QUALITY COMMITTEE MEETING AGENDA

Monday, September 18, 2023, 9:00 – 10:15 a.m.

Hybrid Meeting – In-Person and by Videoconference

The meeting of the San Mateo County Child Care Partnership Council Quality Committee will be held at the San Mateo County Office of Education, 101 Twin Dolphin Dr., Redwood City, CA 94065.

Members of the public will be able to participate in the meeting remotely via the Zoom platform or in-person. For remote participation:

Website Link: https://smcoe.zoom.us/j/94902904326?pwd=RzU2c2hHYnZoQitFNWROZHZSSHVxZz09
Meeting ID: 949 0290 4326 Passcode: 103371
Dial-In Option: 1-669-900-9128

Call to Order
Liz Scully/Edirle Menezes

Action to Set Agenda for September 18, 2023 Meeting and Approval of Minutes for March 6, 2023 Meeting
Liz Scully/Edirle Menezes
ACTION

ATTACHMENT 1 - Minutes

Welcome & Check-In
Liz Scully/Edirle Menezes

Inclusion Specialization Matrix Update
Mary Browning & Karina Du

ATTACHMENT 2 - Matrix

Other Hot Topics
Liz Scully/Edirle Menezes

Adjournment
Liz Scully/Edirle Menezes
SAN MATEO COUNTY CHILD CARE PARTNERSHIP COUNCIL
QUALITY COMMITTEE
MEETING MINUTES
March 6, 2023

Hybrid Meeting via Zoom and at 101 Twin Dolphin Drive, Redwood City, CA, 94065

CCPC Members Present (in-person): Liz Scully (Committee Co-chair), Cheryl Oku

Members of the Public Present (in-person): Edirle Menezes (Committee Co-chair), Soodie Ansari, Andrea Burnett, Donna Yuriar

Members of the Public Present (via Zoom): Mary Browning, Karina Du

Staff/Minutes: Ian Johnson/Sarah Kinahan

1. Call to Order

Edirle Menezes called the meeting to order at 2:05 p.m.

2. Action to set the agenda for March 6, 2023, meeting and approve meeting minutes for November 28, 2022.

MOTION: SCULLY / SECOND: MENEZES

AYES: Soodie Ansari, Andrea Burnett, Edirle Menezes, Cheryl Oku, Liz Scully, Donna Yuriar

NOES: NONE

ABSTAIN: NONE

3. Welcome & Check-In

Edirle Menezes welcomed the group.

4. Review of CCPC’s Strategic Goal Area: Quality

Sarah Kinahan led the group through a discussion and review of the work plan for the San Mateo County Child Care Partnership Council Strategic Implementation Plan (2019-2024) - Strategic Goal Area: Quality in preparation for the CCPC’s retreat in March. Priorities and advocacy efforts should be focused on deliverables achievable within the next eighteen months, reflecting findings of the San Mateo County 2022 Child Care Needs Assessment.

The Group agreed to continue to focus on the priorities established in the Quality Work Plan: 1) Build a robust Quality Counts system; 2) Improve alignment and linkages between ECE and elementary school districts; 3) Collaborate with Access Committee to Increase access to ECE for children with special needs. In addition, the group agreed to collectively work toward creating an Inclusion Specialization process that is accessible throughout the County over the coming year.

5. Discussion of Potential Changes to Inclusion Specialization Matrix

Mary Browning and Karina Du provided a brief introduction to the Inclusion Specialization Matrix, how it was created and developed, and what the CCPC Quality Committee’s role has been in establishing
Quality Indicators and revisions based on evidence-based best practices to promote the inclusion of young children with disabilities. Mary and Karina also provided some recommendations for changes to the matrix; the presentation was split into two segments 1) revisions to the content, and 2) revisions to the process.

**Proposed Revisions to the Content of the Inclusion Specialization Matrix**

1. Revise language utilized throughout framework to reference “children with diverse abilities” and/or “children with IEPs/IFSPs,” as opposed to “children with special needs” or “children with disabilities.”
2. Add indicator to “Evolving” stage of Access Element to reflect high quality, collaborative integration opportunities.
3. Revise the “Implementing” stage of Child Observation Element to include use of DRDP in development of IEP/IFSP.
4. Revise Child–Teacher Interaction Element to include:
   - Evidence-based, universal practices that support all children (Evolving);
   - Universally designed activities and routines during lesson planning (Integrating);
   - Support on IFSP/IEP goals embedded intentionally into program activities, routines, and transitions (Implementing).

