1.24						
8. I understand how I can be a leader in my home.	189	6.51	0.84						
				Before CSP	After CSP			Improved Scores (%)	
	<u>Count</u>	<u>Mean</u>	<u>StDev</u>	<u>Count</u>	<u>Mean</u>	<u>StDev</u>	<u>Count</u>	<u>Improved</u>	
9. I have confidence in my ability to parent and take care of my children.	189	5.02	1.31	188	6.46	0.67	187	71.12%	
10. I use effective praise and preventive and corrective teaching in interactions with my children.	186	4.52	1.46	188	6.32	0.80	185	78.38%	
11. I help my children learn social skills that include following instructions	188	4.54	1.45	187	6.18	0.82	185	78.38%	
12. I am able to manage the stress in my life.	189	4.38	1.43	186	5.94	1.06	185	74.59%	
13. When I am worried about my child I have someone to talk to.	189	5.13	1.68	185	6.30	0.98	185	54.05%	
14. I stand up for what my family and children need.	189	5.59	1.46	187	6.51	0.79	186	46.77%	
15. I am able to meet my family's needs with the resources available to me.	190	5.68	1.49	186	6.35	1.09	186	33.87%	
16. When I have a problem I can't solve on my own, I reach out for help.	190	4.94	1.69	186	6.21	1.02	186	54.84%	
17. I set and enforce boundaries (limits and expectations) without losing control.	190	4.79	1.56	186	6.21	0.89	186	68.28%	
18. I am a leader in my home.	190	5.37	1.60	186	6.37	0.99	186	46.77%	
19. I have friends and/or family who provide me with support when I need it.	188	5.57	1.63	186	6.31	0.99	185	34.05%	
20. My children and I enjoy the time we spend together.	188	6.13	1.20	188	6.62	0.67	186	29.03%	

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Common Sense Parenting Program Summary Report: Open-ended questions

- 1. Please tell about the most useful things you learned in Common Sense Parenting.** 216 responses received. Several responses revolved around skill acquisition. 69 responses were in relation to staying calm during parenting.
- 2. Please tell us about your experience using a Common Sense Parenting skill with your children. (What did you do and what was the result?)** 189 responses received. 45 revolved around staying calm, 14 about communicating in a way that improved their children listening, and 20 about offering children effective praise.
- 3. What suggestions do you have for improving the Common Sense Parenting Program?** 176 responses received. Suggestions included to provide daycare during classes, update the videos, provide more examples, and address how to discipline children in front of their friends.
- 4. Would you recommend the Common Sense Parenting program to others?** 210 "Yes" responses received, 0 "No" responses received.

An Additional parent survey is given to parents to gather additional qualitative data from program improvement and included the following questions:

1. What additional information with the Common Sense Parenting (CSP) classes would be helpful?
2. What other preventative resources/services would be helpful to you as a parent?
3. What part of CSP are you continuing to use?
4. What changes have you made as the result of attending the classes?
5. What comments has your child(ren) made about your parenting following taking the CSP training?
6. What changes have you noticed in your child(ren)?
7. What CSP skills are you using to teach your child(ren) better self-control?
8. What suggestions do you have to inform other parents about the CSP classes?
9. Do you have suggestions to help parents attend the CSP classes?
10. Do you refer back to the CSP book?
11. Do you remain in contact with other participants from the class?
12. Have you recommended the class to other parents?
13. What suggestions do you have to inform other parents about the CSP classes?
14. Additional Comments:

Positive Indian Parenting (PIP) Report: Program and Family Information

<i>Family Information</i>	<i>Count</i>
Number of families served	10
Number of parents served	12
Number of parents with a disability	2
Number of children with a disability	7
Number of children impacted	27

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Please report on your expenditures for EB/EI Funding (add lines as needed):

Promising Programs and Practices				
Program Name	Supporting Reference	Total Amount of CBCAP Funding \$	Total Infrastructure Costs \$	Total Match Funding \$
Common Sense Parenting	See below	\$77,365.63	\$29,582.72	\$15,473.15
Emerging and Evidence Informed Programs and Practices				
Program Name	Supporting Reference	Total Amount of CBCAP Funding \$	Total Infrastructure Costs \$	Total Match Funding \$
Positive Indian Parenting	See below	\$962.92	\$2,113.05	\$192.59
Overall Totals:		\$78,328.55	\$31,695.77	\$15,665.74

