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California Department of Education*

California Early Childhood Special Education Network (CaIECSE) Summary of Work March 2022 - March 2024

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UNIVERSITY**
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The California Early Childhood Special Education Network (CalECSE) aims to improve outcomes for children and their families by addressing and eliminating barriers to successful transition, assessment, and access to educational programming for California's youngest children with disabilities across agencies throughout California. CalECSE's core values are promoting equitable access for all students, fostering innovative solutions, supporting excellence, and ensuring collaborative partnerships with the community and educational agencies, all with professional integrity.



"So glad CalECSE exists and offers technical assistance for districts and those of us in need of direction and support."

- Professional Learning Participant

CONNECTING



ASSISTING



BUILDING CAPACITY



COLLABORATING



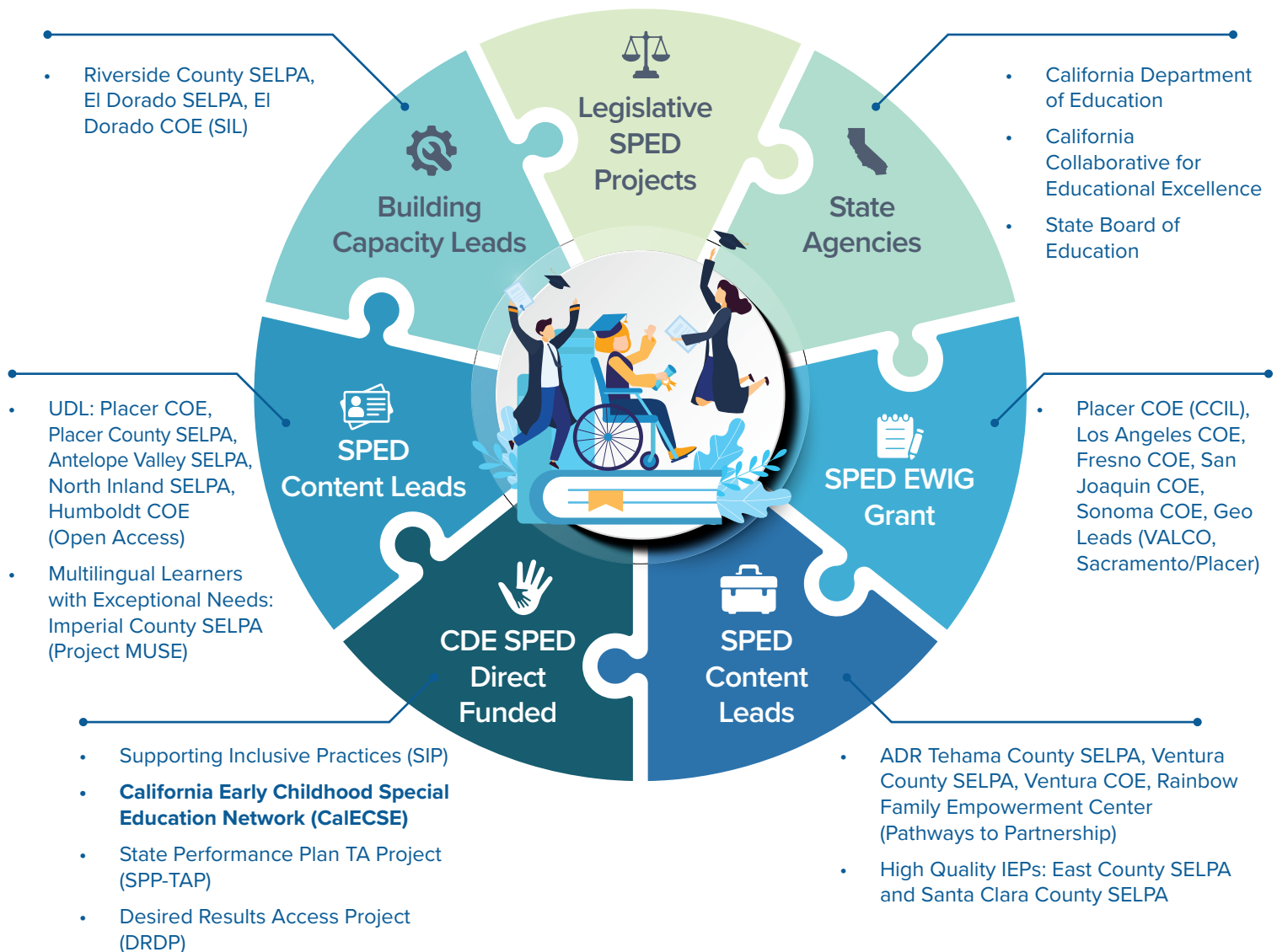
COORDINATING



CALECSE
California Early Childhood
Special Education Network

SPED System of Support Initiatives

- SB 154 - Sacramento COE



The CalECSE Network leverages collaboration amongst agencies, disseminates resources, provides video and live professional learning, highlights existing exemplar practices, and engages in direct technical assistance to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CalECSE Network is committed to improving outcomes for children and their families by eliminating and addressing barriers to successful transition for California's youngest children with disabilities.

