



**TRANSITION
ADVISORY
GROUP**

**Special Education Subgroup
Meeting 2
July 28, 2021**

Agenda

- Welcome
- Introduction
- Consider mission, vision, and guiding principles for new early childhood department
- Discuss logistics – Breakout format and GroupMap
- Group discussion and next steps

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

Introduction

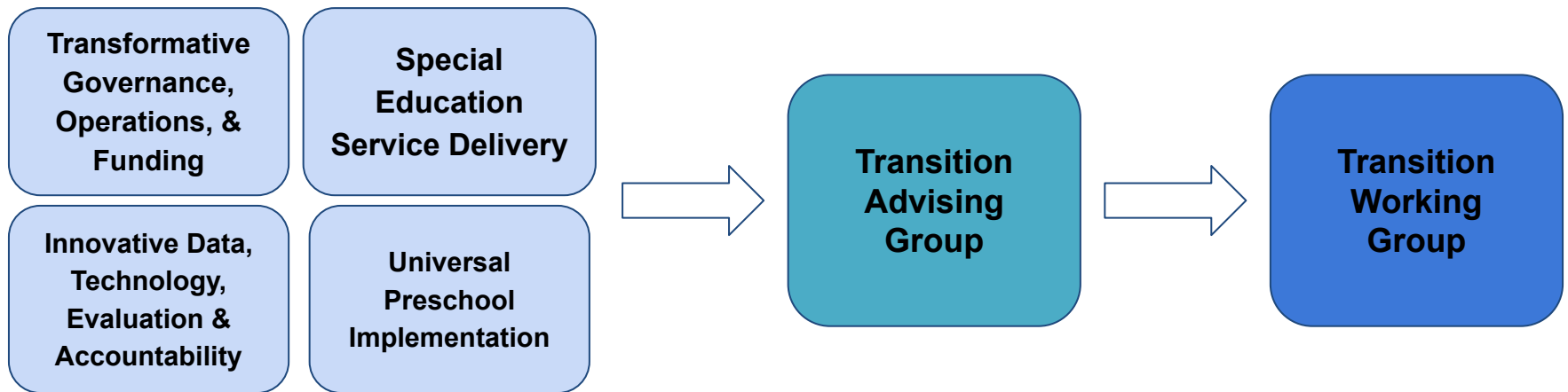
Background

HB21-1304 was passed by the General Assembly and signed into law by the Governor in June 2021. The law requires:

- The creation of a new unified Colorado Department of Early Childhood on July 1, 2022.
 - *To create the new department, the bill requires a transition plan, written by the Transition Working Group (TWG), be submitted by November 1, 2021. The ECLC is to approve the transition plan within 14 days after receiving the plan from the Office of the Governor.*
- A planning process for Colorado's new universal, voluntary preschool program, which will be overseen by the new unified Department of Early Childhood. This new Colorado Department of Early Childhood will also be charged with the implementation of this program, beginning July 2023.

Subgroup Structure

The ECLC Transition Advisory Group is convening subgroups to offer insights that will guide the creation of a transition plan to the new unified department of early childhood. Each group will offer recommendations from their perspectives or in their areas of expertise.



Stipends may be available for parents and members of the early childhood workforce to participate fully in the meetings - please reach out to Kristina.Heyl@state.co.us for more information.

Listening Sessions

In addition to the TAG and its subgroups, the ECLC is also convening the following interactive user-centered listening sessions to ensure that the new department will meet the needs of those who are involved in and/or experience Colorado's current early childhood system.

- Children and Family Experience
- Provider Experience
- Workforce Experience

These listening sessions will offer critical insight into the user experience of existing programs and systems. They will be working in tandem with the subgroups to offer insight to the TAG.

** Additional information will be available soon!*

Other Ways to Engage

Stakeholder engagement is a critical component to this process. To offer updated information and gather feedback the ECLC will be managing the following resources for the public:

Updates

- Monthly Transition Plan [Newsletter](#)
- Monthly Town Halls (to be scheduled**)
- Transition [Website](#)

Opportunities to provide input

- Feedback [Form](#)
- Statewide Listening Tour (to be scheduled**)

Additionally, a human centered design project will be conducted with design sessions and prototype creations for what the future system should look like.

