

SICC General Meeting

Minutes

December 2, 2021

SICC Member Attendees: Anna Benshoof, Pamela Bush-Jones, Eric Ebersole, Marcella Franczkowski, Elizabeth Hall, Maryjo Harris, Brenda Hussey-Gardner, Cecilia Leger, Rachel London, Kristin Murphy, Kristen Paul, Andrew Pollock, Jennifer Riccardi, FloJean Speck, Christy Tirrell-Corbin, Annemiek Wilms Floet

Guests: Beth Boyle, Margo Candelaria, Don Corbin, Tai Dillard, Megan Fleury, Linda Grossman, Marny Helfrich, Marsye Kaplan, Brian Morrison, Patricia Muldowney, Erin Simmons, Gloria Valentine, Jennifer Willis

- I. Welcome, Remarks & Introductions: Brenda Hussey-Gardner
 - A. Participants signed-in with chat, noting if they were an SICC member
 - B. Brenda welcomed everyone
- II. Review/Approval of Meeting Minutes: Brenda Hussey-Gardner
 - A. Minutes were approved
- III. Announcements & Public Comment: Brenda Hussey-Gardner
 - A. Updates regarding meeting location
 1. The SICC cannot meet at CTE in Columbia as was done previously
 2. No jurisdictions reached out about hosting
 3. Brenda asked if anyone would have space to allow us to meet as a group; if so, she requested they send her an email.
 - B. Deferred decision to February meeting on voting whether the April SICC meeting should be virtual or in person
- IV. SICC Report
 - A. Legislative Update: Eric Ebersole
 1. Nothing new to tell right now until legislation gets posted at the end of December
 2. Planning on Early Childhood Mental Health Consultants Group-legislation in the works to expand funding from \$2 million to \$4 million dollars if the report shows there is a need in this area
 - B. SICC Members Needed: Brenda Hussey-Gardner
 1. SICC Executive Committee
 - a) Seeking out members who bring forth a different perspective
 - b) Must be a current SICC member to be on the executive committee
 - c) Purpose of executive committee is to get MSDE updates and plan the upcoming meetings

- d) The other function is to quickly review MSDE materials if needed
- 2. Upcoming Executive Meetings: January 6th, March 3rd, May 6th via Zoom—if interested, please send Brenda an email
 - a) SICC Representative to the State Early Childhood Council
 - b) SICC has a standing spot on this council
 - c) Meetings are on Wednesdays: February 2, May 4, August 23, November 2
 - d) Brenda previously attended but cannot as meetings are now on Wednesdays when she sees patients in NICU Follow-Up
 - e) Mai was attending to represent the SICC but is no longer on the SICC as she has moved to Hawaii
 - f) Rachel London is currently attending these meetings and can co-represent the SICC if needed
 - g) If an SICC member is able to represent SICC on this council, please email Brenda
- C. SICC Initiatives
 - 1. PIE (Pediatricians Interventionist and Educators) Task Force Update: Brenda Hussey-Gardner
 - a) Goal: Foster communication between preschool special education, MITP and pediatricians
 - b) Continuing to work with Cecilia on steps to enhancing communication through online referral system and future community portal
 - c) Brenda representing PIE on task force to foster communication with WIC, pediatricians, and MITP
 - d) Collaboration with MDAAP regarding enhancing communication: Exploring possibility of having information in an upcoming newsletter about MITP and how we have to abide by FERPA
 - e) Brenda representing PIE and the SICC on an advisory committee for the Treehouse Project (Dr. Ken Tellerman & Dr. Margo Candelaria’s project)
 - (1) Virtual sessions (pediatricians and family members)
 - (2) Currently developing training for pediatricians who will participate, would like to use the video when MSDE did the presentation at MDAAP and are exploring feasibility of this
 - f) Exploring feasibility of using CRISP in an effort to enhance communication with pediatricians; this is complicated by the fact that both HIPPA and FERPA are involved
 - g) Exploring having regional meetings to invite local pediatricians and LITP members to have discussions and meet each other
 - h) Discussing “early” referrals from NICU to LITP
 - (1) Happening more often as children are moving children out of Level IV NICUs more quickly