This report, developed by the Concordia University Irvine Evaluation Team, presents an analysis and discussion of CalECSE work accomplished between March 2022 and March 2024. CalECSE has played a key role in supporting the work of communities, teachers, parents, education specialists, child development specialists, speech and

language pathologists, psychologists, occupational therapists, physical therapists, recreational therapists, administrators, and other early childhood providers. The report offers CalECSE's work to date designed to strengthen the partnerships between LEAs, agencies, and parents in an effort to improve outcomes for California's youngest learners.

The CalECSE Network, funded by the California Department of Education, is part of a larger set of Special Education System of Support Initiatives overseen by the California Department of Education, the California Collaborative for Educational Excellence, and the State Board of Education. The work, to date, has received overwhelmingly positive responses, affirming the investment in the CalECSE Network.

The CalECSE Commitment

Our Purpose

Improving outcomes for children and their families by addressing and eliminating barriers to successful transition, assessment, and access to educational programming for California's youngest children with disabilities across agencies throughout California.

Our Values



EQUITABLE ACCESS

The CalECSE Network breaks down barriers to create a collaborative and connected educational community in support of all students by:

- 1) Leveraging collaboration amongst agencies, disseminating resources, highlighting existing exemplar practices and;
- 2) Providing direct technical assistance and support to improve capacity, knowledge, collaboration, and implementation of evidence-based practices.



INNOVATIVE SOLUTIONS

The CalECSE Network fosters systematic analysis and creative, innovative solutions to barriers of assessment and education programs that are child-focused and family centered.



SUPPORTIVE EXCELLENCE

The CalECSE Network supports educators, LEAs, and educational agencies in their development of effective, high quality early childhood assessment practices, IDEA Part C to Part B Transition processes, and development of program continuum options.



COLLABORATIVE PARTNERSHIPS

The CalECSE Network works collaboratively with our educational and community partners to provide differentiated resources in support of young children and their families.



PROFESSIONAL INTEGRITY

The CalECSE Network is committed to supporting educational communities, children, and families throughout California by demonstrating transparency, good judgment, dependability, providing honest feedback, keeping confidentiality, and respecting all parties involved in all aspects of what we do.



“Loved today’s presentation. Looking forward to following many of the links shared and looking up some new tools. Appreciate the speed of the presentation and the amount of information in the short time. Thank you!”

- Education Specialist Participant



Why CalECSE?

The California Department of Education has responded to a significant need for technical support in development, implementation, and evaluation of Early Childhood Special Education programs. CalECSE is dedicated to improving the transition of three-year-old children with disabilities from regional centers to local educational agencies, to ensuring continuity of services for young children and families, and improving coordination and expansion of access to innovative and inclusive programming.

Senate Bill 75 - Legislative Report (CA Dept of Education)

Senate Bill 75, Part C to B for CA Kids Workgroup Recommendations

<https://www.cde.ca.gov/sp/se/a>

<https://www.cde.ca.gov/sp/se/ac/documents/sb75partctobadd.pdf>
<https://www.cde.ca.gov/sp/se/ac/documents/sb75partctobfinal.pdf>

Of California's 40,000,000 people, five percent are birth to age five (California QuickFacts, 2023). CalECSE is a technical assistance project funded under Federal funds received by the California Department of Education (CDE) and designed to support Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPAs), County Offices of Education (COEs), and other agency partners in the areas of IDEA Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing technical assistance, professional learning, and the demonstration of tangible practices that have been proven successful for children birth to five. The seven exemplar lead areas came directly from a survey that was informed by the SB-75 Part C to B for CA Kids Workgroup Recommendations.

The intention of this project is to provide resources, support, and technical assistance to those who provide services and work with young children. The investment California is making will provide early intervention and early identification of young children in need of comprehensive and collaborative services as they begin their educational journey.



“So nice to have it focused on what I do every day (preschool) and not have to figure out ways that the training I am attending can be applied to my needs.”

- TK Teacher Participant

Geographic Technical Assistance Facilitation

Professional learning and capacity building opportunities and events are made available through the CalECSE Network. Additionally, Geographic Technical Assistance Facilitators are available throughout the 11 regions of California to assist in building relationships and linkages. More information about the identified Geographic Technical Assistance Facilitators can be found at www.CalECSE.org.



CalECSE Network Leadership Team

Dr. Scott Turner, Melanie Hertig, and Marion Springett provide direct leadership to the CalECSE Network identified Exemplar Lead and Geographic Technical Assistance Facilitator agencies. All agencies and their identified representatives serving on the CalECSE Network were identified after a competitive Request for Applications process in the Spring-Summer of 2022.

Agencies participate in the network through a Memorandum of Understanding and attend monthly Network Meetings, Bi-Annual Strategic Planning Summits, and develop and provide professional learning opportunities in the exemplar practice areas throughout the school year. Together the CalECSE Network is making a difference in the lives of young children across California!



