

Maryland SICC

STATE INTERAGENCY COORDINATING COUNCIL

Maryland State Department of Education (MSDE)
Division of Special Education/Early Intervention Services
Early Childhood Intervention & Education Branch
200 W. Baltimore Street, 9th floor, Baltimore, MD 21201
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Brenda Hussey-Gardner, Ph.D., M.P.H., Chair

SICC General Meeting

Johns Hopkins University/Center for Technology in Education
6740 Alexander Bell Drive, Columbia, MD 21046

Thursday, April 3, 2013 — 1:00 – 4:00 PM

Minutes

Attendance: Debbie Badawi, Mike Berman, Cynthia Bouchard, Nancy Egan, Natasha Fields, Marcella Franczkowski, Brenda Hussey-Gardner, Miji Kim, Curtisha Hopkins, Elizabeth Kelly, Karen Larenas, Abila Tazanu-Legall, Mary Leppert, Rachel London, Laura Barbee-Matthews, Shannon McRae, John McGinnis, Karen Mull, Amy Nicholas, and Elizabeth Snyder

Excused: Erin Stauder, George Failla, and Guy Guzzone.

Guests: Lori Tolen, Sandra Newcomb, Cecilia Leger, and Candy M. Miller

Staff: Brian Morrison, Nancy Vorobey, Pam Miller, and Clara Coleman

Dr. Hussey-Gardner called the meeting to order at 1:00 p.m.

- I. Welcome, Remarks, & Introductions (Brenda Hussey-Gardner)
- II. Review/Approval of meeting Minutes (Brenda Hussey-Gardner)
Minutes were approved with suggested corrections.
- III. Announcements & Public Comment (Brenda Hussey-Gardner)
There were no announcements or public comments.
- IV. SICC Report (Chairperson's Report: Brenda Hussey-Gardner)
 - A. Meeting Updates
 - SICC/LICC Joint Meeting
 - Time: 12:00 p.m. – 4:00 p.m.
 - Location: Montgomery County Children's Resources Center
322 West Edmonston Drive
Rockville, MD 20852 (AP Room)
 - B. Upcoming SICC General Meeting Dates:
 - October 2, 2014, CTE, 1:00 p.m.-4:00 p.m.
 - January 8, 2015, CTE, 1:00 p.m.-4:00p.m.
 - March 5, 2015, CTE, 1:00 p.m.-4:00p.m.
 - May 7: Joint Meeting, Location TBD, 12:00p.m. – 4:00
 - C. Upcoming SICC Executive Meeting Dates:

- September 4, 2014, MSDE, 1:00 p.m. – 3:00 p.m.
- November 20, 2014, MSDE, 1:00 p.m. – 3:00 p.m.
- February 5, 2015, MSDE, 1:00 p.m. – 3:00 p.m.
- April 2, 2015, MSDE, 1:00 p.m. – 3:00 p.m.
- June 4: MSDE,, 1:00p.m. -3:00p.m.

V. Part C Application Feedback Summary

- A. The SICC provided the MITP with feedback for the FFY 2014 Federal Part C Application. No application revisions were suggested by the committee.