*Promising Program and Practices – Supporting Reference: The CSP Program has been determined to be a Level #2 Promising Program Practicing. All programs use the same curriculum including the book, training materials, PowerPoint, video clips, etc. The program has a study that was comparing parents who attended the 6-week program to other parents (*Thompson, R. Ruman, P., Schuchmann, L., & Burke, R. (1996). A cost-effectiveness evaluation of parent training is with the Journal of Child and Family Studies. 5 (4), (415-429).*

*Emerging and Evidence-Informed Programs and Practices – Supporting Reference: The Positive Indian Parenting Program is to be at this level.

9. Include a description of the Child Abuse Prevention Month and public awareness activities conducted during the reporting period

- Provide information on public awareness and education activities conducted in the reporting period and the total number reached through various activities
- Include a description of individuals who have participated in public awareness and public education activities (see table below). Public awareness may include Child Abuse Prevention (CAP) month activities or other activities conducted throughout the year by the CBCAP lead agency or CBCAP funded providers. Examples of public education activities may include conferences, trainings or other education activities for CBCAP-funded providers or that have been administered to support the state’s prevention plan/service array**

Please indicate numbers for:	# served
Number of individuals who received public awareness or public education activities	Estimate at 25,000

The Department of Social Services, Division of Child Protection Services is the lead agency responsible for the distribution of information and resources focused on the prevention of child abuse and neglect. While April is recognized as Child Abuse Prevention Month, information and education related to prevention and reduction of child abuse are provided year around to obtain the best results for children and their families. Child abuse and neglect impacts every community. Solutions focused on prevention and education continues

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to be a priority for each community. The Division of Child Protection Services works to provide support information, programs, and activities that will reduce and prevent child abuse and neglect throughout the year. The Six Protective Factors will remain the platform for publications and activities related to child abuse prevention.

The CBCAP SLA Program Specialist coordinated child abuse prevention information on the Department of Social Services website. In recognition of National Child Abuse Prevention Month, the following information is available on the Department of Social Services website.

See: <http://dss.sd.gov/childprotection/nationalchildabuse.aspx>

The statewide prevention activities provided by the Parenting Education Partners, Domestic Violence Centers, Child Protection Teams, and the Division of Child Protection Services included:

- Governor's Executive Proclamation: The website contains the Executive Proclamation and resources to promote community awareness that can be used throughout the year, as well as activities designed especially for April, Child Abuse Prevention Month.
- Prevention Resource Guide: The 2019/2020 Prevention Resource Guides were distributed to the Child Protection Service staff, Tribal Child Welfare Agencies, and Parenting Education Partners to strengthen families and prevent child abuse and neglect.
- The South Dakota Department of Social Services' Facebook page posted weekly during April, targeting discussion and resources regarding Child Abuse Prevention Month.
- Child Abuse Prevention materials distributed to CSP class participants statewide.
- Common Sense Parenting brochure: The brochure has information about the CSP Program, locations, and contact information for CSP Providers. The CSP brochure includes information about the Six Protective Factors.
- Safe Home Rule: Parents attending CSP classes make a staying calm plan and learn skills to help them and their children remain calm. Parents attending CSP classes will write a Safe Home Rule in place for the safety of everyone in the home.
- Mandatory Reporting brochure: South Dakota requirements regarding reporting child abuse and neglect.
- Safe Havens in South Dakota brochure: If a parent of a baby, less than 60 days old, feels they cannot care for their baby they can leave the baby with an emergency medical services provider, or employee at any fire department, law enforcement agency, clinic, licensed child placement agency or medical facility. Leaving a baby under this law with an emergency medical services provider or child placement agency as allowed for under this law is not a crime.
- Child Care Assistance Program: Child Care Assistance is available to families who meet income guidelines and are working or working and attending school a minimum of 20 hours per week.
- Registration and Licensure of Child Care Environments: Information for licensing a childcare environment.
- Parent's Guide: Child Seat Safety: Buckling up the right way in a car seat, booster and seat belt brochure.
- Impaired Driving Information: Reducing alcohol-related crash fatalities and injuries is a priority for the Office of Highway Safety brochure,
- Pedestrian and Bike Safety: Helmet information brochure.

