



**TRANSITION
ADVISORY
GROUP**

**Special Education Subgroup
Meeting 9
November 3, 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

Following a presentation from LEAs about inclusive classrooms in public school settings, subgroup participants reflected on common goals of special education delivery in Universal Preschool. Participants prioritized the following guiding principles:

We believe that meaningful parent input should be included throughout this process.	We support linkages for service delivery across settings.
We strive to unite as an EC community.	We endorse inclusive/least restrictive classrooms as appropriate to support the individual student's needs.
The needs of children and families and the professionals who serve them are at the center of our discussions and recommendations.	We focus on children receiving individualized support and programs.
We value a strengths-based, high expectations approach for children.	We understand that funding be taken into consideration and that additional funding for children with special needs is needed to support mixed delivery.
We value all perspectives and work to understand across lines of difference.	We support the administration of special education services in mixed delivery settings - with the standard of care approval by the Educational Unit (Administration) locally.

Conditions and collaborations needed to ensure high-quality special education delivery in Universal Preschool:

What standards should all settings 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?
Meet or exceed current CDE licensing standards.	New Department of Early Childhood	There needs to be a mindset shift towards creative problem solving and thinking about the resources we need to foster collaboration.
Settings who accept funding for Universal Preschool must also accept special education students.	Unification is needed across all federal programs -- IDEA, E/HS, and Title I all have measures, but they are not aligned.	Collaboration is needed across the entire 0-5 continuum, especially around data and data sharing. Students need to have smoother, supported transitions.
Quality standards related to CO Shines, evidence-based practices related to intervention, CLASS and ECERS scores, low ratios, use of approved curriculum (basic requirements for LRE and FAPE defined by IDEA), progress monitoring.	State Agencies will retain monitoring (ex. CDE for licensing, DEC for Child Care Licensing)	We can create a strategic plan for regular collaboration and constructive discourse regarding changes, continuation of actions, etc.

Breakout Discussion #1

Pyramid Plus & MTSS



Pyramid Plus



CO Multi-Tiered Support System

Group Discussion



First, we'll focus on the bottom levels -- nurturing and positive relationships; high-quality, supportive learning environments; Tier 1 universal instruction:

Workforce Qualifications

What qualifications are needed in the ECE workforce to ensure that inclusive learning environments are being provided for all children? How can we recruit and retain such a workforce?

Workforce Supports

What professional development should be provided to the ECE workforce in service of providing an inclusive learning environment for all children? How should we consider compensation? What are our other thoughts on how to provide support?

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

<https://tinyurl.com/sesg1103>

Brainstorm Everyone can add Brainstorming collaboratively ✕


Workforce Qualifications : +

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Workforce Supports : + Tr

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Breakout Discussion

Group Discussion



Now, we'll focus on targeted supports and interventions (Tiers 2 and 3):

Workforce Qualifications

What qualifications are needed in the ECE workforce to ensure that effective targeted supports and interventions are being provided for children in need in a mixed delivery ECE system? How can we recruit and retain such a workforce?

Workforce Supports

What professional development should be provided to the ECE workforce in service of providing effective targeted supports and interventions for children in need? How should we consider compensation? What are our other thoughts on how to provide support?

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**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:

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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