

SICC/LICC Joint Meeting

June 1, 2023

10:00am-2:00pm

Minutes

Location: This was an in-person meeting. The meeting was held at 1401 Rockville Pike, Rockville, MD 20852—Lobby Level Training Rooms.

In attendance: Ama Asamoah, Jennifer Ayers, Wendy Baber, Jennifer Benson, Cynthia Bouchard, Paula Boykin, Beth Boyle, Crystal Collins, Jena Conner, Don Corbin, Amy Cropp, Janine Fabian, Beth Fagan, Brian Feeney, Faith Fischel, Megan Fleury, Cheryl Hamlin, Mary Jo Harris, Brenda Hussey-Gardner, Laurencia Hutton-Rogers, Wendy Keen, Jill Lyons, Mary Manning-Falzarano, Lauren Mangrum, Marie Marino, Gicel Martinez, Sonya McElroy, Koryne Nnoli, Kristen Paul, Tory Pegram, Alyssa Snoots, Amanda Schwartz, Lisa Shanty, Sarah Sherry, Erin Simmons, FloJean Speck, Jeni Stepanek, Hillary Spivack, Erica Taylor, Christy Tirrell-Corbin, Mindy Torres, Kathleen Toscano, Gloria Valentine, Sarah Weinstein, Anna Maria Wilms Floet

I. Welcome, Remarks & Introductions: Brenda Hussey-Gardner (10:00-10:10)

II. Review/Approval of Meeting Minutes: Brenda Hussey-Gardner (10:00-10:15)

- Minutes approved without revisions

III. Announcements & Public Comment (10:15-10:25)

Maryland Early EdCorp Apprenticeship Program: Christy Tirrell-Corbin and Amanda Schwartz

- Addressing MD Rebuilds high leverage strategy 4: Growing a highly effective workforce
- Workforce development focus
 - Preparing individuals to work in child care centers to expand the workforce, especially among underrepresented groups
 - Increase workforce to support learning and development of children ages 3-5
- Goal: MD Early Edcorp will support 125 candidates
 - 4-month paid apprenticeship
 - Earning preschool CDA credentials
 - Participating in paid apprenticeships at HQ child care centers
 - Cohorts across MD
- Eligibility
 - High school diploma or GED
 - NOT employed in an EC program for the last 3 years
 - Documentation of a successfully passed criminal background check
- Apprentices will
 - Participate in paid, in-person class for 3 weeks
 - Work as a paid apprentice in HQ child care program for 4 months

- Receive ongoing guidance from a mentor-coach within the program
- Participate in weekly virtual classes (CoP)
- MD Early EdCorp will help apprentices
 - Complete their CDA portfolio
 - Take the CDA examination
 - Schedule the PD specialist verification visit
 - Apply for child care credentialing, level 4
 - Find a FT job upon completion
- How can SICC help?
 - Share this info with family members who may be interested in becoming teachers
 - Connect them with organizations that may work with interested family members
 - Network with others by sharing the Apprenticeship info online

**IV. Keynote Presentation (10:25am-11:25am)
The Landscape of Autism in Maryland: Through an Equity and Early Intervention Lens**

Christine Ladd-Acosta, PhD
Associate Professor and Director of Genetics, Department of Epidemiology
Vice Director, Wendy Klag Center for Autism and Developmental Disabilities
Johns Hopkins Bloomberg School of Public Health

- Data released in March 2023 reporting on children ages 4 and 8 years old in 2020
 - 5 counties in MD included in tracking data: Baltimore, Carroll, Howard, Harford, Cecil
 - 21,278 eight-year-old children; 20,745 four-year-old children
 - Data sources: health records and educational records abstracted and de-identified for CDC to analyze
- 1 in 43 (or 2.3%) of 8-year-old children were identified with ASD in 2020; lowest prevalence of all ADDM sites
 - CA reported highest ASD prevalence (1 in 22)
 - Of the 60% of children that had IQ data available, 46.6% of children with ASD also had Intellectual Disability
- 1 in 59 (or 1.7%) of 4-year-old children were identified with ASD in 2020
 - Slightly lower than overall US prevalence
 - CA reported highest ASD prevalence
 - Increase in MD from 1.2% in 2018 to 1.7%
- Are there differences in distribution of ASD among subgroups of 8-year-olds?
 - 8-year-old boys were 4.4x as likely to be identified with ASD; among 8-year-old girls, prevalence of ASD was 0.8%
 - Asian/Pacific Islander and Black children 2x more likely to be identified with ASD as Hispanic and White children
 - Females and Black children were more likely to be classified as having ID

