



**TRANSITION  
ADVISORY  
GROUP**

**Special Education Subgroup  
Meeting 10  
November 10, 2021**

# Agenda

- Welcome
- Introductions
- Review notes from last meeting
- Group perspectives and guiding principles
- Staffing for providing inclusive settings in a mixed-delivery setting
- Staffing for providing targeted supports and interventions in a mixed-delivery system

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

# 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**

**Staffing considerations for providing inclusive learning environments in a mixed delivery system | Tier 1: Universal Instruction****Workforce Qualifications****Workforce Supports**

Equip general education teachers with knowledge, skills, and evidenced-based strategies to support all children, especially those with disabilities.

*Training might include: universal design, accommodations/modifications, understanding impacts of disabilities, understanding basic requirements of Child Find.*

Strong multidisciplinary teams that collaborate with general education teacher and help develop appropriate child and family supports.

Consider requiring Bachelors-level early childhood degree for all early childhood educators in settings receiving public funding.

Smaller child-to-adult ratios in inclusive classrooms.

Develop a career ladder for ECE professionals to encourage entry into the workforce, professional development opportunities, and skill/knowledge development.

Professional development that clarifies the concepts and requirements of IDEA as it pertains to least restrictive environment (LRE) and monitoring,

Offer preschool teachers behavioral support training and access to expert consultation to reduce barriers to inclusion within the classroom setting.

Ongoing coaching to retain ECE workforce who have training in supporting identified needs, as well as language, culture, and identity skills.

Promote expert use and knowledge of formative and summative assessments across the diversity of early childhood students.

Differentiated funding for systems working with children and families with greater needs

**Staffing considerations for providing effective targeted supports and interventions in a mixed delivery system | Tiers 2 & 3****Workforce Recruitment/Retainment Strategies****Workforce Supports**

Avoid diluting qualifications for the sole purpose of staffing.

Offer scholarships/tuition credit for degree/licensing, continuing education funds, and higher salaries.

Ongoing assessment of ECE workforce qualifications to support innovation and flexibility to meet child and family needs in inclusive, mixed delivery system

More support in rural Colorado for special education professionals.

Create attainable pathways to enter the workforce that consider challenges in rural areas

Re-invent how we work together to make working in the ECE field welcoming, fun, open, and inclusive.

Pair apprenticeships concurrent enrollment programs for high school students.

Offer stipends for additional certifications/levels.

Encourage pathways from early childhood teacher to early childhood special educator and other special educator positions which result in higher pay.

Consider how assistant positions can be used within the ECE workforce in support of Tier 2 interventions.

**Closing/  
Next Steps**

# 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:

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## 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*