



**TRANSITION  
ADVISORY  
GROUP**

**Special Education Subgroup  
Meeting 8  
October 6, 2021**

# Agenda

- Welcome
- Introductions
- Review notes from last meeting
- Inclusive settings in LEAs
- Group perspectives and guiding principles
- Standards for Part B 619 service delivery

\* This meeting will be recorded via Zoom. Please prepare to mute your microphone if you are not actively speaking.

# Other Ways to Engage

## Statewide Listening Tour!

- October 11-15, 2021
- 11 Listening Sessions (Including 2 virtual)
- Visit [www.earlychildhoodcolorado.org/tour](http://www.earlychildhoodcolorado.org/tour) to learn more and register

## Preview of Draft Transition Plan for TAG and Subgroup Members

- Thursday, October 7 at 5:30pm
- Join on Zoom:  
<https://us06web.zoom.us/j/88609119980?pwd=Y3hPb3lrTmRVVnliZmZtZ20zWjlRUT09>  
Meeting ID: 886 0911 9980    Passcode: 623688
- Visit [www.earlychildhoodcolorado.org/subgroups](http://www.earlychildhoodcolorado.org/subgroups) for more information



AS COLORADO REIMAGINES EARLY CHILDHOOD,  
WE WANT TO HEAR FROM YOU.

## STATEWIDE LISTENING TOUR

Join state leaders and community stakeholders Oct. 11-15, 2021, for a public presentation and Q&A session.

**EDWARDS + GRAND JUNCTION + MONTROSE  
DURANGO + ALAMOSA + PUEBLO + DENVER  
FORT MORGAN + FORT COLLINS**

Visit [www.earlychildhoodcolorado.org/tour](http://www.earlychildhoodcolorado.org/tour) to learn more and to save your seat. Virtual options will be available.



# Meeting Norms

- Come prepared.
- Mute yourself when not speaking.
- Stay engaged (e.g., actively participate in breakout rooms).
- Be mindful of how much “air time” each member receives.\*
- Always assume good intent.
- All ideas are valued.

\* Which of these are you?

1 – parent, family member of a young child

2 – work directly with young children and families

3 – support individuals who raise or support young children and families

4 – create or manage systems that support child-/family-serving organizations

Please make sure to give space/voice to 1s and 2s in your groups

# **Review Previous Meeting**

**Part B 619 in Community Based Organizations (CBOs)**

Heidi White (CDE) began the meeting with a presentation that:

- Reviewed definition of *mixed delivery* from Every Student Succeeds Act
- Addressed question: *What compels an AU to partner to meet their obligations to provide FAPE/special education?*
- Review of Office of Special Education Programs (OSEP)

**Takeaways from CBO Panel (Cañon City Schools and Centennial BOCES + community partners): Questions & Learnings**

|  |   |
|--|---|
| Excellent work is happening both in school districts and in community-based settings in partnership with school districts. How do we continue and support that?  | Panel reinforced importance of relationships, unifying, and larger shared vision between all parties.   |
| Implementation of Pyramid program (social emotional development program) is needed and supportive for those who use it in their classrooms.  | Need to develop long-term relationships and trust that all partners are equally invested in achieving the outcomes that the AU is accountable for. This has clearly helped local communities succeed in these partnerships. |
| Does the state have an MOU template or guidance to support LEAs and CBOs partnering on preschool services?   | Assumptions exist surrounding who can provide high quality services (private, CBO vs. district preschool).  |
| How are we going to support PD for teachers and offer affordable, accessible, supported, and diverse training and college? How can public funding help support? How do we recruit and retain, monitor burnout? Staffing turnover and leadership turnover is hard to manage when partnering, how to ensure consistency regardless of the people/turnover? |   |

**Ideas and Considerations for Administration of Special Education Services in CBOs**

| <i>What is currently working for administration of special education services in CBOs that could be scaled?</i>   | <i>What conditions should be in place for effective coordination and delivery of special education services in CBOs?</i>  | <i>What capacity -- skills, personnel, etc. -- could be built for effective special education service delivery in CBOs to continue or grow?</i>   |
|---|---|---|
| Giving parents space to have a conversation about their choices over programs and involvement in the IEP process develops buy-in and engagement of parents. | Difficult conversations need to occur between child care, preschools, public schools to work towards unity, mutual respect, and collaboration.                              | Outreach/education by the state on training resources available to LEAs and CBOs; including training, education, and supports for CBOs to have the resources that they need to effectively include children with special needs (which could be provided by LEAs). |
| Head Starts bring additional staff and funding to the table.  | A shared understanding that CBOs can be supportive sites that can meet the array of family needs that shape preferences about where they want their child(ren)'s needs met. | Workforce: qualified teachers, special services providers, speech pathologists, etc. would help extend the capacity to meet needs in a variety of settings.   |
| Early intervention service delivery model: pushing services into child care settings when families are utilizing child care.                                | Develop understanding within AU leadership about early childhood system and the diverse landscape of mixed delivery within the requirements that fall to AU.                | Supporting the integration of services in classrooms that support the educational goals that fall to both the classroom teacher and the special service/special education provider aligned with the IEP.  |

# **Presentation: LEA Inclusive Settings**

# **Breakout Discussion #1**



# Group Discussion



What do we want others to know about our perspective? What are our best hopes? Worst fears?

What should be our guiding principles as we continue in our process?

