



Colorado READ Plan Working Group January 18, 2019 Meeting Summary

Attendees

READ Plan Working Group Members

In attendance: Melissa Ahlstrand, Meghan Alexander, Katy Baccam, Mary Bair, Eryn Barker, Catherine Beck, Karyn Beisner, Julie Benmellah, Kenneth Davis, Sandy Davis, Rebecca DeMeyer, Carol Enck, Dr. Valentina "Val" Flores, Chris Gerken, Rachel Graham, Judith Grotke, Jennifer Imel, Kory Jensen, Wendi Kirkpatrick, Therese Llorente, Valerie Lovato, Laurel Mullins, Jodie Oxoteguy, Amy Pitlik, Christina Gillette Randle, Jeani Frickey Saito, Janelle Swisher, Jennifer Thomson, Cynthia Valdez, Sandra Vazquez, Ed.S.

Unable to attend: Noah Hurianek, Clare Orndoff, Colby Ricci, Lori Sabian

Colorado Department of Education Staff: Ariana Antonio, Floyd Cobb, Ph.D., Melissa Colman, Ph.D., Anji Gallanos, Tanni Anthony, Ph.D.

Meeting Facilitators from the Rocky Mountain Center for Positive Change & Elevate Consulting: Kara Schmitt and Betsy Kummer

Meeting Objectives

- Continue to provide opportunities for stakeholder perspective sharing on READ Act (teachers, administrators, parents, etc.)
- Collaboratively develop criteria and decision-making protocol for how this group determines recommendations
- Provide READ Act outcome data
- Develop initial recommendations related to multiple plans: READ plans, Individual Education Programs (IEPs), and kindergarten school readiness plans

Meeting Activities

Recap of November Meeting & Agenda for January Session

Highlights from the first session and goals for this session were shared with the group. Facilitators also reminded participants of the agreed upon norms developed in Meeting 1.

Presentation on Current Data on READ Act Outcomes

In response to questions about READ Act outcomes that workgroups members identified in Meeting 1, the second part of the morning focused on a presentation from CDE on the outcomes since the READ Act was implemented. (See slides 2-6 from the Meeting 2 Power point slides).

Review and Analysis of Meeting 1 Themes

In small groups members identified critical missing components and anything needing clarification. Additionally, groups noted in scope/out of scope activities and identified potential places for "out of scope" items to be addressed.

Creating Recommendations

In small groups, members reviewed examples of an existing recommendation document and identified what should be included (i.e., format, length, details, criteria) in this workgroup's recommendations.

Decision-making

Facilitators introduced a proposed a process, “Gradients of Agreement”, for making decisions about what recommendations to include in the final report. Members discussed in small groups what they liked about this process and what they might tweak to support the process of this work group. Suggestions included:

- Use a 5-point scale by combining mixed feelings/ learn more
- Determine what this group means by “majority”
- Consider using a yes-no-maybe or thumbs up, middle, down vote
- Reverse the order of the scale so that the highest number indicates support
- Combine the levels 5 and 6 on the scale
- Adjust 3- to mean “I could” support it.
- Suggestion that anything in a 3-4 range would go back to the group for discussion

Facilitators will incorporate this feedback and propose a revised process for the group in the next session.

Presentation and Q&A on Individual Student Plans: READ, Individual Education Programs (IEPs), and Kindergarten School Readiness Plans

Dr. Tanni Anthony, Director of Access, Learning and Literacy in the Exceptional Student Services Unit at CDE, provided some information to the workgroup on how IEPs and READ Plans intersect. Similarly, Anji Gallanos provided insights into the relationship between Kindergarten School Readiness Plans and READ plans.

Practice the Process: Recommendations for Multiple Plans

Meeting attendees were given the task of drafting some initial recommendations for increasing clarity on writing and implementing multiple plans (IEP, READ) IEP/ Kindergarten School Readiness guidance documents. Small groups took a first pass at drafting a recommendation for this theme. Draft recommendations were posted for the rest of the group to provide feedback.”

A Google Doc has been created for workgroup members to make additional comments on each of the draft recommendations, including identifying any statements that could be combined, during the time between the January and March meetings. Suggestions and revisions should be developed with the format and criteria for a “good recommendation” that the group identified during the January meeting. The group will further refine these recommendations during the March workgroup meeting.

Closing Activity

The group did a dot vote exercise to prioritize the identified themes for focus at upcoming sessions. Members voted using colored sticky dots to indicate their stakeholder group (teachers, administrators, parents). This information will be used to plan for the upcoming session.

Meeting Outcomes

All goals for the session were accomplished with the exception of a final agreement on the decision-making process. Facilitators will incorporate feedback from the group and propose a revised version of the process at the next session.

Next Steps

The remaining READ Plan Working Group dates are as follows:

- Meeting 3: Thursday, March 7, 2019
- Meeting 4: Friday, May 3, 2019
- Meeting 5: Monday, June 17, 2019
- Meeting 6: Monday, August 5, 2019

- Meeting 7: Thursday, October 3, 2019
- Meeting 8: Thursday, December 5, 2019

All meetings will be held from 10:00 am to 3:00 pm unless otherwise noted. Meeting venues will be announced and published on the RPWG webpage:

<http://www.cde.state.co.us/coloradoliteracy/readplanworkinggroup>