**Proposed Revisions to the Use of the Inclusion Specialization Matrix in the Quality Improvement (QI) Process**

- Early Learning program alerts QI coach of desire to utilize inclusion indicators as part of QI self-assessment.
- QI coach facilitates self-assessment utilizing inclusion indicators and supports program in setting QI goals to develop inclusive practices.
- QI coach, with support of IEEEP Project Specialist, supports site in accessing resources and monitoring progress toward meeting QI goals.
- “Badging” Option: If site determines readiness and interest, QI coach arranges observation utilizing Inclusive Classroom Profile (ICP).

Next Steps: Immediate

- Continue piloting use of Inclusion Indicators with IEEEP pilot sites.
- Develop companion document that includes reflective questions to guide self-assessment process, and resources to support development of inclusive practices, and that can be used by coaches/facilitators.
- Engage coaches in development of specialization process that is accessible and meaningful.
- Build capacity of QI coaches to utilize inclusion indicators as part of QI self-assessment process.
- Expand utilization of inclusion indicators to additional QI sites on voluntary basis.
- Collaborate with community colleges on how tool could be used as part of their teacher preparation process.
- Get feedback on the matrix from teachers.
- Emphasize the term “specialization” rather than “badge” and make sure it is clear that this specialization applies to the site level, rather than teacher. The State is using the term “badge,” but specialization emphasizes an ongoing QI process, rather than an endpoint.

Next Steps: Long Term

- Collect data on tool’s utility for developing early childhood educators’ confidence in welcoming and meeting the needs of diverse young learners.
- Investigate alignment of tool to ICP.
• Expand accessibility of tool to include providers beyond those in Quality Counts such as all family child care providers.
• Expand accessibility of tool to support individual teachers.
• Bring revised version to CCPC for approval (next meetings are in May and June).
• Work with SMCOE Communications Team to develop an online tool.

6. Other Hot Topics Items

On-going conversation for future meetings
The group expressed interest in collectively getting programs re-excited about Quality Counts.

7. Adjournment at 03:22 p.m. Edirle Menezes

The next CCPC Quality Committee meeting is May 15, 2023
### San Mateo County Quality Continuum Framework with Inclusion Indicators (LEA Edition)

**Core 1: Child Development and School Readiness**

#### Access*

*Please check each indicator that describes current practices/policies present in your program.*

- ECE teachers, special education staff, and family members collaborate to meaningfully integrate children enrolled in special education classes into ECE activities.

- Program is in compliance with ADA (Title 22 regulations which address nondiscrimination and access) regarding enrollment and accessibility.

- Program welcomes and enrolls children with IFSP’s/IEP’s, and welcomes collaboration with special education providers who support students on IFSP’s/IEPs.

- Program solicits input from families annually via utilization of a family survey.

- District provides a continuum of special education service options for children with IEP’s, including enrollment in district preschools with special education supports provided in the preschool setting, and welcomes collaboration with early childhood teachers in development of IEP.

#### *Access* is an additional element, unique to the Inclusion Matrix. All other elements align directly to the CA Quality Rating Improvement System.

#### Reflective Questions

- What accommodations are in place to support accessibility for children with physical disabilities, such as ramps or elevators? Are both indoor and outdoor spaces fully accessible?

- How are young children with toileting, feeding, and other self-care needs supported in your early learning program? Do you have policies/job descriptions in place that assure children with such needs are welcomed and that their needs are addressed by all staff?

- How do ECE teachers, ECSE teachers, and family members collaborate to identify appropriate times/activities to integrate children enrolled in SDC programs?

- What percentage of children enrolled in your program have an IEP? IFSP’s? Moderate-severe disabilities?

- How does your program website/brochure communicate that you welcome all children? Does your program website/pamphlet include photos of children with diverse learning needs? A statement that all children are welcomed? etc.

- Who reviews the results of the program’s family survey? What is your process for using results of the survey to grow program quality?

- When were your staff most recently trained on Positive Behavior Supports/Teaching Pyramid, or a similar approach to prevention, reinforcement, and teaching of new behaviors? How are the staff encouraged/supported to implement these practices with fidelity?

- What role does the early childhood teacher play in the IEP meeting?

