**IELCCP Consortium Face-to-Face Meeting**

**November 7, 2019**

**Meeting Agenda**

**Purpose:**

To continue to build a working consortium of county leads in order to obtain information in Best Practice in Quality Inclusion to guide their COEs and LEAs in the process of increasing quality inclusion opportunities for young children (birth to five years) with special education needs, with a particular focus on children with significant disabilities.

**Outcomes:**

* Share one best practice, that you are currently using to facilitate childhood inclusion in your county office
* Share information with others about your grant application, including two ideas that you find particularly exciting and/or innovative
* Increase understanding and knowledge base related to the California requirements of both data collection and reporting
* Review the IELCCP website and to develop a list of any necessary revisions and as well as additional resources that can be added

**9:30 Welcome**

* Agenda review
* Update on Dates for 19-20 School Year Face-to-Face IELCCP Consortium meetings – **January 15th meeting moved to January 28th**
* Use of Parking Lot for collection of your questions and concerns
* CDE has opened up new slots for part-day and full-day CSPP and CTTR programs; Webinar November 12th, applications due December 10th

**9:45 County Team Sharing**

Napa: Do a really good job of getting sped and gen ed teachers together to talk about strategies and classroom techniques. Relationship and team building is a big focus and done regularly. Applied for all three areas. Facilities at the Calistoga site, is currently half day, but have the ability to make full day. Playgrounds for four sites. For PD two tiers of training. One for those with minimal experience of inclusion and the second for those with more experience. Add a staff coach for the county. Adaptive equipment AAC devices and mobility devices. Enable sites to purchase equipment for their classrooms. Training for accommodations.

The Napa Community College (with NCOE overseeing their program) is trying to bring inclusion practices and strategies to their classrooms. And it is exciting to share their experience and help other classrooms with inclusion.

Mendocino: 4 classrooms with sped teacher and CSPP works together. Supports with imbedded instruction. Good to have a common language to work with the students across the classrooms. Applied for the PD which includes an inclusion coach for the county. Especially to help with smaller classrooms. Implementing a Summer Institute a the beginning of August for training. A per diem is offered as incentive. Invite a wide range of people to the institute. Kristen is very excited that they are able to work with people and institutes, like Head Start, to come together to learn and implement inclusion practices. Home-based programs will be offered home adaptive kits as incentive to bring in the inclusion coach so they feel more comfortable with learning these new practices. Challenges Kristen has overcome - each district has their own budget and union agencies within the COE to be able to collaborate in the IEEEP grant. They used an MOU with the districts for Per Diem “payments” for incentive and to satisfy each area’s budget and union guidelines. The summer institute, which Andi helped inspire, was a huge success as an idea for staff as a training time that does not interfere with their classroom schedules. Also brining their entire consortium together to the table to collaborate.

Humboldt: Has a lot of collaborative relationships with their early childhood classrooms in the LEA including CSPP. Teachers carry between 22 – 24 students and the more rural areas travel from classroom. All schools are very small, largest district is 4,000 students. 32 school districts. Applied for renovations, facilities and PD. COE is not the districts’ employer so they cannot “tell them what to do”. Will build 3 new sites the COE will operate so they can have control over filling the slots to be able to more moderate to severe students with inclusive opportunities. Stipends for PD for state teachers and instructional aides. All preschool teachers are invited to the summer institute. Stipends for teachers, will pay assistants; will Included a position for a grant coordinator for coordinating trainings.

Sonoma: COE only runs special day classrooms. Have had the goal of returning students to their LEA for their classroom instruction. They have 42 districts, some of which are very small. Would have preferred that CDE let the current grant (IELCCP) get to their end before the IEEEP grant was introduced because they would have benefited from more time to establish relationships with their district, private and home early childhood classrooms. Sonoma has the challenge of all inter-district transfers are allowed, so some classrooms are impacted while others are facing declining enrollment. They opened the grant to county-wide participation for any LEA that wanted to participate, that qualified, could. Some of the PD offerings they applied for have an inclusion coach already in place. They also included a position for a grant coordinator. Also included adaptive equipment in their grant.

Del Norte: Was glad of the extra week for turning in the application. A lot of clarity came in the last week for the application. The experience of being in such a remote area when they start talking about inclusion, sites think they are already doing that when they are not. Build in a component of relationships with the parents of students with needs and many go unidentified. The biggest part of the grant was for PD not only for teachers but support staff, Head Start, tribal Head Start, administrators, and community. Also wrote in an inclusion coordinator to be able to travel to the sites and coordinate the grant and the trainings. Accommodations for sites was also included in the grant application. Did not include a facilities component in the grant as there is no long-range plan in place yet. Did include money for bathrooms and playgrounds. The opportunity to meet with teachers and sites across the wide spread district was a huge bonus for Thomas as a new administrator.