Dr. Scott Turner

CalECSE Co-Executive Director
East San Gabriel Valley SELPA



Melanie Hertig

CalECSE Co-Executive Director
Irvine Special Education/SELPA



Marion Springett

CalECSE Project Coordinator
Saddleback Valley USD

CalECSE Exemplar Lead Activities

- Coordinate and collaborate with the CalECSE leadership team and geographic technical assistance facilitators.
- Connect with LEA and other agencies seeking support or those identified to participate in high-quality technical assistance and professional learning opportunities.
- Assist in building capacity, knowledge, collaboration & implementing evidence based practices.
- Participate in CalECSE Network Exemplar Practices Video Projects.
- Leads and Geographic Technical Assistance Facilitators have developed resources for both professionals and parents.

CalECSE Geographic Technical Assistance Facilitator Activities

- Provide linkages between LEAs and other agencies within their region to support the CalECSE Network.
- Participate in ongoing meetings with CalECSE Leadership & Exemplar Leads to assist them in the responsibilities of building capacity, knowledge, collaboration, and implementation of evidence-based practices within their region.
- Connect with LEA and other agencies seeking support or those identified to participate in high-quality technical assistance and professional learning opportunities.



“Loved getting leaders together! Thank you for allowing questions....so many good ideas were shared. This was well worth my lunch hour!”

- County Office of Education Participant

Quick Links

CalECSE's Exemplar Leads and Geographic Technical Assistance Facilitators work to develop resources and supports across the seven practice areas. CalECSE is uniquely situated and experienced in supporting agencies throughout California serving preschool age students with disabilities. Each exemplar area has a dedicated webpage to host upcoming events, recorded events, resources, presentations, videos, and other information. **Use the QR codes to explore all seven areas!**



Interagency Collaboration

The Interagency Collaboration Exemplar Leads leverage communication, systems, and integration to ensure effective collaboration amongst agencies. These exemplar leads provide structures that engage LEAs, SELPAs, and Regional Centers in collaborative IDEA Part C to B transitions to support positive outcomes for students and families. The Interagency Collaboration leads work to inform the field of best practices related to Interagency Agreements, including providing resources and strategies specific to developing Memorandums of Understanding amongst agencies.



“I appreciate the extension of knowledge to those of us who are new to the administration of Part C to Part B at the SELPA level. Thanks for sharing the prior presentations.”



“Thank you for sharing so many ways to use diagnostic assessments for young children. This is a gift to the field and to all young children who need early intervention.”



Assessment Practices

The Assessment Practices Exemplar Lead provides information and resources for using a range of assessment tools to gather information and determine special education eligibility for young children. Best practices are emulated for assessing preschool children across all disabilities and for those who are Multilingual Learners. This lead area supports the field with models for innovative practices such as diagnostic classroom assessments and has developed an informative fact sheet highlighting the differences between a medical diagnosis of autism and an educational eligibility of autism. This Assessment Practices exemplar lead will continue to provide capacity building and professional learning opportunities on best practices for conducting assessments with specific emphasis and in-depth training on autism and intellectual disability assessments. This exemplar lead is also proactively working with preservice programs to share assessment best practices and resources.

Assessment Team Leadership

The Assessment Team Leadership Exemplar Lead provides technical assistance and support focusing primarily in the area of developing strong administrative and leadership practices that support assessment teams and early childhood programming. An emphasis is placed on how special education administrators can build and support successful and sustainable preschool assessment teams. In order to support leaders in their work, the team's goal is to create a means through the CalECSE platform for leaders to collaborate, ask questions, and support one another as well as identify solid practices that have resulted in meaningful outcomes for students across California. The Assessment Team Leadership Exemplar Lead continues to hold virtual Community of Practice group forums and has developed a resource to assist administrators with tracking timelines required for successful and timely assessment.



Your presenters were STELLAR, and I wished for a few luxurious pieces; more time...! I would have HAPPILY attended a full day covering the contents of the lovely handout your team created.”



Preschool Child Find

The Preschool Child Find Exemplar Lead supports Local Educational Agencies in their responsibilities to seek out, identify, and evaluate all children suspected of a disability. The Child Find Exemplar Lead works to educate parents, agencies, and community members about best practices and legal obligations for Child Find. The Child Find Exemplar Lead is extending outreach efforts in order to inform a variety of referral sources with regards to Child Find under the Individuals with Disabilities Education Act including licensed in-home daycare providers, private preschool programs, and early childhood certification programs at the college and university levels.



“Resources are amazing...I love that you have the information that you’ve shared online and available for review on the website.”



Child Find Referrals



Parent Outreach & Support

The Parent Outreach and Support Exemplar Leads work to provide Local Educational Agencies (LEAs), Special Education Local Plan Areas (SELPAs), County Offices of Education (COEs), and Community Agency partners information about best practices in regards to parent outreach, parent education, and parent support considering culture, language differences, access to technology, and familial needs. Additionally, these exemplar leads have leveraged the utilization of Alternative Dispute Resolution techniques as a strategy to build rapport and trust with families to ensure positive outcomes for young children. All presentation sessions provided by these exemplar leads facilitate a connection between families, Regional Centers, and LEAs to ensure that parents have accurate and informative information regarding special education services.



