

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Special Education/Early Intervention Services
FINAL PROGRESS/CUMULATIVE VARIANCE REPORT
IDEA Part B 611, 619, and Part D Grant Lines

Complete this reporting form for each grant line/initiative on the Notice of Grant Award (NGA).

Recipient Agency Name: <u>Howard County Public School System</u>	Agency Finance Officer: <u>Rafiu O. Ighile</u>
State Fiscal Year: <u>2018</u>	Phone #: <u>410-313-1530</u>
Grant#/Line# (Ex. 123456/02): <u>18043304</u> End Date: <u>9/30/18</u>	Email Address: <u>Rafiu_Ighile@hcpss.org</u>
Grant Line Initiative Name: <u>Local Priority Flexibility</u>	Agency Program Director: <u>Terrell Savage</u>
Reporting Period: <u>7/1/17</u> through <u>9/30/18</u>	Phone #: <u>410-313-6659</u>
	Email Address: <u>Terrell_Savage@hcpss.org</u>

For each grant line/initiative on the NGA, complete the applicable sections as indicated below:

- Section I: All grantees, including Non-LSSs and IHEs, must complete Section 1 for each grant line/initiative
- Section II: Passthrough Grant Lines (611 and 619), including Coordinated Early Intervening Services (CEIS), if applicable
- Section III: Part B Passthrough (611) and Preschool Passthrough (619) Parentally Placed Private School Students (PPPSS)
- Section IV: Special Education Citizens Advisory Committee
- Section V: All Non-LSS,IHE Initiatives, and Discretionary Grants

SECTION I - Cumulative Variance (Complete this section for each grant line.)

Budget Objects	Approved Budget	Expenses to Date	Variance	% of Budget Expended
Salaries & Wages	\$58,116	\$66,833	(\$8,717)	115.00%
Contracted Services	\$0	\$0	\$0	#DIV/0!
Supplies & Materials	\$39,929	\$25,961	\$13,968	65.02%
Other (fixed charges, postage, travel, etc.)	\$28,839	\$34,093	(\$5,254)	118.22%
Equipment	\$0	\$0	\$0	#DIV/0!
Transfers (Indirect Cost)	\$0	\$0	\$0	#DIV/0!
Totals	\$126,884	\$126,887	(\$3)	100.00%

Were 100% of the funds obligated at the end of the grant period? If not, please explain why.	Yes
Was the required level of activity or effort carried out? If no, state portion of the federal award to be adjusted in accordance with 2 CFR §200.201(b)(3) and provide supporting documentation.	Yes.

SECTION II - Passthrough Grant Lines (611 and 619) (Summarize progress and successful outcomes.)

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SECTION III - Part B 611 and 619 Parentally Placed Private School Students (PPPSS)

Did the LSS follow the plan presented in the LAFF to ensure timely and meaningful consultation with private school and parent representatives of PPPSS with disabilities? If not, please explain.	
Provide data to substantiate the number of students: <ul style="list-style-type: none"> • Evaluated • Determined to be children with disabilities, and • Served ages 3-5 and 6-21 	
Provide a list of parental complaints filed since the last interim report and the status/resolution.	
Provide a breakdown of the location of services, including transportation, provided.	

SECTION IV - Special Education Citizens Advisory Committee (SECAC)

Provide a list of SECAC activities that have taken place since the interim report.	
Is the current membership the same as presented in the LAFF or interim report. If changes were made provide a list of current membership by category.	
Provide a summary of the main concerns/recommendations presented to the LSS through the SECAC and the outcomes since the interim report.	