No updates from Lake and Solano counties as they were not in attendance today.

Genevive was wondering what Kristen did for their Head Start in their grant application. Specifically working with in home visits and making parents feel comfortable and to not be worried their child will be kicked out because they have special needs.

**11:00 State of California Data Collection and Reporting Overview**

Alex from Napa COE is the analytics + data coordinator (?) and is here to help with data collection and reporting overview.

Different data systems that already exist: Data quality and data integrity. So people can have as up-to-date data as possible for their needs. This is critical for early childhood to use because legislators will not listen to early childhood personnel if we do not have good data to back up information and practices.

Student information System is where student information is stored. Now pre-K students are filling out data information for input into the system. SEIS is the special ed system.

Now the state wants SEIS and CalPads to have the same information for all students Whoever enters children into SEIS will need to enroll them in the local information systems as well. They want a cultural shift so data can be shared from site to site and district to district instead of each site having its data insular.

Census Day October 1. Which is where the count is being taken from. December 1 is no longer being used as a count.

We are looking for a way to work together to develop a data base/data collection system that will work for all seven counties to gather data we need for the IELCCP grant – as well as for the IEEEP grants and to meet CA state requirements in the future. We will be putting together a working group to address this issue.

**12:15 Lunch**

What kind of match did other COE’s get for the 33%. In kind salary for most, cash contribution for building for over the $500K grant limit.

These agenda items we use are intended to not only help you (The COE’s) but to provide you with tools you can take back to your counties and utilize with your collaboratives/consortiums.

**1:00 Building Blocks of Systemic Change**

* + Systemic Change Chart
	+ Andi and Kathy will be attending *Beginning Together* Training of Trainers

Knoster Model for Planning Complex Change. Systemic Change Chart. As we lead change, if we fail to put any one of these elements into place, then the change you are working toward will/may fail. This is the model we used and implemented in programs over the years. Start with your vision. You defined what your vision was in your grant. Now the next step is to get together with your staff and share the vision statement. What are the incentives for the teachers. It’s not always money. It can be teaming and working together, they are on the same playing field, improving their training, they have someone they can depend on that have the skills to give them the support they need. Resources can include communication systems, outside source funding. You need to be able to do layered funding so you can have the money in place to operate programs. You need to have a strategic plan in place for the years of the grant and past. Remember to go back and look at what may be missing if things are asked of or required of your classrooms, districts and teachers.

Once you receive your awards for the grant Andi and Kathy can sit down and go over your plans and strategic planning that involves everyone.

Andi and Kathy will be attending a *Beginning Together* training of trainers in December. They will be able to use the information they learn to support you as you begin to build your inclusion consortiums/collaboratives.

**1:30 IELCCP Website**

This is a resource website for all seven counties. The site is still in development. What resources do you need? Recommendations? Who will be identifying as the contact. Needs someone in the field, early childhood, to be added in updating and maintaining resources on the website. The inclusion coordinator / coach may be a good contact for resources on the website. Who within the system would be important to share National Policy statements on inclusion with? Educational Boards. CSPP administration. Providers, teachers, specialists. Contacts could include site contacts for each of the consortium members. Andi and Kathy for this year (19-20). Have a resource link for participants outside of the site grant team to be able to access on the resource website for trainings.

* Build Up San Mateo (For building resources)

**2:30 TED Talk “Disabling Segregation” followed by Focused Conversation**

What caught your attention? The last two pictures of the children. Samuels smile. The teacher talking about what the students had learned from Samuel. The fact that Samuel was on the honor roll. The coaches statement the children in our community can play baseball. The phrase, “you can’t teach this. “

Focused Conversation (ToP Facilitation Methods: The Art of Focused Conversations for Schools (book)

Reflective: Where did you have the big aha moment?

When you first saw Samuels photo. When he said, “if you’re surprised that he’s on the honor roll, don’t be.” When Samuel was on the stage performing. What was more important to you, academic or social / emotional? Todd’s first time to be able to communicate. That Samuel belongs to his local school, he can belong anywhere.

Interpretive: How will this affect the work within your consortium?

Inspiring. Compelling, we got to make these changes. Answers the Why. How the video couched inclusion, all means all.

How were you changed by watching this video?

Reaffirming what we do as teachers. Made me think of my interactions with others outside of the classroom. The story was really tangible. Something I want to share with my staff. My why of what I do, everyone deserves to be seen, this reaffirmed that.

Decisional: Thinking about this video and going back to your consortium, what are practical applications for this video?

Show it to Gen Ed admins. Share with management team. Share with parents. School board.

**3:00 Wrapping Up**

* Questions
* Next steps – Action Plan
* Evaluation

TO DO:

1. Send out Data PPT to consortium.
2. Send out Alex’s information.
3. Andi will send out video’s and information for children with “hidden” needs and how to adapt for and support them and their families.