- (2) The Infants and Toddlers referral is being made sometimes before they are transferred to another hospital to ensure they don't fall through the cracks.
 - 2. Technology Task Force Update: FloJean Speck
 - a) Would like to do a survey as the pandemic has changed technology needs
 - b) Prior to survey, would like to meet with ITP leadership to get input for survey
 - (1) January 25th at 10 a.m.
 - (2) Email address in chat for any feedback
 - (3) Communication with families, how do we connect now, what other options are there, current infrastructure, access to the current systems, technology and hardware needs, training needs, implantation and coordination of a project if moving forward
 - (4) Invitations for the meeting should be going out next week
 - 3. IECMH Task Force Update: Donald Corbin
 - a) Feedback from parents and stakeholders, will be changing language in framework
 - b) Building from the childhood outwork
 - c) Upstream and Downstream Goals were reviewed
 - d) If someone wanted to get involved with this work, Donald and Cyndi's email were placed in the chat
- V. Preliminary Statewide FFY 2020 Part C SPP/APR Data & Stakeholder Feedback: Brian Morrison
- A. Based on 11 indicators for Part C (early intervention of IDEA) and 7 indicators in Part B
 - B. Reports due on February 1st, required to get stakeholder feedback, use SICC and Infants and Toddlers directors
 - C. Compliance Indicators
 - 1. Targets set at 100% for Part C
 - 2. Substantial compliance over 95%
 - D. Results Indicators set by MSDE based on stakeholder feedback
 - 1. Start of new APR set targets for 5 years
 - 2. MSDE will look at current data to set new targets
 - 3. Currently in the start of APR period
 - a) MSDE recommending that FFY 2020 targets remain consistent with FFY 2019
 - b) Survey to be sent in upcoming weeks
 - E. Compliance Indicators
 - 1. Timely Services Indicator # 1: Percent of services that are provided in the fiscal year in a timely manner (services that are initiated of within 30 days or with a family-related reason for delay)
 - (1) FFY 2019: 98.35%

- (2) FFY 2020: 99.08%
 - 2. Indicator # 7: Evaluation, assessment and IFSP are completed within 45 days of referral
 - (1) FFY 2019 97.60%
 - (2) FFY 2020 98.46%
 - 3. Transition Indicator 8A: Percent of children with transition steps and services added to IFSP in timely manner
 - (1) 2019: 98.92%
 - (2) 2020: 95.25%, not completed, still validating
 - 4. Transition Indicator 8B: Percentage of Children with timely notification of LEA (done in-house by MSDE)
 - (1) FFY 2019 100%
 - (2) FFY 2020 100%
 - 5. Transition Indicator 8C: Percentage of Children with timely Transition planning meeting
 - (1) FFY 2019 98.89%
 - (2) FFY 2020 96.84%, not completed still validating
 - (3) Decrease identified related to COVID
- F. Results Indicator
- 1. Indicator 2: Percentage of children receiving services in their natural environment
 - a) FFY 2019 98.53%
 - b) FFY 2020 99.67% (likely due to centers being closed during the pandemic)
 - c) State target 94.50%
 - 2. Indicator 3A: Positive Social Emotional Skills
 - a) Narrowing the gap, significant progress
 - (1) FFY 2019 60.89%
 - (2) FFY 2020 62.48%
 - (3) State Target 62.55%
 - b) Leave the program at age-level
 - (1) FFY 2019 45.81%
 - (2) FFY 2020 45.58%
 - (3) State Target 60.50%
 - c) If not age anchored, there is bias that occurs that can inflate the scores
 - 3. Indicator 3B: Acquiring and Using Knowledge and Skills
 - a) Narrowing the gap, significant progress: Slight increase in the percentage of children with narrowed the gap
 - b) Leave the program at age-level: Decrease in the percentage of children who were age-level when leaving the program
 - 4. Indicator 3 C: Using Appropriate Behaviors to Meet Needs
 - a) Slight decrease in percentage of children who narrowed the gap

- b) Decrease in the percentage of children who were age level when leaving the program
 - 5. Indicator 4A: Percentage of families that reported MITP help them know their rights (half the amount of survey over the last two years)
 - a) FYY 96.65%
 - b) FYY 96.47%
 - c) FYY 93%
 - 6. Indicator 4B: Percentage of families that reported communicate children's needs (half the number of surveys over the last two years)
 - 7. Indicator 4C: Helped them help their children develop and learn FYY 2020 97.06% (half the amount of survey over the last two years)
 - 8. Indicator 5: Percentage of children birth to one in MD receiving services through MITP
 - a) FYY 2019 1.6%
 - b) FYY 2020 1.14%
 - c) State Target 1.56%
 - 9. Indicator 6: Percentage of children birth to 3 in MD receiving services through the MITP
 - a) FYY 4.24%
 - b) FYY 2.4%
 - c) State target 3.3%
- G. Part B 619 Data
 - 1. Indicator 6A: preschool age children receiving the majority of special education and related services in the regular early childhood program
 - a) FYY 2019 61.60
 - b) FYY 2020 53.17
 - c) Number decline likely as a result of COVID, October 1st 2020 programs were in hybrid learning
 - 2. Indicator 6B: Preschool age children receiving services in separate special education classes or schools
 - a) FYY 2019 19.03
 - b) FYY 2020 20.25
 - 3. Indicator 7A: Positive Social Emotional Skills
 - a) Summary statement 1: increase
 - b) Summary statement 2: decrease
 - 4. Indicator 7B: Acquisition and use of knowledge and skills
 - a) Summary statement 1: increase
 - b) Summary statement 2: decrease
 - 5. Indicator 7C: Using appropriate behaviors to meet needs
 - a) Summary statement 1: increase
 - b) Summary statement 2: decrease
 - 6. Indicator 12: IEP developed by the time they turn 3 when referred from Part C
 - a) FYY 2019 99.79%

