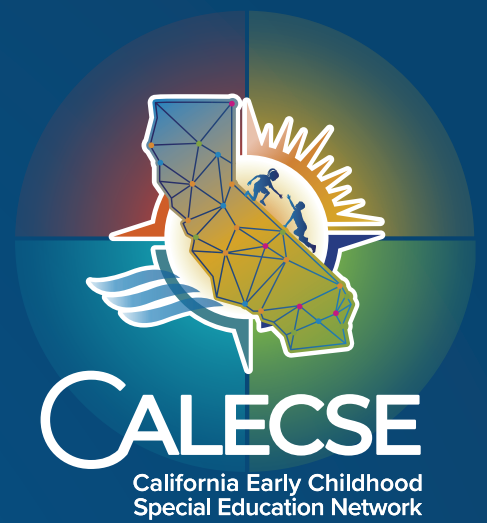




2025 - 2026

California Early Childhood Special Education Network (CalECSE) ANNUAL REPORT

Funded by the
California Department of Education
CDE Agreement # CN250053

Prepared by the
CalECSE Project Executive Team

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The CalECSE Network's overarching mission is to improve outcomes for young children with disabilities and their families by identifying and addressing barriers to successful transitions, high-quality assessments, family engagement, and access to inclusive educational programming. By fostering cross-agency collaboration throughout California, CalECSE supports systemic change at both the local and statewide levels to strengthen services for California's youngest learners with disabilities.

As a designated technical assistance provider within the Statewide System of Support (SSOS), CalECSE delivers a coordinated system of support to Local Educational Agencies (LEAs) identified for, or voluntarily seeking, assistance to improve performance and/or compliance with State Performance Plan (SPP) indicators and other priority practices related to Early Childhood Special Education (ECSE).

Throughout the 2025–2026 program year, the CalECSE Network significantly expanded its statewide impact, outreach, and professional learning opportunities in response to increasing demand across California for technical assistance and evidence-based practices in ECSE. The Network expanded statewide training offerings, increased participation and expanded scope in Communities of Practice (CoPs), strengthened collaboration with statewide partners, and broadened outreach to professionals across both special education and general education systems.



ASSISTING



CONNECTING



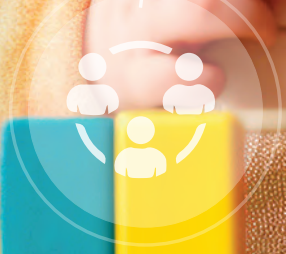
BUILDING CAPACITY



COLLABORATING



COORDINATING



CALECSE
California Early Childhood
Special Education Network

Core Components of CalECSE's Support:

- Professional development in research-based practices related to Early Childhood Special Education
- Facilitation of CoPs that foster peer learning, systems collaboration, and problem-solving among practitioners
- Technical assistance through the Continuous Improvement Monitoring (CIM) process
- Development and dissemination of statewide resources and tools aligned with evidence-based and legally compliant practices
- Direct consultation, coaching, and technical assistance to LEAs, County Offices of Education (COEs), Special Education Local Plan Areas (SELPA), and other statewide partners to address problems of practice, strengthen systems implementation, and support evidence-based and legally compliant Early Childhood Special Education practices



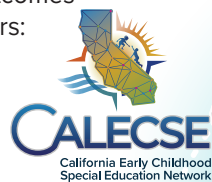
parents/caregivers, and general education educators. These efforts contributed to increased statewide collaboration, stronger alignment across agencies, and expanded access to high-quality professional learning focused on improving outcomes for young children and families.

CalECSE directly supports the California Department of Education (CDE) in monitoring and improving outcomes aligned with key SPP indicators:

- Indicator 6—Preschool Least Restrictive Environment
- Indicator 7—Preschool Outcomes
- Indicator 12—Early Childhood Transition

Through targeted technical assistance, statewide professional learning, and collaborative systems support, CalECSE demonstrates effective, evidence-based practices that support Individuals with Disabilities Education Act (IDEA) Part C to Part B transitions, improve assessment quality and accuracy, strengthen Child Find systems, and expand access to inclusive and developmentally appropriate educational opportunities for California's youngest children with disabilities.

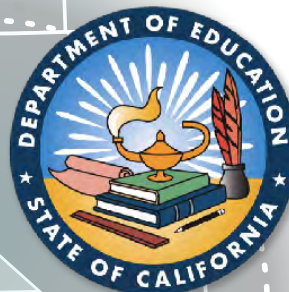
During the 2025–2026 year, CalECSE's statewide trainings, annual two-day in-person professional development Symposium, and CoPs reached thousands of educational partners across California, including administrators, school psychologists, special education teachers, speech-language pathologists, occupational therapists, Regional Center staff, Family Resource Center representatives, preschool partners,