- In MD, no observed differences in prevalence by median household income
- Key takeaways
 - ASD is relatively common in our population (about 2.3% of MD’s 8y.o.; ASD prevalence continues to rise in 8 and 4yo)
 - Increased awareness of neurodiversity in our population and need for equitable services
 - ASD differs by sex; more common among boys, but nearly 1% of girls identified with ASD; Intellectual Disability (ID) present in more girls than boys
 - ASD does not only occur in boys
 - ID increase in girls suggests we may still be missing some girls
 - There are some differences in ASD by race/ethnicity (Black and AAPI are more likely than White children to be identified; more Black children with ASD also have ID)
 - Awareness, identification, and access to ASD services could be improving in communities serving these children, but we may still be missing cases of ASD in Black children
 - Consider other factors that may be leading to higher rates of ASD in historically underserved populations
 - No differences in ASD by income in MD
 - Infrastructure and ability to identify ASD is robust across income groups
- Looking forward
 - Continue to track ASD among 8 and 4yo; newly added ASD monitoring in 16yo
 - Expanding to 16 sites
 - MD-ADDM results can lead to increased awareness and acceptance of neurodiversity
 - Particular communities or subgroups with higher ASD prevalence (potential inequities)
 - Recognition of need for supports to achieve equity

V. SICC Report

- A. **Legislative Updates: Eric Ebersole (11:25-11:30)**—*not present*
- B. **MD FFY 2023 state application for IDEA Part C funds: Feedback survey**
 - 6 survey participants: 3 SICC, 1 LICC, 2 local ITP administrators
 - All supported or strongly supported the application
 - 4 recommended changes to sections IIIA, B, C, and D
- C. **Status of Appointments: Brenda Hussey-Gardner (11:30-11:35)**
 - All SICC members must be reappointed by Governor Moore
- D. **SICC Initiatives**
 1. PIE Update: Brenda Hussey-Gardner (11:35-11:40)

- 3-phase study to follow up on 2019 recommendation to MSDE regarding babies born 1200-1500g and use of the tracking system
 - 41.8% of infants born weighing 1200-1500g are already eligible by another high probability condition
 - Age at referral is significantly older for those eligible by 25% delay than a high prob condition or atypical dev
 - White children are referred younger than Black children, and girls referred younger than boys
 - More Black and Hispanic children lost due to unsuccessful contact with parent than white children
 - PIE to reflect on these findings and review findings of Phase III upon completion
2. Technology Task Force Update: FloJean Speck (11:40-11:45)
 - Survey purpose: understand how MD ITP providers' use of technology has changed as a result of COVID
 - Text messaging is most used way of communicating
 - Next step is compiling data for MSDE recommendations
 3. IECMH Task Force Update: Donald Corbin (11:45-11:50)
 - No updates from task force
 - New competitive grant and therapeutic childcare grant coming out at end of June
 - Christy Tirrell-Corbin (UMD) will be doing second eval of IECMH (implementation impact)
 - Partnering with PIEC team at UMSSW to onboard consultants
 4. Nominations: Brenda Hussey-Gardner (11:50-11:55)
 - Vice chair Kristen Murphy has stepped down
 - Kristen Paul is being nominated as new vice chair of SICC
 - Patricia Julianelle to represent MD Homeless Education Coordinator—approved unanimously
 - Jamie Perry to represent MDH—approved unanimously
 5. Bylaws: Kristen Paul (11:55-12:05)
 - Change membership requirement to: “At least 1 parent member must be a parent of an infant or toddler with a disability or a child with a disability aged 6 years or younger” – unanimously approved
 - Change requirement to “Voting members may attend meetings in person or virtually” – unanimously approved

VI. Division of Early Childhood Updates: Donald Corbin (12:05-12:15)

- PreK expansion grant is out \$13,000/slot; expand number of slots for 3 and 4yo; supporting
- Child care scholarships online application available on MSDE DEC website

VII. Break (12:15-12:30)

VIII. Local Diversity, Equity & Inclusion (DEI) Highlights (12:30-1:15)

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- A. Montgomery County ITP and the Children’s Equity Project: Mary Manning-Falzarano and Lauren Mangrum**
- Montgomery County contracted with Children’s Equity Project out of ASU
 - Foci: Equitable access to services; Experiences that are positive and fair; Outcomes that are not associated with demographic characteristics; Equitable learning environments: access, experiences, outcomes
 - Of CEP 14 priorities, MCITP will focus on 9
 - MCITP Demographics October 2021
 - Families/children served: largest groups of children served were White and Latino
 - Providers/leadership were mostly White
 - Support staff predominantly Latino
 - MCITP Equity Project goal: to embed equity into EI service delivery policy, practices, and procedures so that children and families thrive
 - Project tasks
 - Engage a cross-discipline equity workgroup to examine existing policies, procedures, practices through equity lens
 - Conduct an equity audit with CEP to include voices of staff, contractors, leadership, families
 - Develop a 3–5-year PD plan for service providers
 - PD committee developed a theory of change for strategies, interim and long-term outcomes, and impact
 - Develop strategic equity plan for MCITP leadership
- B. Program Strategies for Equity—Cecil County ITP: Jennifer Ayers and Janine Fabian**
- 15 EI providers
 - The agency/program develops and implements a plan for providing ongoing PD and PBC on the use of Pyramid Model, culturally responsive practices, and evidence based family coaching practices
 - Using the EI Pyramid Practices Fidelity Instrument
 - January 2020: general decreases in COS ratings across all 3 outcomes, especially among children receiving MA and Black/Hispanic children
 - UMSSW 4-part training series, including overview of implicit bias with personal reflection, analysis of COS data for trends and reflection, program planning
- C. DEI Group Work: Anna Maria Wilms Floet, Facilitator**
- Training on bias: Rise Up program at KKI
 - Recommended resource: [Inclusive language guidelines: APA](#)
 - Recommended reading: *Demystifying Disability* by Emily Ladau
 - Can SICCC come up with 1-2 priorities for DEI?
 - Consider these questions for next SICCC meeting:
 - What does Diversity, Equity, and Inclusion mean to you?
 - How do we define DEI in Early Intervention and EC Special Education?
 - What are the priorities we should address for a DEI vision/mission?
 - What policy and practice questions do we need more evidence on to address equity in MD?