VI. Legislative Wrap-up: (Rachel London)

- A. HB 297/SB 332 – Prekindergarten Expansion Act
- a. Funded by a \$4.3 million appropriation in the MSDE/Division of Early Childhood Development’s budget for preschool expansion to children at 300% of the federal poverty level.
 - b. Status - Passed
- B. HB 413 – Special Education – Individualized Education Program Parental Notice Requirements and Service Models List
- a. Requires school systems to provide parents with a verbal and written explanation of the parental rights and responsibilities in the IEP process.
 - b. It also requires school systems to post a list of available service delivery models in their jurisdiction on each county school’s website.
 - c. Status - Passed
- C. HB 428 – Children-Maryland Infants and Toddlers Program – Eligibility
- a. This bill establishes the Extended IFSP Option in the state statute.
 - b. Status - Passed
- D. HB 461 – State Early Childhood Advisory Council
- a. Establishes the new State council, requiring the council to develop a strategic plan to improve school readiness for young children.
 - b. Status - Passed
- E. SB 418/HB 556 – Developmental Disabilities Administration (DDA) – Low Intensity Support Services – Funding
- a. Changes the annual cap per individual from \$3,000 to \$2,000.
 - b. The Developmental Disabilities Council convened a Low Intensity Support Services (LISS) Stakeholder Workgroup. This was one of the recommendations the DDA accepted.
 - c. Based on data from DDA, over 700 additional people could potentially be served each year by lowering the cap.
 - d. Status - Passed
- F. HB 798/SB 701 – Habilitative Service Information
- a. Requiring a local school system to provide to the parents of a child with a disability verbal and written information about access to Habilitative Services at specified times including at the child’s Transition Planning meeting, Initial IEP Meeting, and Annual IEP Meetings.
 - b. Status - Passed
- G. HB 1198/SB 779 – Due Process Hearings for Children with Disabilities – Burden of Proof

- a. Amends the current law concerning due process hearings held to resolve a dispute relating to the provision of education to children with disabilities by shifting the burden of proving that the child received a free appropriate public education to the public agency.
 - b. Status – Did Not Pass
- H. SB 654 – Down Syndrome – Required Information
- a. DHMH is required to provide information to health care providers that provide prenatal and post-natal care to families that get a prenatal test result for Down Syndrome or have a child with Down Syndrome. Information will include contact information for support programs and services and will also address:
 - i. Physical/developmental outcomes;
 - ii. Educational outcomes;
 - iii. Psychosocial outcomes;
 - iv. Clinical course;
 - v. Life expectancy; and
 - vi. Treatment options.
 - b. Status – Passed

VII. Race to the Top-Early Learning Challenge Grant and Early Childhood Comprehensive Assessment System Updates (Liz Kelley & Candy Miller)

- A. Project 1 – Local Early Childhood Councils (LECAC) – All twenty-four (24) jurisdictions have begun implementing their action plans to improve school readiness within their jurisdiction.
- B. Project 2 – Maryland Excels – 1,969 early learning development programs are participating in Maryland EXCELS and 333 have published their ratings as of February 27, 2014.
- C. Project 3- Quality Capacity Building – There are 13 Preschool for All pilot sites and 320 children are being served.
- D. Project 4 – Early Learning and Development Standards – Coaches are facilitating the implementation of VIOLETS in 51 early childhood programs statewide. VIOLET site visits are being organized for May 2014.
- E. Project 5 - Professional Development Maryland Model for School Readiness (MMSR) - 25 trainings are completed with 349 childcare providers attending. In addition, 58 trainers have been trained to teach MMSR.
- F. Project 6 - Comprehensive Assessment System – A total of 81 teachers, from 28 schools and 16 LEAs, participated in Maryland’s Kindergarten Entry Assessment field test in fall 2013, which resulted in a state sample of 1,614 children.
- G. Project 7 - Child Development Innovations - To date 215 providers enrolled in Behavioral Health Integration in Pediatric Primary Care (BHIPP).
- H. Project 8 - Family Engagement and Support – 54 practices and 53,715 children are now enrolled in Reach Out and Read (ROR).
- I. Project 9 - Workforce Competency and Leadership Development – Five Regional Academies are planned for this summer.
- J. Project 10- Early Learning Data System- Development and implementation of a set of data dashboards to present information addressing established policy queries is in progress