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* Access is an additional element, unique to the Inclusion Matrix. All other elements align directly to the CA Quality Rating Improvement System.
<table>
<thead>
<tr>
<th>QUALITY ELEMENT</th>
<th>EVOLVING</th>
<th>INTEGRATING</th>
<th>IMPLEMENTING</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Child Observation</strong></td>
<td><strong>Please check each indicator that describes current practices/policies present in your program.</strong></td>
<td><strong>We are laying the foundations which enable us to implement this element</strong></td>
<td><strong>We are beginning to utilize critical practices which promote quality early learning for young children with diverse abilities</strong></td>
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<td></td>
<td><strong>We need more resources in order to begin laying foundations and implementing practices consistent with this element.</strong></td>
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<td><strong>We are consistently engaging in practices which promote quality early learning for young children with diverse abilities</strong></td>
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<td><strong>Reflective Questions</strong></td>
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<tr>
<td><strong>CORE 1: CHILD DEVELOPMENT AND SCHOOL READINESS</strong></td>
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<td><strong>Program uses valid and reliable child assessment/observation tool that covers 5 domains of development.</strong></td>
<td><strong>Describe what valid and reliable observation and assessment tools, in alignment with CA Learning Foundations, are currently utilized to monitor children’s development, including children who have IFSP/IEPs.</strong></td>
<td><strong>Describe how ECE teachers engage in the development of the IFSP/IEP of children enrolled in their classes. How does the ECSE teacher involve ECE staff in assessing, monitoring, and reporting on children’s strengths and needs?</strong></td>
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<td><strong>ECE teacher and program director have access to IFSPs/IEPs.</strong></td>
<td><strong>How do members of the IEP team, inclusive of family members and the ECE teacher, collaborate to complete assessments and observations for children who have IFSPs/IEPs?</strong></td>
<td><strong>Describe how the child development teacher uses IEP/IFSP goals and assessment results to inform curriculum and instruction decisions.</strong></td>
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<tr>
<td><strong>Current signed consent enabling communication between ECE teacher and IEP team members/ specialists or evidence communication/collaboration structures are in place.</strong></td>
<td><strong>What data collection methods are utilized to inform assessments (e.g. observations, direct testing, interviews)? Who takes data and where does it take place? (i.e. natural learning environments)</strong></td>
<td><strong>How often does the child development teacher conference with the families of children enrolled in the program? How do they solicit input from specialists such as SLP’s, ECSE teachers, etc. to include in family conferences?</strong></td>
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<td><strong>Parent/teacher conferences are held twice yearly to discuss child assessment/observation tool that covers 5 domains of development.</strong></td>
<td><strong>How often do teachers and families formally meet to review their children’s development? What tools, such as assessments or observations, are utilized to guide conversations?</strong></td>
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# San Mateo County Quality Continuum Framework with Inclusion Indicators (LEA Edition)

## EVOLVING

We are laying the foundations which enable us to implement this element

## INTEGRATING

We are beginning to utilize critical practices which promote quality early learning for young children with diverse abilities

## IMPLEMENTING

We are consistently engaging in practices which promote quality early learning for young children with diverse abilities

### QUALITY ELEMENT

<table>
<thead>
<tr>
<th>CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS</th>
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<tbody>
<tr>
<td>2. Developmental &amp; Health Screening</td>
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<tr>
<td><strong>Please check each indicator that describes current practices/policies present in your program.</strong></td>
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<tr>
<td>2. Developmental &amp; Health Screening: Reflective Questions</td>
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<tr>
<td>☐</td>
<td>Policy in place establishing parent/teacher conference when concerns arise related to child's health or development.</td>
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<td>☐</td>
<td>Teacher or other program representative follows-up with families on helpfulness of resource/referral information, and provides additional information regarding resources and referral as appropriate.</td>
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<tbody>
<tr>
<td>☐</td>
<td>What policies are in place to encourage communication and collaboration between teachers and families when concerns arise related to children’s health or development?</td>
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<tr>
<td>☐</td>
<td>How does your program respond to concerns about children’s learning or development? What supports are available and provided within the existing ECE classroom before referring to external resources?</td>
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<tr>
<td>☐</td>
<td>What referral policies are in place to connect families to additional resources or services (e.g. mental health, SPED, early intervention, health, etc.)?</td>
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<tr>
<td>☐</td>
<td>What system is established to monitor and follow up with families of children identified as having potential developmental concerns through the program’s screening process?</td>
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</table>
### Core II: Teachers and Teaching

**3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)**

- Lead teacher has completed an annual professional development plan.
- Lead teacher has completed at least 6 hours annually of PD or coaching or participates in PLC preparing them to work with young children of diverse abilities, including children with IEP's/IFSP's.
- ECSE teachers and related service specialists who collaborate in ECE environments complete at least one training annually from one of following categories: overview of Quality Counts, Foundations and Framework, Powerful Interactions, Quality Learning Environments, Teaching Pyramid; Licensing Standards.