“I loved today’s presentation. Looking forward to following many of the links shared and looking up some new tools. Appreciate the speed of the presentation and the amount of information in the short time. Thank you!”



“I was not aware of the many interagency agreements and timelines that are legally required to coordinate a successful early childhood program. Thank you for taking time to explain this to us. ”



Data Governance

The Data Governance Exemplar Leads support agencies in monitoring and ensuring the accuracy of data specific to early childhood performance and compliance. Specifically, the Exemplar Lead’s offerings have supported decision making and data collection related to Preschool Least Restrictive Environment, monitored by Indicator 6 of the Annual Performance Report. This Data Governance Exemplar Leads will expand supports to include monitoring of data related to Indicator 7 (Preschool Outcomes), Indicator 12 (Part C to B Transitions), and ensure the field remains updated on requirements and changes related to required data reporting.

Innovative & Inclusive Practices

The Innovative & Inclusive Practices Exemplar Leads highlight how LEAs can develop and/or improve inclusive practices for preschool-age students. CalECSE educational practitioners provide a forum for discussing inclusive practices in the preschool setting. This team created a fact sheet for general education and special education preschool teachers providing instructional strategies to meet the needs of all learners. Additionally they are making available web resources for Universal Design for Learning (UDL), Co-Teaching Evidence Based Practices, and other strategies related to inclusive instruction.



“Thank you for creating this Community of Practice for teams to learn from one another as we strive to enhance access to early learning opportunities for all students.”

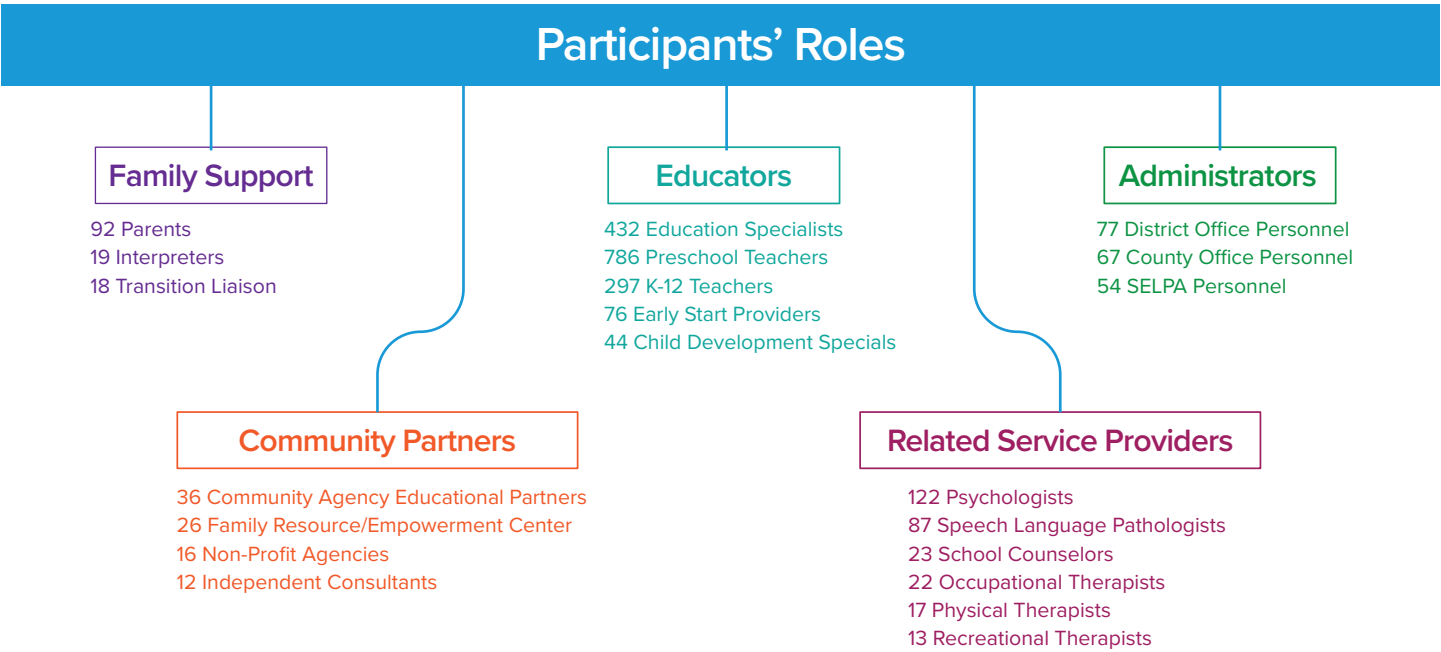
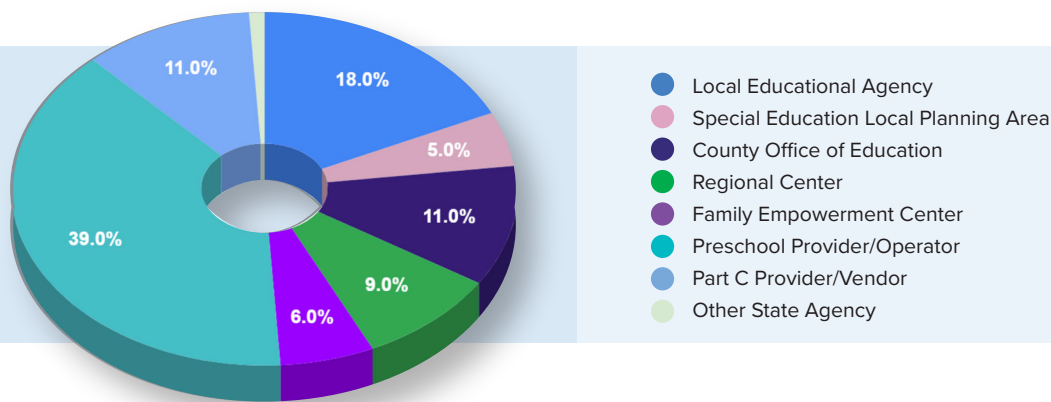