- What needs to happen on the local level to support DEI?
- How can we help support a diverse EC workforce?
- Is there a need for a SICC Task Force for DEI in order to explore and formulate an approach to these topics or should we embed DEI in all initiatives? (SICC vote?)

IX. Division of Early Intervention and Special Education Services (DEI/SES) Early Childhood State of the State: Erin Simmons (1:15-1:45)

- MSDE Strategic Plan
 - Priority 1: All MD students are prepared socially, emotionally, and academically for success in Kindergarten
 - Children who attend PreK are 3.5x more likely to be ready for K, succeed in school, go to college; less likely to drop out, become a teen parent, arrested for violent crime
 - Priority 2: All MD students are proficient in reading by end of third grade, and those who are not have the necessary supports to become proficient
 - Priority 3: All MD students enter high school on track to meet college and career readiness standards by end of 10th grade
 - Priority 4: All MD students graduate from high school college and career ready
- Blueprint for MD Future
 - Pillar 1 Early Childhood Education
 - Support more families to access no-cost Pre-K
 - Scale impact of Patty and Judy centers
 - Expand family options through public/private PreK partnerships
- Early Childhood Updates
 - Information about the MITP: childcare providers required to give families information about MITP at least 1x/year; goal is to increase referrals from childcare
 - DEI/SES created new brochure about how to make referrals to ITP and contact info for each jurisdiction
 - MSDE Division of Early Childhood will put this out in weekly Tuesday Tidbits
- NIEER updates: [State of EI and ECSE: Looking at Equity](#)
 - Impacts of COVID, race/ethnicity, gender, and state on Early Intervention
 - Data from 2020-2021 school year and trend data from 2005-2021
 - Each state has a profile: [Maryland's profile](#)
 - MD data: % of children ages 0-6 receiving EI or ECSE
 - For all ages except 6-year-olds, MD meets or exceeds national average
 - % of children receiving services has increased, but federal funding for Part C has stayed the same
 - MD serves more boys than girls, which matches national trends
 - In terms of race/ethnicity, MD meets or exceeds national averages; Black and Hispanic children are less likely to receive EI/ECSE services than White children

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- Many children in ECSE are receiving services in general education settings
 - Majority of children receive EI services in the home
 - Suspension of preschoolers in public schools (2017-2018) much lower than national; does not include soft suspensions, where children are asked to leave or be picked up early

X. Maryland's B to K Community Portal: Cecilia Leger (1:45-2:00)

- Families are trying to keep up with different systems
- Portal provides capability to access the child record, message care team, share documents, and collaborate with care partners
- Portal includes provider directories, resource lists, early childhood articles
- We should think about how to promote this tool among Judy center, childcare providers, physicians, etc. → social media campaign?
- Will be complete by September 30, but will need an implementation plan to showcase tool and roll it out effectively
- Screenshots will be shared over summer/early Fall to gather stakeholder feedback

XI. Wrap-Up & Adjournment (2:00)

- Other announcements: Peace Day event at Mattie J.T. Stepanek park on July 15, 2023 from 10am-12pm
- Meeting adjourned at 2:14PM

SICC UPCOMING MEETINGS

July 20, 2023: Executive meeting, virtual, 1-2pm

September 14, 2023: General meeting, 1-3:30pm

October 12, 2023: Executive meeting, virtual, 1-2pm

November 2, 2023: General meeting, 1-3:30pm

December 7, 2023: Executive meeting, virtual, 1-2pm

January 4, 2024: General meeting (APP/APR presentation), 1-3:30pm

February 1, 2024: Executive meeting, virtual, 1-2pm

March 4, 2024 (Monday to accommodate legislative session): General meeting, 1-3:30pm

April 4, 2024: Executive meeting, virtual, 1-2pm

May 2, 2024: Executive meeting, virtual, 1-2pm

June 6, 2024: Joint Meeting, 10am-2pm