**Reflective Questions**

- What process is used by the program to support the lead teacher to develop a professional development plan? Does the PD plan include goals and concrete actions to achieve the goals?
- What courses, trainings, PLC's or coaching opportunities has the lead teacher participated in during the past 2 years that focus on quality inclusive practices (Ex: Completion of SMCOE's Pathways to Inclusion Series; Teaching Pyramid; EIEI; or course at Community College such as ECE 260 Children with Special Needs; ECE 263 Support Strategies for Children with Special Needs; EDUC 265 Positive Behavior in Inclusive Settings; EDUC 300 Review of UDL)
- What professional development opportunities have ECSE or related service providers engaged in to enhance their understanding of quality early learning programs (i.e. Foundations and Frameworks, Overview of Quality Counts, Powerful Interactions, Licensing regulations, etc.)?
- What training/coursework/coaching/PLC has the lead teacher participated in in the past two years to address the needs of a specific child enrolled in the program?
- How many staff members have completed at least 6 hours of PD/coaching/PLC in the past year preparing them to work with children with diverse learning needs?
- What training opportunities have the ECE and ECSE teacher attended together? Did the training provide opportunities for collaboration/planning?
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<tbody>
<tr>
<td>4. Effective Teacher-Child Interactions: CLASS Assessments</td>
<td>We are laying the foundations which enable us to implement this element</td>
<td>We are beginning to utilize critical practices which promote quality early learning for young children with diverse abilities</td>
<td>We are consistently engaging in practices which promote quality early learning for young children with diverse abilities</td>
</tr>
<tr>
<td>Please check each indicator that describes current practices/policies present in your program. We need more resources in order to begin laying foundations and implementing practices consistent with this element.</td>
<td>ECE Teacher has access to IFSP’s/IEP’s. Current signed consent enabling communication between ECE teacher and IEP team members/specialists or evidence communication/collaboration structures are in place. Evidence-based, universal practices that support all children are present across early learning settings. All district staff are aware of and comply with Weber Bill requirements regarding restrictions to use of restraints and seclusion.</td>
<td>During lesson planning, teacher universally designs activities and routines to enable access and engagement by all children enrolled in the early learning program. Teacher collaborates with specialists and family members to identify adaptations and accommodations needed to enable children of diverse abilities, including children with IEPs/IFSPs, to access and engage with the daily curriculum, activities, and routines.</td>
<td>Teachers collaborate with specialists and family members to determine how support on IFSP/IEP goals may be embedded intentionally into program activities, routines, and transitions.</td>
</tr>
<tr>
<td>4. Effective Teacher-Child Interactions: Reflective Questions</td>
<td>How are your ECE teachers currently accessing IEPs/IFSPs? If a child with an IEP/IFSP is newly enrolled, how are teachers communicating / collaborating with IEP/IFSP team members? What is the program’s current policy regarding the use of restraints and seclusion in the classroom? How does your program utilize CLASS ratings or other tools to develop high quality child-teacher interactions?</td>
<td>Describe how teachers engage in planning curriculum or activities? How do they intentionally plan for multiple means of representation, expression or engagement, to ensure the activities are universally designed/address the needs of all children? What processes are in place to support ECE teachers to collaborate with families, ECSE teachers, and other specialists to support children in making progress on IEP/IFSP goals? To adapt/modify curriculum and or classroom activities to meet the needs of children on IEP’s / IFSP’s? How are adaptations/accommodations for children with diverse needs, including children with IEPs/IFSPs represented on the daily lesson plan?</td>
<td>What processes are in place to support ECE and ECSE teachers to collaborate to break IEP/IFSP goals into short term objectives / action steps? How do ECE teachers and specialists plan to support short term objectives during natural routines, activities, or transitions in inclusive settings? How do ECE teachers prompt, cue, and provide feedback to teach new skills or behaviors? How do ECE/ECSE staff monitor progress on learning objectives, and modify teaching strategies, if needed?</td>
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San Mateo County Quality and Inclusion Matrix with Reflective Questions | Working Draft September 14, 2023 | 4
<table>
<thead>
<tr>
<th>QUALITY ELEMENT</th>
<th>CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership</th>
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<tbody>
<tr>
<td>5. Ratios &amp; group size</td>
<td>We are laying the foundations which enable us to implement this element. We need more resources in order to begin laying foundations and implementing practices consistent with this element.</td>
</tr>
<tr>
<td>5. Ratios &amp; group size: Reflective Questions</td>
<td>What % of children in each classroom of the program have IEP's/IFSP's? How do specialists (SLP's, OT, ECSE teachers, etc.) &quot;push in&quot; services to integrate and model learning strategies with ECE staff? What opportunities (formal and informal) do specialists have to meet with ECE teachers to discuss goals, strategies, and interventions? (ex: IEP meetings, team meetings, curriculum meetings, &quot;in the moment&quot; coaching) What % of children in each classroom of the program have IEP's/IFSP's? Do children with IFSPs/IEPs in your classroom programs represent a range of identified disabilities, including but not limited to SLI, OHI, PI, Autism, Multiple Disabilities, or DHH?</td>
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- Additional staff, such as OT's, SLP's, etc., identified and made available through IEP/IFSP to meet the unique needs of individual children are welcomed as members of early learning team.
- Attempts are made to enroll 10-25% of children with IEP's / IFSP's in each early learning classroom.
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<tr>
<th>QUALITY ELEMENT</th>
<th>CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership</th>
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<tbody>
<tr>
<td>6. Program Environment Rating Scale(s)</td>
<td>We are evolving the foundations which enable us to implement this element</td>
</tr>
<tr>
<td>Reflective Questions</td>
<td>We are integrating critical practices which promote quality early learning for young children with diverse abilities</td>
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<td></td>
<td>We are implementing practices which promote quality early learning for young children with diverse abilities</td>
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<tr>
<th>Qualifier</th>
<th>Description</th>
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<tbody>
<tr>
<td>ECE teacher has access to IFSP's/IEP's.</td>
<td>Teacher collaborates with specialists and family members to identify necessary adaptations to environment and/or adaptive equipment/materials necessary to address the unique needs of children of diverse abilities, including children on IEPs/IFSPs.</td>
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<tr>
<td>Current signed consent enabling communication between ECE teacher and IEP team members/specialists.</td>
<td>Evidence of self-assessment of inclusivity of program environment via completion of a self-assessment tool and development of a plan to address prioritized areas of need. Tool is completed collaboratively by representatives from district early learning and special education programs.</td>
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### 6. Program Environment Rating Scale(s)