Professional Learning Opportunities

Each of the Exemplar Lead areas provided several training or Community of Practice (CoP) professional learning opportunities during the course of the project. The professional learning sessions provided content, an opportunity for questions, and interactions through virtual chat. Participants were able to join the conversations face-to-face during Q&A opportunities. Session content and offerings were based on feedback from the field. Many of the sessions were recorded and are available on the CalECSE Website.

Who Participated?

Interest in the sessions was high with consistent and enthusiastic participation. The strongest percentage of participating agency attendance has been preschool providers and operators of preschools across California (39%). Additionally, Local Educational Agency personnel (18%), Part C Providers and vendors (11%), County Office of Education personnel (11%), Regional Center staff (9%), SELPA personnel (6%), and Family Empowerment Center personnel (6%) were all represented during the professional learning opportunities.



“Presenters were respectful of participants, open-minded, and answered all questions.”
- Parent Participant

Virtual Session Evaluations

Multiple virtual professional learning sessions within each Exemplar Lead area were provided. After each of the virtual sessions, a survey was offered. Survey feedback indicated that participants were overwhelmingly pleased with the level of depth of knowledge and quality of the presentations and are eager for additional training opportunities to be offered. For example, the information from the Interagency Collaboration survey from January and April 2023 (N=100) indicated that participants' main priorities for attending the event included learning more about IDEA Part C to B timelines, transitions, assessments, gaining an understanding of the administrator's responsibilities, learning about better collaboration between agencies, and acquiring resources. Survey feedback indicated a strong interest in continued presentations that address streamlining the transition process, assessment planning, and best practices for Interagency Collaboration.

Innovative & Inclusive Practices offered two Community of Practice sessions in February and April 2023 (N= 61) that also provided attendee survey data. Attendees reported their main priorities were to learn about inclusion, how to develop and implement inclusive practices at the early childhood level, and gain understanding about specific models of inclusion. Respondents expressed that they would like for future presentations to include information on licensing, special education laws and regulations, and the logistics involved when developing inclusive programming. Many respondents also indicated that they are interested in attending professional learning opportunities that focus on assessment, curriculum, and/or proactive strategies to address student behavior. Noteworthy, is that 26% of respondents indicated that they would appreciate introductory information about preschool programming, special education, inclusive practices, and disabilities.

Additionally, attendees were asked their preference for attending future events both virtually and in-person. An overwhelming 89% percent of respondents expressed an interest in attending in-person events, with interest in both northern and southern California. Out of respondents who completed the survey, 11% specified that they would only be interested, or able, to attend virtual sessions.

At the Interagency Collaboration Workshop held August 23, 2023, data from 72 survey respondents indicated that participants overwhelmingly attended to learn more about IDEA Part C to Part B Transitions as well as how they can better foster a collaborative relationship between Local Educational Agencies (LEAs) and Regional Centers (RCs). Relevance to the participant's role informed their interest in attending, with priorities including being better equipped to support families in ways that will result in positive outcomes, learning more about assessments that occur under IDEA Part B, gaining resources that can be used to support both families and agency staff, and learning more about the roles and responsibilities of LEAs under IDEA Part B. Supporting successful student transitions and learning about inclusive educational opportunities were at the forefront of participant learning and survey responses indicated a sincere appreciation for the discussion time provided during the session.



“With our very busy schedules, it is so much easier to attend a short training in a video format.”

The Speech and Language Best Practices Panel, held October 26, 2023, offered guidance on the essential components for conducting comprehensive, legally defensible initial early childhood speech and language assessments. Topics covered included: assessment measures, assessing pragmatic language skills, assessing students who are English Language Learners, and determining eligibility for special education and related services under the California Education Code. Survey responses indicated that 36% of those who attended the panel did so in order to gain new ideas or learn strategies that can be used to support students enrolled in programming. The same percentage of respondents, 36%, stated that they would like to observe the use of inclusive strategies during live preschool programming, and 26% of respondents indicated that they would like to attend a best practices assessment forum with staff from school districts as well as other early childhood organizations from across California present. Multiple survey respondents commented that they would like to observe programs and practices in action and would also appreciate additional opportunities for collaboration with other professionals.