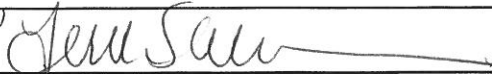
Section V: Non-LSS and IHE Initiatives, and Discretionary Grants

List and report for each outcome, goal and/or related benchmark.	For each outcome, goal and/or related benchmark, list the strategies to achieve the outcome.	For each outcome, goal and/or related benchmark, provide data and information to demonstrate progress and successful outcomes. For validation of product accessibility, include the completed Accessibility Formatting Requirements Checklist (applicable to grantees creating a product)	Was the strategy completed according to the timeline? If not, why?	Provide information on the sustainability or scaling up of outcomes.
See attached responses: K-12 ELA Restorative Practices Significant Cognitive Disabilities Emotional Disturbance				

If you are requesting technical assistance from MSDE staff, please explain your request here:

Certification - (In accordance with 2 CFR §200.415, the following certification must be signed by an official who is authorized to legally bind the non-Federal entity:) By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

Agency Finance Officer (PRINT & Sign) _____



_____ Date

Local Director Special Education/Agency Program Director (PRINT & Sign) _____

_____ Date

TMSDE, Grant Liaison (PRINT & Sign) _____

_____ Date

TMSDE, Program Liaison (PRINT & Sign) _____

_____ Date

TMSDE, Programmatic Support & Technical Assistance Branch Chief (PRINT & Sign) _____

_____ Date

TMSDE, Resource Management & Monitoring Branch Chief (PRINT & Sign) _____

_____ Date

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Section V: Non-LSS and IHE Initiatives, and Discretionary Grants **LPF - EMOTIONAL DISABILITIES**

List and report for each outcome, goal and/or related benchmark.	For each outcome, goal and/or related benchmark, list the strategies to achieve the outcome.	For each outcome, goal and/or related benchmark, provide data and information to demonstrate progress and successful outcomes. For validation of product accessibility, include the completed Accessibility Formatting Requirements Checklist (applicable to grantees creating a product)	Was the strategy completed according to the timeline? If not, why?	Provide information on the sustainability or scaling up of outcomes.
By June 2019, the total number of restraints and seclusions will reduce by 20% in elementary, middle, and high school as measured by the quarterly data collection.	Summer workshops for school staff around Restorative Practices	Due to countywide changes this course was not offered. A summer workshop for expanded regional programs was offered in its place.	Complete	There will be continued opportunities for staff to receive information around restorative practices.
By June 2019, the total number of students identified in our regional program for students with emotional disabilities and related disorders will decrease by 20% in elementary, middle, and high school as measured by the quarterly data collection.	Professional Learning for teachers and support staff working with students with emotional disabilities and other related disorders. Abdul-Malik Muhammad, with Akoben, will be delivering the professional development sessions for staff, following up additional information about the sue of restorative practices in the classroom. Team time will be built into each session and staff will have the opportunity to speak directly to Mr. Muhammad for potential Q & A.	August 2017- staff session was offered to Regional ED teachers and paras on restorative practices. October 2017; November 2017- school visit of six schools. October 2017- parent session February 2018 staff professional development session offered. This course focused on continuing the work around restorative practices as well as trauma informed learning. An additional parent session was offered in March 2018.	Complete	Additional site visits are scheduled for all county wide regional programs. Professional development opportunities were offered in August 2018 and will again be offered in February 2019.

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Section V: Non-LSS and IHE Initiatives, and Discretionary Grants **LPF - SIGNIFICANT COGNITIVE DISABILITIES**