**Reflective Questions**

- How are your ECE teachers currently accessing IEPs/IFSPs? Are consent for communication forms between the program and service providers documented in children’s files?
- Describe how teachers design classroom environments to assure multiple means of engagement, representation, and expression, i.e. the indoor and outdoor environments are universally designed to support the access, participation, and engagement of all children.
- Describe how the IEP Team, inclusive of the ECE teacher and families, collaborate to adapt and modify activities and instruction to ensure children with IEPs/IFSPs can access and participate.
- What forms of adaptive equipment or materials are available for children to support their participation in activities and interactions?
- Describe how the ECE and ECSE teams collaborate to assess the inclusivity of the program environment, both indoor and outdoor.
- How are results utilized to improve the design of the program environment?
San Mateo County Quality Continuum Framework with Inclusion Specialization Criteria

**Evolving**

We are laying the foundations which enable us to implement this element

**Integrating**

We are beginning to utilize critical practices which promote quality early learning for young children with diverse abilities

**Implementing**

We are consistently engaging in practices which promote quality early learning for young children with diverse abilities

### Quality Element

**Core III: Program and Environment - Administration and Leadership**

#### 7. Director Qualifications

- Evidence that Director has completed at least 6 hours annually of PD or coaching; participates in a Community of Practice; or has higher level coursework or experience preparing them to work with young children of diverse abilities, including children with IEPs/IFSP's.

- Evidence that Special Education Director or designee has attended an introductory training on Quality Counts and/or state licensing requirements.

- What PD, coaching, CoP, or coursework in supporting young children with diverse needs, including children with IEPs/IFSPs has the program administrator engaged in the past two school years (Ex: Pathways to Inclusion, UDL, Embedded Instruction, Autism training, screening and assessment etc.)?

- What PD, training, CoP has the sped director engaged in to expand understanding of state licensing procedures and/or quality practices in early care settings (i.e. Teaching Pyramid, QRIS, Foundations and Framework)?

- How often do ECE and ECSE directors meet to review and revise shared program goals around quality and inclusion?

- What are the programs identified areas of strength and areas targeted for growth around quality and inclusion?

- What actions have been taken by the leadership team in the past year to strengthen the programs inclusive practices, as identified on the Inclusion Matrix?