“Loved the format and length of this session.”



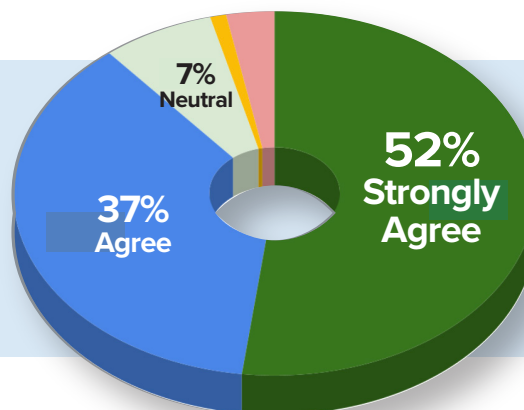
“Great information, I appreciate specific details and information from districts and SELPAs on how I as an SLP can provide inclusive services and quality assessments while following education code.”

Learning Something ‘New’

Across surveys completed following CalECSE virtual events, when asked if the participants learned something new, 89% responded with “agree” or “strongly agree”. Clearly these professional learning sessions are making a difference in the lives of many professionals and family members.

*“I learned
something new today.”*

- P-K Teacher Participant



When a person registers for a CalECSE presentation session, they are asked several questions which provide valuable information for future event planning. For example, on the registration survey for “The ABCs of PreK Assessment Practices” event, registrants were asked “What other information would be helpful pertaining to PreK Assessment Practices for future CalECSE Network job-alike options?”. Of the 800 responses received, 50% stated that they were interested in receiving training on a wide range of assessment practices for preschool age children. A substantial number of respondents stated that they are interested in learning best practices for conducting a wide variety of assessments at the preschool level including academic assessments, play based assessments, autism-specific assessments, behavior evaluations, speech and language assessments (including assessing English language learners), and motor-based assessments (specific to those completed by occupational therapists, physical therapists, and adapted physical education specialists). Additionally, respondents indicated that they would like for the CalECSE Network to provide training sessions on best practices for assessing students from diverse backgrounds, completing IDEA Part C to Part B evaluations, and assessing young children in order to determine eligibility under the category of Intellectual Disability (ID). Respondents also stated that they would like training on best practices for writing Multidisciplinary reports that meet legal mandates and requirements. This information is noteworthy for the leadership team and Exemplar Leads as they plan future training sessions or events.

What Did We Learn From CalECSE Survey Respondents?

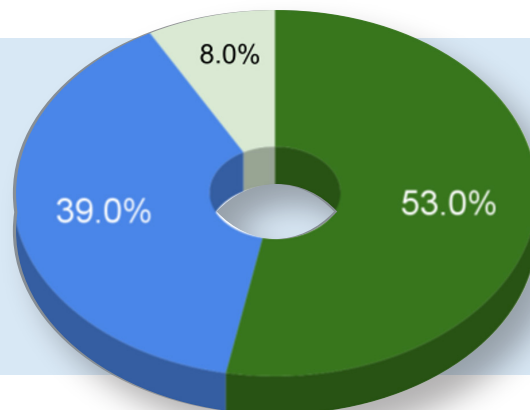
After qualitatively evaluating the open ended responses from over 2,300 surveys across all seven lead areas, several themes emerged:

1. Respondents are eager for more professional learning opportunities. There were many positive comments related to the importance of this work and the knowledge gained by attendees during each session. Comments indicated that resources and weblinks shared during presentation sessions proved to be very valuable to attendees.
2. Respondents are interested in attending additional, focused sessions related to specific content areas including sessions on specific assessment tools and assessment strategies specific to supporting providers such as Occupational Therapists, Physical Therapists, and Speech Pathologists, etc.
3. Respondents indicated that they would be interested in attending in-depth training on conducting autism-specific assessment and learning strategies that can be used to increase the engagement of the children during assessments.
4. Respondents commented that they greatly appreciated the collaborative nature during Community of Practice forums, as well as the team approaches used to convey information during presentation sessions. They also appreciated the time that was built into the sessions in order to allow for questions to be asked and answered.
5. While there were hundreds of respondents who shared appreciation for the virtual learning sessions offered, a surprisingly large percentage of those who completed the surveys indicated that they are highly interested in attending in-person training and events (in addition to attending the virtual offerings).

CalECSE Recordings and Videos

In addition to the synchronous professional learning sessions, a number of asynchronous videos are continually in production. In some cases, the videos are recorded during the professional learning sessions and in others, content is taped without an audience and made available on the CalECSE website. Additionally, a series of six Exemplar Lead videos were created to highlight early childhood best practices in the field. These six videos highlighted key considerations and exemplary practices related to Interagency Collaboration, Assessment Team Leadership, Assessment Practices, Parent Outreach and Support, Child Find, & Innovative and Inclusive Practices (available on the CalECSE.org website).

On a scale of 1-5, five being highest, how likely are you to recommend this virtual professional learning to a colleague?