**For more information or to participate, please reach out to Rebecca Peterson, Gary Community Investments - rpeterson@garycommunity.org*

Special Education Service Delivery Subgroup

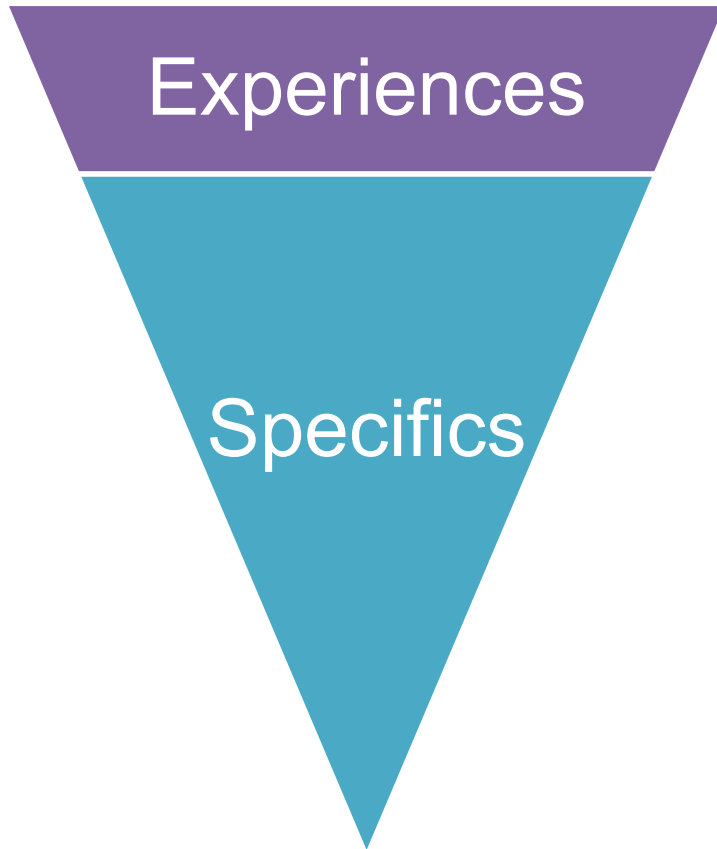
The Special Education Service Delivery Subgroup will generate ideas for the administration of special education services within the new preschool program.

This group will discuss the following topics identified in the HB21-1304:

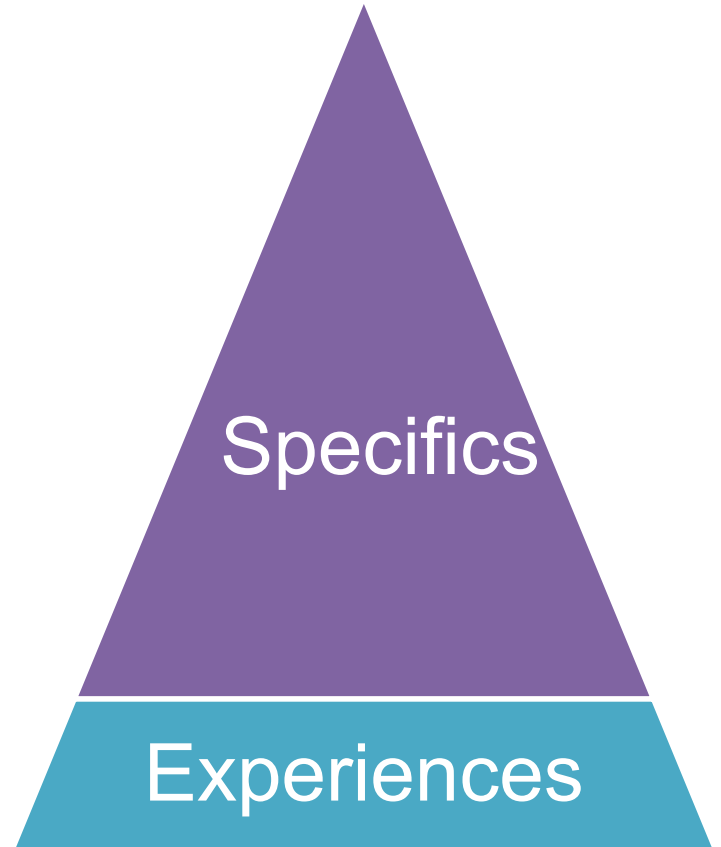
Legislative Topics
Identification of components of an interagency agreement/strategies to define DEC, CDE, LEA, and provider roles/responsibilities
Alignment of Universal Preschool with federal requirements for identifying and serving children with special needs (Parts B & C)
Alignment of Universal Preschool with IDEA
Accountability and oversight of community-based preschool programs
How preschool special education will be delivered and how CBOs will be held accountable for that delivery
How Universal Preschool will be integrated with existing special education requirements
How Universal Preschool will reduce duplicative oversight/regulation of programs implementing special education services

Structure of Meetings

OPTION 1



OPTION 2



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

Expectations

Every meeting you should expect the following:

- Via e-mail:
 - Agenda for meeting
 - Suggested pre-reading
 - Online – ECLC transition subgroup webpages

- In meeting:
 - Subgroup Updates
 - Focused discussion around a specific part of the transition plan
 - Closing/next steps

Review Meeting 1

Meeting Date: July 21, 2021

MEETING 1 REVIEW

What are the current experiences of children and families receiving special education services in the early childhood education system? How are they accessing services? What about that is working? How should it improve?