VII: MSDE Birth through Five Updates

A. Preschool Updates (Nancy Vorobey)

1. **Child Outcomes Summary Process** - A workgroup has been convened to explore the use of the COS process as the method for measuring child outcomes for preschool children served through an IEP. The workgroup, which has met twice and will meet a third and final time on May 13, was charged with developing a set of recommendations regarding the use of the COS process for preschoolers, to be submitted to Marcella Franczkowski, Assistant State Superintendent, for her consideration. The COS process would replace the current methodology, the Work Sampling System, beginning on July 1, 2015.
2. **Making Access Happen Initiative** - Four regional face-to-face institutes focusing on training jurisdictional teams in reflective coaching practices, are planned as the strategy for scaling up the Making Access Happen Initiative. The first institute is scheduled for May 8 in Hagerstown and will include the western Maryland jurisdictions of Garrett, Washington, Frederick and Carroll counties. Allegany County, one of the original pilot jurisdictions, will present on their experiences as part of this institute. The second institute will include St. Mary's, Charles and Calvert counties and is scheduled for May 29 at the College of Southern Maryland.
3. **Online IEP Preschool Updates** - As part of revising and updating the current online IEP planned for SFY 15, content specific to preschool will be included.
4. **Comprehensive Assessment System – Formative Assessments/KRA PD** - The new official name for the Comprehensive Assessment System is “Ready for Kindergarten” or R4K. The summative assessment, the annual measure of school readiness for entering kindergarteners, will be known as the Kindergarten Readiness Assessment or KRA, and the formative assessments will be known as the Early Childhood Assessments. The training of trainers for the KRA has been completed. Local jurisdictions are now in the process of training locally identified staff who will be responsible for conducting the first statewide census administration in fall 2014. Learning progressions have been developed for 4 months to 36 months, but not yet test items for these progressions. The target date for development of test items for the 4-36 month range is this fall, with professional development taking place sometime in early 2015.

B. MITP Updates (Brian Morrison)

1. **Local Profiles** were distributed on April 1st. These are the 1st profiles that were not associated with new Improvement Plans (IPs) or Corrective Action Plans (CAPs) to LITPS. IPs and CAPs are only assigned 1x per year now in conjunction with Final Program Reports.
2. **Legislative Booklet** that the DSE/EIS creates for the legislative session was reviewed. The purpose of the book is to give legislators a picture of birth through five services in Maryland (and perhaps sway them to support these services financially). This year, we merged ITP and preschool services to give the booklet a birth through five feel. The major sections are “who we serve,” “services,” and “funding”. Each of these sections gives detail for each age group.

3. The **federal application** is due April 21st but we would like to submit it earlier than the final day this year. The SICC provided the only written feedback to MSDE regarding the application.
4. On March 18th, we had our Annual Grants meeting to discuss the **Consolidated Local Implementation Grant (CLIG)** and the Local Application for Federal Funding (LAFF). In addition to the typical sources of funding allocated, this year the division provided an additional \$1.2 million in discretionary funding with the intent of having local programs focus on increasing results for children birth through five. Local programs were encouraged to focus on activities to improve: Family Engagement, Natural Environment/Least Restrictive Environment, School Readiness, and Child Find.
5. **618 data** was due to OSEP yesterday. This includes Child Count and settings data for October 25, 2013.
6. Regarding the measurement table for revised APR reporting for the federal fiscal years of 2013 to 2018, OSEP removed 4 indicators from each APR (correction of noncompliance-still reported, compliant timelines, due process complaints, and timely and accurate submission of data. OSEP also added the **State Strategic Improvement Plan (SSIP)**. We will be devoting at least part of the Joint SICC/LICC meeting to examining data so that we can develop a focus for the SSIP with SICC/LICC input.
7. **The Service Coordinator Resource Group** meeting will be May 14, 2014.

VIII. Presentation on the Moving Maryland Forward Strategic Plan (Marcella Franczkowski)

- A. The DSE/EIS is embarking on the implementation of its bold statewide Strategic Plan – Moving Maryland Forward. The Strategic Plan, which is fully integrated into the overall aims of MSDE, includes a strong commitment to collaboration and shared responsibility, multi-tiered systems of support, and family and community partnerships. The Strategic Plan focuses on narrowing achievement gaps for children with disabilities, birth through age 21. Over the next five years, the Division of Special Education/early Intervention Services (DSE/EIS) will target four strategically chosen Action Imperatives:
 1. **Early Childhood** – A seamless and comprehensive statewide system of coordinated services for children with disabilities, birth through age 5, and their families will be fully implemented to narrow the school readiness gap.
 2. **Professional Learning** – A statewide system of differentiated tiers of professional learning and support to the Local School Systems (LSSs)/Public Agencies (Pas) will be fully implemented to produce effective early childhood service providers, teachers, related service providers, and paraprofessionals.
 3. **Access, Equity, and Progress** – Implementation of equitable services, universally designed instruction, evidence-based academic and behavior interventions, technology and accessible materials will result in increased access to instruction based on the Common Core State Standards, and improved educational achievement and functional outcomes.