CalECSE Virtual Book Collaboration Study

Building one cohesive student-centered early childhood team starts at the earliest level. The relationship between a family and a school district is a shared responsibility that has a direct impact on a student's educational career. No matter what your role, each of us in that relationship shares one mission: to serve the best interests of the student. Therefore, step one is to build positive partnerships among all collaborative partners that will result in less stress, fewer conflicts, better morale, and more successful student outcomes. CalECSE has offered two virtual book study collaboration cohorts this year, each consisting of one hour sessions across three dates. These interactive and skill-based sessions, led by author Marc Purchin, offer proven tips and methods for building positive parent and school partnerships. Each participant received an electronic copy of the book Building Positive Parent and School Partnerships at no-cost. The book explains more than 25 relevant communication skills and the study sessions provide practical application for how to use them during student-focused meetings such as Individualized Education Program meetings (IEPs) and parent-teacher conferences.



“The book study is giving me so many good ideas for leading IEP meetings and parent conferences. I now realize how important it is to be specific, intentional, informative and positive! Thank you.”

- **Book Study Participant**

Access to Peer Reviewed Research and Reports

The CalECSE website will host a research repository where you can access peer-reviewed articles and important reports or documents to enhance your work with early learners. (Available soon on the CalECSE.org website).

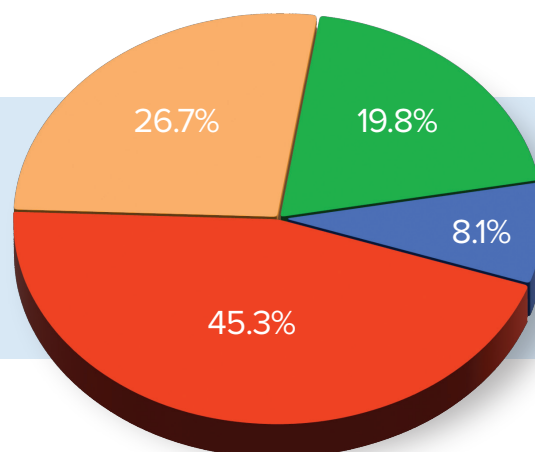
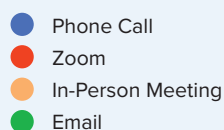
CalECSE Developed Resources

The CalECSE Network develops and brands pertinent educational resources that are uploaded to the website as they are finalized. These materials are shared across California and with other initiatives within the Statewide System of Support (SSOS).

CalECSE Consultation and Technical Assistance

The CalECSE Network provides consultation and technical assistance to LEAs, SELPAs, Regional Centers, and Family Resource Centers who have reached out voluntarily for support or guidance in support of timely IDEA Part C to Part B Transitions, assessments, and/or who are looking for information on how they can go about developing inclusive practices and programs for preschool-aged students. Additionally, CalECSE is supporting LEAs identified for technical assistance under the Compliance and Improvement Monitoring process.

Type of Contact



Collaboration Across California

As the CalECSE Network continues to thrive and develop stronger connections with other entities across the state, many opportunities to partner have been leveraged. Many opportunities have led to conference presentations; below several examples are listed (not exhaustive):

- The California Early Start Partners Symposium (ESPS): Transition from Early Start: Practical Strategies to Support Families and Facilitate Planning and Transition from Early Start: Interagency Partnering for Successful Transitions, June 1-2, 2023
- California Association of School Psychologists (CASP): The ABCs of Comprehensive Early Childhood Assessments, October 12, 2023
- Orange County Association of Education of Young Children (OCAEYC) Conference: CalECSE as a Resource, March 11, 2023
- San Joaquin Inclusion and Collaboration Meeting: CalECSE as a Resource, August 24, 2023
- California Inclusion Collaborative; Improving Educational Access and Services for All Young Children with Disabilities with CalECSE, October 24, 2023
- Ventura County Office of Education Investigating Inclusion Conference, Ensuring Least Restrictive Environment (LRE) in the Preschool Years and Beyond, February 10, 2024
- 21CSLA; Partnered with 21CSLA on curriculum development for 21CSLA Early Childhood focused Leaders by sharing resources and information pertaining to curriculum development regarding early childhood development, equity, and the impact that early experiences have not only on early learning and school readiness, but also on long term outcomes for students and their families. February 2024

Inaugural CalECSE Symposium

The Inaugural CalECSE Symposium, “Be The One” took place March 7-8, 2024 in San Diego, California. This well attended event, with 600+ participants, included presentation topics on alternative dispute resolution, early childhood legal and policy updates, assistive technology, augmentative communication, interagency collaboration, early childhood assessment practices, assessment team leadership, inclusion best practices and research based evidence, data governance, and other topics of interest. The topics were peer reviewed, selected based on merit, and potential audience interest as reflected on surveys collected at various CalECSE events over the past year. The symposium provided professional learning and capacity building sessions for all participants, encouraging all to “Be the One” in innovating current early start and educational systems that will result in positive outcomes for California’s youngest learners. The next CalECSE Symposium, “Building Bridges”, will again be held in San Diego, California October 22-23, 2024.