List and report for each outcome, goal and/or related benchmark.	For each outcome, goal and/or related benchmark, list the strategies to achieve the outcome.	For each outcome, goal and/or related benchmark, provide data and information to demonstrate progress and successful outcomes. For validation of product accessibility, include the completed Accessibility Formatting Requirements Checklist (applicable to grantees creating a product)	Was the strategy completed according to the timeline? If not, why?	Provide information on the sustainability or scaling up of outcomes.
Increase amount of modified materials that teachers can use with students that take alternate assessments	Used workshop wages and substitutes for teachers to create and organize materials/ resources	Teachers meet to determine timeline for creating and organizing materials.	Yes	All modified material was posted in a Team Drive on GAPE. Teachers will continue to share resources and items will be posted.
Need to provide professional learning to teachers working with students that have significant cognitive disabilities on curriculum resources to support alternate learning standards behavioral and instructional strategies.	Provided professional learning opportunities for teachers and support staff working with students with significant cognitive disabilities designed around site and program specific needs (functional communication, behavior and exemplary instructional practices).	Teachers were given one full sub day each to provide site-based professional learning; monthly kid talk professional learning was conducted as well as in August, November and February.	Yes	Professional learning opportunities are continued into the 2018-19 school year.
Need to provide professional learning to teachers working with students that have significant cognitive disabilities on curriculum resources to support alternate learning standards behavioral and instructional strategies.	Provide materials of instruction to support exemplary instructional practices presented during the professional learning opportunities.	Teachers were given math manipulatives at February professional learning.	Yes	Topics related to mathematics professional learning will be continued into 2018-19.
Need to provide professional learning to teachers working with students that have significant cognitive disabilities on curriculum resources to support alternate learning standards behavioral and instructional strategies.	Provide workshop wages for teachers to work on materials of instruction for students with significant cognitive disabilities aligned to the grade level curriculum standards.	Teachers have met for quarter planning to create materials and program plan.	Yes	Quarterly planning will continue into 2018-10 paired with professional learning on CCCs.

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Section V: Non-LSS and IHE Initiatives, and Discretionary Grants

K-12 ELA

List and report for each outcome, goal and/or related benchmark.	For each outcome, goal and/or related benchmark, list the strategies to achieve the outcome.	For each outcome, goal and/or related benchmark, provide data and information to demonstrate progress and successful outcomes. For validation of product accessibility, include the completed Accessibility Formatting Requirements Checklist (applicable to grantees creating a product)	Was the strategy completed according to the timeline? If not, why?	Provide information on the sustainability or scaling up of outcomes.
Elementary Schools - By September 2018, students receiving special education services in grades 1 and 2, in 12 identified elementary schools attain the HCPSS Guidelines will increase by 3% in the areas of reading and in 17 elementary schools in the area of mathematics as measured by the MAP testing and students with disabilities in Grades 3-5 scoring at the proficiency level will increase 3 % in the areas of mathematics and reading on the PARCC assessments.	In the area of mathematics, provide 150 third to fifth grade specials educators in 17 identified schools professional learning in content knowledge progressions and specialized instruction through face-to-face, hands-on sessions. Data from MAP will be used to identify gaps in students' skills based on the MAP Learning Continuum. The continuum is designed to target specific areas (e.g., number sense) of strength and needs. The evidence-based interventions may include, but are not limited to, Number Worlds by McGraw-Hill. This mathematics intervention correlates with the Common Core and has structured lesson plans and materials for teachers to use with students that need a Tier 2 and Tier 3 intervention. The sessions will include planning time during the session and resources to aid in the delivery of instruction.	This strategy is being combined with the intervention for Numerb Worlds. See below.	Yes	Professional learning will continue in the use of the materials purchased to support specialized instruction for students with disabilities.
Final Progress/Cumulative Variance Report	In the area of reading interventions, provide 100 special educators in 12 Schools in grades 1-2 PD that is focused on administering running records to assess skills (e.g., comprehension) in literacy). Data from the running records will be used to make instructional decisions about the appropriate evidence-based intervention. The evidence-based interventions may include, but are not limited to, Read Naturally (RN) and Fast ForWord (FFW). RN is web-based intervention that applies the research-based Read Naturally Strategy to accelerate reading achievement. Visual and auditory prompts guide students through the motivating steps to develop fluency and phonics skills, support comprehension, and improve vocabulary. FFW is an online reading intervention that targets foundational phonemic awareness, language, memory, attention, processing and sequencing skills. Sessions will be face to face and will include opportunities to engage with intervention materials, learn about instructional strategies, and analyze data to inform planning for students that are underperforming. The schools will be determined based upon the 2017 PARCC data and the end- of- year MAP testing in Grades 1 and 2. Baseline data for individual students will be collected after teachers attend the first of the PLO's in the fall of 2017.	This strategy is being combined with the intervention for Really Great Reading (RGR). Teachers are completing running records and program checks for each student with guidance from the Dpartment of Special Education and the RGR consultant. See below.	Yes	Professional learning will continue in the use of the materials purchased to support specialized instruction for students with disabilities.