4. **Secondary Transition** – Evidence-based transition programs and services will be implemented to increase the number of youth with disabilities who are actively engaged in post-secondary activities such as education, technical and career training, and employment after exiting school.
- B. The DSE/EIS is committed to building and sustaining an integrated organizational structure that is based upon principles of collaboration and shared responsibility and has recently been restructured so that staff members are fully involved in addressing the four Action Imperatives identified in *Moving Maryland Forward*. The DSE/EIS is organized by five branches:
 - Policy and Accountability,
 - Programmatic Support and Technical Assistance,
 - Family Support and Dispute Resolution,
 - Interagency Collaboration, and
 - Resource Management.
 - C. The DSE/EIS operates within and contributes to the work of the MSDE, a complex organization focusing on the education and well-being of Maryland’s students and families. Maryland’s plan for educational reform includes higher standards for all students through the implementation of Common Core State Standards, the Maryland Common Core State Curriculum, the Partnership for Assessment of Readiness for College and Careers (PARCC), and the national Center and State Collaborative (NCSC) assessments. The plan also includes:
 - Strategic help for the struggling schools,
 - The use of a robust statewide data system to improve instruction, and
 - The implementation of a new teacher/leader evaluation system to develop and support effective teachers/leaders.

Education reform is consistent with and aligned to Race to the Top and Maryland’s Elementary and Secondary Education Act (ESEA) Flexibility Plan.

The Programs of the DSE/EIS includes:

- Early Intervention;
 - Preschool Special Education;
 - Special Education (birth through 21);
 - Nonpublic Schools;
 - Maryland Hearing Aid Loan Bank;
 - Medical Assistance for School Health-Related Services;
 - Home Visiting; and
 - Maryland’s Autism waiver (nationally-recognized home and community based services; serving 1,000 children and families), and other related interagency programs and mental health initiatives.
- D. In the 2012-2013 school year 859,643 children, ages three through 21, were educated through Maryland’s public education system; of these 102,502 (11.9%) were children with disabilities.
 - E. Our Commitment to Children, Families, and Educators – The DSE/EIS strategic planning process is rooted in a set of principles that will remain essential to the

successful implementation and measurement of the *Moving Maryland Forward* plan and the achievement of its intended outcomes as follow:

- a. **Transparency** – We maintain an open door to stakeholders and regularly keep our stakeholders informed through formal and informal feedback loops. This includes quarterly birth-21 special education and early intervention leadership meetings, the annual birth-21 Professional Learning Institute, meetings of the Assistant State Superintendent’s Advisory Council, and regularly scheduled convening of advisory groups. Advisory groups include the State Interagency Coordinating Council, Special Education State Advisory Committee, Education Advocacy Coalition, and the Autism Waiver Advisory Council.
- b. **Stakeholder Engagement** – We involve stakeholders through participatory processes that promote innovation, the sharing of best practices, and dissemination of research and evidence-based models. We are also committed to strengthening partnerships and planning with other MSDE divisions and external stakeholder groups.
- c. **Effectiveness** – We strive to improve results for all Local School Systems and Public Agencies. The DSE/EIS has developed a tiered system of general supervision and engagement to identify systems and agencies in need of differentiated support and technical assistance.
- d. **Our Data Informing the Work** – In recent years, children and youth with disabilities have demonstrated progress in addressing the State achievement gap. However, the DSE/EIS believes that the pace of change can and must increase.

IX. Adjournment (4:30)

Joint SICC/LICC Meeting Date:
June 5, 2014