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- National Children’s Helpline: Get emotional support from a trained advocate, become empowered and a stronger parent.
- Sexual Abuse Prevention Programs: Strategies to prevent sexual abuse brochure.

The following are Child Abuse Prevention Resources that were shared within the agency, with other agencies, and with community partners during the month of April to be shared with parents:

- [211 South Dakota](#)
- [Aunt Bertha](#) (also available as an app)
- [For Parents Experiencing Stress over COVID-19](#)
- [Positive Parenting & COVID-19: 10 Tips to Help Keep the Calm at Home](#)
- [Tips for Coping with a New Baby During COVID-19](#)
- [Top Parenting Tips for Parents and Caregivers in Uncertain Times](#)
- [National Alliance on Mental Health](#)

10. Include a description of the important contextual factors (challenges or barriers) that impacted the ability of the CBCAP lead agency to implement their proposed plans in the last reporting period

- This section should describe any important contextual factors that may have impacted the ability of the CBCAP lead agency to implement their proposed plans from the application. This section should describe the nature of the challenge or barrier and how the CBCAP lead agency addressed the issue or to identify areas where they may need more support or technical assistance. This section can provide information about state budget issues, staffing issues, or other factors that have impacted the work during the reporting period.

Parents not completing the CSP program do not complete the parent survey. This makes it difficult to know the reason why a parent does not complete the class sessions. Parents who start the class but do not complete CSP program will continue to be a topic to be discussed during Parenting Education Program Peer Reviews with Parenting Education Partners. The state demographics, rural characteristics and distances create some barriers. Participants in CSP are a hard-to-serve population with complex barriers. 31.89% of the parents did not complete the class during this reporting period. While this is not unusual, we believe it is essential to encourage the parent to complete the program. Parenting Education Partners have implemented the following to reduce barriers for attending CSP classes: Parenting Education Partners’s remain flexible with dates and times of CSP classes; CSP instructors try to travel to rural sites to accommodate parent’s transportation barriers; classes have been added at two schools in Sioux Falls; and some Parenting Education Partners make phone calls before CSP classes begin as reminders to the parents. The Parenting Education Partners are consistently and constantly updating and enlarging the email lists with CSP class dates. Facebook is used to notify parents about the success of CSP and to notify parents about upcoming CSP classes. As noted previously, the pandemic provided additional challenges to the families we serve. In addition, it

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provided challenges to meeting in-person, which were navigated through virtual instruction. On April 1, 2020, the Parenting Education Partners met with the Parenting Advisory Board to discuss how to accommodate families in the virtual format. While there were some benefits from virtual instruction, such as social reach in rural communities, there were also challenges as previously addressed.

The parent survey indicates 64 parents were homeless or at risk of homelessness and 10 parents who are uncertain if they are at risk. This number can be expected to be impacted over the course of the next year as pandemic housing protections exhaust. Parenting Education Partners will continue to be provided with updates on homelessness in South Dakota during CBCAP board meetings. Information is being provided to Parenting Education Partners on educating parents about accessing resources in their area concerning homelessness. The Division of Educational Services and Support, Title X McKinney-Vento Homeless Program Specialist is a member of the CBCAP Advisory Board and presents to the Advisory Board on homelessness. The Parenting Education Program will be providing ongoing information and resources to the Parenting Education Partners to assist their work with parents who are homeless or at risk of being homeless. Homelessness continues to be a topic of discussion and concerns. The CBCAP SLA Program Specialist is a member of South Dakota Housing for the Homeless Consortium to collaborate with other organizations and agencies to address homelessness in the state.

The Leadership Curriculum provides additional skills for developing leadership in the home, and community. When parents perceive themselves as leaders and they start acting accordingly, it is believed the children will learn positive leadership skills modeled by their parents resulting in leadership skills being passed onto future generations. The Leadership Curriculum and the CSP Curriculum complement and enhance each other in building the present and future generations.

The South Dakota Department of Social Services, Division of Child Protection Services, continues to be the lead agency for the CBCAP grant and promoting Child Abuse and Neglect Prevention. The Parenting Education Program Peer Reviews continue to provide the avenue for parents, the Division of Child Protection Services, CSP instructors, Head Start staff, Domestic Violence personnel, Parenting Education Partners, and public, tribal and local service providers to get together to discuss the strengths and concerns associated with the CSP Program. Sitting around the table and having open discussions about the program and parents' experiences is valuable.