<p>Middle Schools- By September 2018, the % of students receiving special education services in grades 6, 7 and 8 attaining the HCPSS Guidelines will increase by 3% as measured by MAP in the area of reading.</p> <p>By September 2018, the % students receiving special education services in grades 6, 7 and 8 and scoring at the proficient level will increase by 3% in the areas of ELA on the PARCC assessments.</p>	<p>Middle- Provide 34 middle school general educators (first instruction) and their co-teaching special educators (intervention), intensive professional learning for 3 half day sessions focusing on English best practices for working with students with disabilities during first instruction and providing specialized instruction during face to face sessions that are hands-on. The sessions will include planning time during the session and resources to aid in the delivery of instruction.</p> <p>Middle Provide 106 hours of workshop wages for co-planning for co-teaching pairs participating in the Professional Learning described in number 2.</p> <p>Middle -Provide the co-teaching pairs with materials of instruction to support the professional learning.</p>	<p>2 professional learning sessions have been provided to 6th grade co teaching pairs for English (special educators and English teachers). Session have focused on co-teaching approaches, collaborative planning, reading and writing strategies.</p>	<p>Yes</p>	<p>Co-teaching supports will continue to available to co-teaching teams.</p>
<p>High Schools - By September 2017, high schools will collect their baseline data for the first year of implementation and collect end of the year data in May 2018 with for an increase of 3% over baseline in the area of reading and math measured by the QRI 6 for reading and curriculum based assessments for writing and mathematics.</p>	<p>High School- Provide 12 co-teaching general educators (first instruction) and their co-teaching special educators (intervention), intensive PL for 2 half day sessions focusing on English and Math best practices for working with SWD during first instruction and providing specialized instruction by doing face to face sessions that are hands-on. The sessions will include planning time during the session and resources to aid in the delivery of instruction. 24 Teachers will receive 10 hours of workshop wages for planning after school. High School- Provide 24 special education teachers two half days of professional development on math and English interventions.</p> <p>High School- 6 teachers will be provided 20 hours of workshop wages to develop modules to use to enhance the instruction in the tutorial classrooms.</p>	<p>At this time we are developing 2 1/2 day sessions for 3-4 co teaching pairs of math teachers (6-8 total) at one high school to review the text Great Ways to Differentiate Secondary Mathematics Instruction. Then each pair will be provided up to 10 hours of workshop waegs for planning further.</p>	<p>Yes</p>	<p>If funding is available this type of support will continue.</p>
<p>To support Elem/MS Outcomes</p>	<p>Elementary/Middle - To research, analyze and pilot evidence-based interventions in math and reading, including but not limited to those mentioned above in 1-1 and 1-2 for grades K-8. Professional learning will be provided. Interventions such as Red Bird (the secondary math equivalent to Dream Box) computer program that focuses on computation by Drem Box Learning, Number Words, Read Naturally, SOAR to Success, Fountas and Pinnell's Leveled Literacy intervention, Wilson Reading Program will be some of the interventions that will be monitored.</p> <p>Teachers will receive training on reading and mathematics interventions prior to them being used with students. Progress monitoring and support will be provided by the Department of Educaiton staff.</p>	<p>Five days of training have provided for Really Great Reading and implemented in 15 schools (ES & MS) Currently collecting the mid year student data. Special educators and reading specialist sre being trained. Planning meetings have begun to train and purchase materials for Number Worlds to begin implementation in the fall of 2018. Follow up visits have been and continue to be scheduled looking at the student process and fidelity of the implementation of the intervention. Parent Night is scheduled for March 23, 2018 with ELA, Math, Science and Social Studies offices partnering with the Department of Special Education.</p>	<p>Yes</p>	<p>The training for all interventions will continue ensuring all special educators are trained in each intervention. Central Office staff will continue to visit classrooms looking at the fidelity of insruction and monitoring student growth. Offerings for parent learning will continue.</p>

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