## 1. Guide

Makes sure the group stays on course and support meeting norms

## 2. Mapper

Captures group ideas on the Google doc or GroupMap

## 3. Reporter

Shares small group discussion during the whole group debrief

# Group Discussion



**What do we want others to know about our perspective? What are our best hopes? Worst fears?**

**What should be our guiding principles as we continue in our process?**

## **GUIDING PRINCIPLES EXAMPLES**

- The needs of children and families are at the center of our discussions and recommendations.
- We honor the legal requirements and spirit of the Individuals with Disabilities Education Act (IDEA).
- We support the administration of special education services in mixed delivery settings.
- We endorse inclusive classrooms.
- We value all perspectives and work to understand each other across lines of difference.

# <https://tinyurl.com/sesg106>



SPECIAL EDUCATION SUBGROUP: Meeting 8 (10.6.21)

#### GUIDING PRINCIPLES EXAMPLES

- The needs of children and families are at the center of our discussions and recommendations.
- We honor the legal requirements and spirit of the Individuals with Disabilities Education Act (IDEA).
- We support the administration of special education services in mixed delivery settings.
- We endorse inclusive classrooms.
- We value all perspectives and work to understand each other across lines of difference.

#### BREAKOUT DISCUSSION 1

Group 1: <https://join.groupmap.com/877-FFE-226>  
Group 2: <https://join.groupmap.com/49F-FD3-EAD>  
Group 3: <https://join.groupmap.com/35F-BCD-493>  
Group 4: <https://join.groupmap.com/ABA-AFC-DDF>  
Group 5: <https://join.groupmap.com/213-DCF-EBB>  
Group 6: <https://join.groupmap.com/65D-E82-686>  
Group 7: <https://join.groupmap.com/EB9-E33-273>

#### BREAKOUT DISCUSSION 2

Group 1: <https://join.groupmap.com/F83-C2D-F82>  
Group 2: <https://join.groupmap.com/F18-EEE-9C4>  
Group 3: <https://join.groupmap.com/89E-A9B-2C1>  
Group 4: <https://join.groupmap.com/55E-67D-6ED>  
Group 5: <https://join.groupmap.com/541-19B-C47>  
Group 6: <https://join.groupmap.com/B7D-F9D-F8D>  
Group 7: <https://join.groupmap.com/C25-FA1-EE9>

<https://tinyurl.com/sesg106>

**Brainstorm** Share your reflections and thoughts honestly and openly.  
Everyone can add Brainstorming collaboratively



**Perspectives :**



What do we most want other groups to know about our perspective? What are our best hopes? Worst fears?



**Guiding Principles :**



What do we suggest as guiding principles for our Subgroup? Consider:

- The needs of children and families are at the center of our discussions and recommendations.
- We honor the legal requirements and spirit of the Individuals with Disabilities Education Act (IDEA).
- We support the administration of special education services in mixed delivery settings.
- We endorse inclusive classrooms.
- We value all perspectives and work to understand each other across lines of difference.



# **Breakout Discussion**




# Roles and responsibilities

Current State



<https://tinyurl.com/sesg106>

**Brainstorm** Everyone can add Brainstorming collaboratively ✕

| What standards? :   | Whose responsibility? :  | What collaboration? :   |
|---|--|---|
| <p data-bbox="48 421 637 492">+<br/>What standards should all settings need to meet regarding Part B 619 service delivery?</p>  | <p data-bbox="666 421 1265 478">+<br/>Whose responsibility should it be to ensure those standards are being met?</p>  | <p data-bbox="1294 421 1883 492">+<br/>How can state and local entities work together to support meeting those standards?<br/>What agreements/collaboration should exist?</p>  |

# Group Discussion



**What standards should be set for Part B 619 service delivery? How can we support meeting those standards?**

- What standards should all settings need to meet regarding Part B 619 service delivery?
- Whose responsibility should it be to ensure those standards are being met?
- How can state and local entities work together to support meeting those standards? What agreements/collaboration should exist?

## 1. Guide

Makes sure the group stays on course and support meeting norms

## 2. Mapper

Captures group ideas on the Google doc or GroupMap

## 3. Reporter

Shares small group discussion during the whole group debrief



**Closing/  
Next Steps**

Named Sub-Group Members:

- Please use link sent via email to prioritize ideas: use at least one “vote” per column!
- Open until midnight



# Next Steps



If you would like to receive meeting materials, including meeting dates, emails and agendas, please subscribe to the Newsletter and update your subscription profile to include information on this subgroup.



Participants of each subgroup are **highly encouraged to attend all meetings of that group** and should be prepared to review approximately 1 hour of materials prior to the meetings.

## Contact us:

Early Milestones: [meg.franko@eceinsights.com](mailto:meg.franko@eceinsights.com)

CEI: [aspicer@coloradoedinitiative.org](mailto:aspicer@coloradoedinitiative.org)

ECLC: [kristina.hey1@state.co.us](mailto:kristina.hey1@state.co.us)

## Meetings for Special Education Service Delivery

- *Meeting 1, July 21*
- *Meeting 2, July 28*
- *Meeting 3, August 11*
- *Meeting 4, August 18*
- *Meeting 5, September 1*
- *Meeting 6, September 8*
- *Meeting 7, September 29*
- *Meeting 8, October 6*
- Meeting 9, November 3
- Meeting 10, November 10
- Meeting 11, December 8