- b) FYY 2020 99.04% (related to COVID- teacher absences, staffing, etc.)
 - 7. The children are making progress in Summary Statement 1, but not Summary Statement 2-may not be serving children long enough
- VI. Division of Early Intervention and Special Education Services (DEI/SES) Early Childhood Updates: Marcella Franczkowski
 - A. Multiple vacancies in the Division
 - B. Shift towards getting children ready for school
 - C. Data on Extended IFSP outcome: Differential between state targets and local results on 3 assessment summary indicators on both summary statements A (made progress) and B (age expected when exiting the program)
 - D. Data of Extended IFSP Settings
 - 1. Prime time for brain development and family engagement
 - 2. Looking at how to support MITP and families who chose extended option to focus on readiness
 - 3. Children learn best when exposed to and work side by side with typically developing same age peers
 - 4. In 2019, majority of the children were receiving extended option at the home (57%) with 42% receiving services in community-based setting.
 - 5. Made significant progress in Maryland, but continuing to work on this
 - E. KRA results
 - 1. All 24 schools report a decrease in percentage of student demonstrating readiness
 - 2. This is something that needs to be worked on, cannot ignore this data
 - 3. One portion of this is family training
 - 4. Extended option requires numeracy, language, and literacy goals to promote readiness
 - 5. How to improve readiness: Additional 5.8 million dollars to support local systems
 - a) Extended IFSP Federal Funding Opportunity
 - (1) To improve readiness outcomes as measured by ELA and KRA performance
 - (2) \$2.8 million
 - (3) Range of funding \$20,000-\$481,00 to locals
 - (4) Goal: How to prepare children and families for what is coming next
 - b) Additional funding to
 - (1) Build community portal
 - (2) Create learning models around readiness
 - (3) ELA expansion
 - (4) Fellowship opportunities
 - (a) Link with Johns Hopkins University to support readiness
 - (b) Early childhood mental health
 - F. MITP blueprint:

1. Extended option funding is for being the only extended IFSP state
2. State funding continuing to increase
 - a) FY 21 additional \$2 million
 - b) FY 22 additional \$4 million **additional \$3 million (\$17.3 million)**
 - c) FY 23 additional \$4.3 million
 - d) FY 24-29 additional \$1.1 million
 - e) FY 30 additional \$12.3 million (continuing to increase after this based on inflation)
- G. Meeting this morning: Full-day universal preschool based on economic status and including children with disabilities regardless of economic status
- H. State funding \$ 3 million
 1. To provide direct services to infants and toddlers
 2. Range \$6289- \$43,5554 for locals
- I. Professional Learning Series
 1. Regional Full Day In-person
 - a) January 5,6, 7
 - b) ELA overview (linked to the KRA)
 - c) COS data analysis series session 1
 - d) Grant sharing of ideas
 2. COS data analysis series
 - a) Virtual
 - b) Session 2
 - (1) January 20, 2022
 - (2) Focus on data patterns and quality
 - c) Session 3
 - (1) February 10, 2022
 - (2) Using the data to inform practice
- J. Question regarding referrals: Regained a lot of ground that was lost from before COVID
- VII. Division of Early Childhood Updates: Donald Corbin
 - A. Maryland State PreK expansion grant (full day pre-K)
 1. Funded through FY 25
 2. New MD blueprint
 3. \$46 million dollars
 4. Programs eligible to apply for PreK expansion: local schools, community-based providers, and head start
 5. Students with disabilities eligible regardless of income (child with IFSP or IEP)
 6. Ongoing webinars to educate on this grant
 - a) Session 3: December 9, 2021 “Now You’re Ready to Apply”
 - b) Link in the chat
 - c) Webinars to be posted to the website once completed
 - B. American Rescue Plan Act
 1. MSDE %502 million for childcare

2. Processing has begun for \$155 million in childcare stabilization grants
3. Virtual town halls had over the summer

VIII. Wrap-Up & Meeting Adjourned