“The presenters were **AMAZING**. The research presented was informative.”

- **Preschool Teacher Participant**

Conclusion

Data supports that the CalECSE Network has made substantial progress towards meeting the needs of all educational partners with a personal or professional connection to supporting or caring for preschool children with disabilities. Parents and professionals can easily access vital information from the CalECSE website that is essential to improving outcomes for California’s youngest children with disabilities. The CalECSE website will provide one place where professionals and families can find the most up-to-date information and resources to support preschool children with special needs.

The initial CalECSE survey, distributed state-wide, provided evidence showing seven distinct areas of need. CalECSE built the areas of support based on this input, coming directly from professionals in the field and parents with children who have disabilities. Webinars providing needed information in each area are offered at no charge to professionals, parents, and other educational partners. These webinars have effectively reached thousands of individuals with post webinar survey results showing an overwhelmingly positive response along with continued requests for more.

In closing, the CalECSE Network has quickly proven to be a valuable asset to the field of early childhood special education. CalECSE efforts have resulted in early childhood educators, providers, and parents having access to vital information to support young children with disabilities. Additionally, professionals have access to up-to-date and evidence based practices for the children they serve. The excitement amongst those diligently working on this project is unmistakable, with new ideas being generated continually and shared statewide. The momentum within this project continues to grow at an exponential rate. The work that has been accomplished and the projects moving forward point to a better and brighter future for California’s youngest learners with disabilities.



“Thank you for creating this forum for teams to learn from one another as we strive to enhance access to early learning opportunities for all students.”

- **Principal Participant**

Glossary of Terms Related to Early Childhood Education

APE- Adapted Physical Education: A service provided by school districts consisting of physical education to students whose disabilities interfere with their participation in mainstream physical education.

ABA- Applied Behavioral Analysis: Behavior-analytic approach frequently used to teach students with autism.

AT- Assistive Technology: The term “assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

BIP- Behavior Intervention Plan: A written document is developed when an individual exhibits a serious behavior problem that significantly interferes with the implementation of the goals of the individual’s IEP. The behavioral intervention plan becomes part of the IEP.

CAC- Community Advisory Committee: A group of parents, community members, and district staff appointed by, and responsible to, the SELPA. It advises the SELPA in the development and implementation of the local plan for special education. It also assists in parent education and public involvement in developing the local plan and supporting activities on behalf of students with disabilities.

DIS- Designated Instructional Services: Supportive services as may be required to assist a student with a disability to benefit from special education.

ESY- Extended School Year: The special education program is provided between school sessions when the IEP team determines they are needed to prevent regression of skills. ESY services must be included in the IEP and provided to the student if the pupil’s IEP team determines, individually, that the services are necessary for providing a FAPE to the pupil.

FAPE- Free and Appropriate Public Education: Every school-age child with a disability is entitled to an education that meets his/her individual needs, which is at no cost to parents.

IEP- Individualized Education Program: A written statement mandated by law that defines a child’s disability, states current levels or educational needs, and specifies annual goals, evaluation, and progress reporting schedule.

IFSP- Individualized Family Service Plan: Similar to an IEP, an IFSP is for eligible children from birth to age three. IFSP is a document that outlines the services to be delivered to families of infants and toddlers receiving early intervention services pursuant to Part C of the IDEA.

LRE- Least Restrictive Environment: A learning environment for a student with exceptional needs that meets his/her learning needs while providing maximum interaction with the general school population in a manner appropriate to the needs of the student and his/her peers.

LEA- Local Education Agency: A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools.

OT- Occupational Therapy: A special education-related service that addresses areas including fine motor skills, gross motor skills, self-help skills, activities of daily living, sensory integration and sensory processing.

PT- Physical Therapy: PT consists of treatment of physical disabilities given by a trained physical therapist that includes the use of massage, exercise, etc., to help the person improve the use of bones, muscles, joints, and nerves.

PECS- Picture Exchange Communication System: Program wherein children with limited communication ability use pictures or items to communicate.

RC- Regional Centers: Community agencies throughout California which are mandated to provide services to individuals with qualifying disabilities.

SELPA- Special Education Local Plan Area: A SELPA is a government entity that provides special education services for the school districts that belong to that SELPA.

SLP- Speech and Language Pathologist: A person credentialed by the state to provide speech and language therapy services, which may be a related service, or DIS.



"I like that it was only one hour. I can attend during my lunch hour and get right back to work. I also appreciated that the slides were available; excellent modeling of accommodations and accessibility."

- Agency Participant

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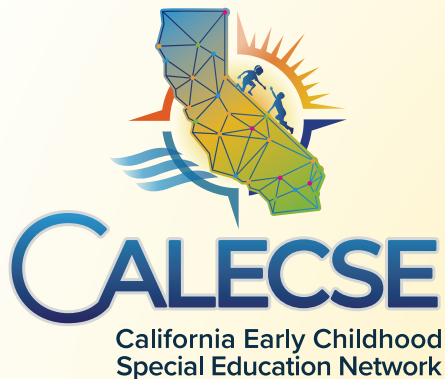
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