Child & Family Experiences

- Difficult, confusing system to navigate and hard to access available resources; often little help available for families
 - Navigators/advocates to offer personalized support are helpful
- Lack of coordination between systems
- Challenging transitions from Part C to Part B, from home-based to school-based services
- Difficult to get referrals started with pediatricians who may be under aware of identifying ECE SpEd needs or reluctant to make early referrals
- Unique challenges in rural communities: transportation, service availability, lack of representation
- Child Find:
 - Providers often aren't prepared to seek Child Find support and refer when needed
 - Once families enter Child Find system, generally positive experiences
- Workforce availability – not enough qualified workforce to fill the positions at districts or contractors available

Current Supports

- Advocates can be a resource for families
- Some families have strong relationships within the system once they started receiving services
- Colorado has highest rate of all states in inclusive services for pre-K (92%)
- Child Find opens the door and can come from multiple touchpoints with families
- Relationship-focused; mindful of good communication and partnering with families

Opportunities for Improvement

- Increase knowledge of child care providers on when to make a referral
- Work with local councils to build up the early childhood workforce in equipping them to serve students with special needs in their settings
 - Perhaps a coaching cadre that can support the providers
- Address the child care/preschool needs of working families as well as the special education needs of children
 - Ensure transportation between full-day child care (often community-based) and the school district site where special education services are available and provided; **and/or**
 - Ensure school districts offer full-day child care (as well as special education services); **and/or**
 - Ensure community-based child care (that often offers full-day care to meet the needs of working families) can also offer on-site special education services
- Family consultant/concierge/service coordinator providing bridge to resources outside of the school district, such as health insurance navigation, parent training/education, financial services, support groups, communities of practice
- Streamline data systems to support children and families as they move across systems (school, EI, public & private medical, waivers) for supports

Breakout Discussion #1

<https://tinyurl.com/sesg728>

SPECIAL EDUCATION SUBGROUP

Guiding questions: What are the current experiences of providers serving children receiving special education services in the ECE system? What supports exist? What is working? How should it improve?

BREAKOUT DISCUSSION 1

Directions: please assign a notetaker for your group to record notes from Breakout Discussion #1.

Interview questions:

- 1) Introduce yourself and your role, including your experience working with special education in the ECE space.
- 2) In your role, how has the system supported you in identifying children for services and/or providing services for children with special needs?
- 3) What roadblocks have you encountered? What could be improved in identifying children and/or providing services for children with special needs?

Group (list your group members)	What are the current experiences of providers serving children receiving special education services in the ECE system? What supports exist? What is working? How should it improve?
Group 1	
Group 2	

<https://tinyurl.com/sesg728>

Suggested process:

- Identify those who are current or former ECE providers who have experience working with children with special needs
- Identify an interviewer, a timekeeper, and a notetaker
- Spend 12 minutes interviewing the providers
 - Introduce yourself and your role, including your experience working with special education in the ECE space.
 - In your role, how has the system supported you in identifying children for services and/or providing services for children with special needs?
 - What roadblocks have you encountered? What could be improved in identifying children and/or providing services for children with special needs?
- Discuss what you heard as a group, with the notetaker trapping notes in the note catcher
- Be prepared to share themes with the full group

Breakout Discussion #2

<https://tinyurl.com/sesg728>

Brainstorm → Vote → Results Group 7: Family Experience SOAR Analysis CHAT PARTICIPANTS 2/201 INVITE CC

Brainstorm What are the current experiences of children and families receiving special education services in the ECE system? How are they accessing services? What about that is working? How should it improve?
Everyone can add Brainstorming collaboratively

<p>Strengths :</p> <p>+</p> <p>What is working in how families receive special education services in the ECE system?</p> <p>S</p>	<p>Opportunities :</p> <p>+</p> <p>What can we improve?</p> <p>O</p>
<p>Aspirations :</p> <p>+</p> <p>What is our ideal future for families and children?</p> <p>A</p>	<p>Recommendations :</p> <p>+</p> <p>What innovative practices do we know about?</p> <p>R</p>

**Closing/
Next Steps**

Named Sub-Group Members:

- Please use link in chat to rank or vote on the ideas that have been generated
- Open for 1 hour



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: mfranko@earlymilestones.org

CEI: aspicer@coloradoedinitiative.org

ECLC: 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