1 Support Individuals with Disabilities Education Act (IDEA) Part C to B Evaluations

2 Support Preschool Assessment Practices

3 Support Preschool Child Find



Compared to the previous program year, the 2025–2026 year demonstrated significant growth in statewide engagement, systems collaboration, and perceived student outcome impact. The CalECSE Network expanded statewide trainings from 17 to 22 offerings and increased total participation in statewide trainings by 39 percent, reaching 3,727 participants across California. The Network also significantly expanded its CoP infrastructure, growing from an initial regional launch model to 63 statewide and regional CoP meetings serving 1,095

participants this year. In response to emerging statewide priorities, CalECSE broadened professional learning opportunities related to Transitional Kindergarten (TK), inclusion and Least Restrictive Environment (LRE) implementation, Universal Design for Learning, social-emotional learning, and supports for Deaf and Hard of Hearing children. Additionally, the Network expanded multilingual family resources, strengthened collaboration with general education and community-based preschool partners, and increased statewide access to evidence-based practices, technical assistance, and cross-agency systems support. These efforts reflect CalECSE's continued commitment to responsive, data-informed, and sustainable statewide capacity-building in Early Childhood Special Education (ECSE).

The CalECSE Commitment

Our Values



EQUITABLE ACCESS

The CalECSE Network is committed to breaking down systemic barriers to create a collaborative, inclusive educational community that supports all students.

We achieve this by:

- Leveraging interagency collaboration
- Disseminating accessible, high-quality resources
- Showcasing exemplar practices that promote the Least Restrictive Environment (LRE)

Through direct technical assistance and support, we help build the capacity, knowledge, and collaboration necessary to implement evidence-based practices across the state.



INNOVATIVE SOLUTIONS

We promote a comprehensive, forward-thinking approach to evaluating the effectiveness of early childhood special education programming.

The CalECSE Network champions creative and innovative strategies that address barriers to high-quality assessment and educational access, always centering the needs of children and families.



SUPPORTIVE EXCELLENCE

Our team supports educators, LEAs, and partner agencies in developing:

- High-quality, effective early childhood assessment practices
- Seamless IDEA Part C to Part B transition processes
- Inclusive program continuum options that meet diverse learner needs

We strive for excellence in every aspect of support, ensuring that children and families receive services that are timely, meaningful, and effective.



COLLABORATIVE PARTNERSHIPS

Collaboration is at the heart of our work.

The CalECSE Network partners with educational and community organizations to provide differentiated resources and support tailored to the unique needs of young children and their families across California.



PROFESSIONAL INTEGRITY

We uphold the highest standards of integrity in all our work.

The CalECSE Network is guided by:

- Transparency
- Sound judgment
- Dependability
- Respect for confidentiality
- Honest, constructive communication

We are dedicated to serving children, families, and educational communities with professionalism and respect in every interaction.



The Approach We Take and Scope of Work

The CalECSE Network is a statewide network of early childhood special education professionals, including project administrators, Exemplar Lead Agencies, and Geographic Technical Assistance Facilitators (GTAFs). Throughout the 2025–2026 contract year, the Network provided targeted technical assistance, professional learning opportunities, and real-world demonstrations of evidence-based practices.

These efforts focused on key exemplar areas that are foundational to improving outcomes for young children with disabilities. These areas include:



Building Local Capacity Through Statewide Collaboration

By sharing successful models, resources, and strategies from across California, the CalECSE Network empowers LEAs to strengthen local systems and build internal capacity to better support young children with disabilities and their families.

CalECSE works in close partnership with LEAs, SELPAs, COEs, Regional Centers, Family Resource Centers, SSOS partners and other educational and community partners. The Network provides targeted support in key focus areas, including:

- IDEA Part C to Part B transitions
- Preschool assessment practices
- Preschool Child Find activities
- Inclusive practices and Least Restrictive Environment (LRE) implementation
- Family engagement and support
- Data governance and compliance support

Through this work, CalECSE assists agencies in enhancing collaboration, expanding practitioner knowledge, and

implementing evidence-based practices that lead to sustainable improvements in Early Childhood Special Education services throughout California.

In addition to direct support, CalECSE coordinates a comprehensive system of technical assistance aimed at improving LEA performance on both compliance and results-based SPP indicators. The Network also offers:

- Professional development in research-based practices
- Opportunities to participate in regional and statewide Communities of Practice
- Integration and alignment with the broader SSOS
- Collaboration with statewide technical assistance partners to improve coherence and access to support

By leveraging existing technical assistance initiatives and fostering collaboration across agencies and systems, CalECSE ensures that all offerings remain accessible, responsive, relevant, and aligned with statewide priorities supporting young children with disabilities and their families.

From Assessment to Action

4-part training series

Part 1: Laying the Foundation

What is the DRDP and how do I use reports
Thursday, September 18th, 2025 3:00-4:00 PM

Part 2: From Data to Story

Using DRDP to write Present Levels
Monday, November 3rd, 2025 3:00-4:00 PM

Part 3: Planning with a Purpose

Using DRDP to plan instruction
Monday, February 2nd, 2026 3:00-4:00 PM

Part 4: From Data to Action

Implementing, monitoring, and transitions
Monday, March 2nd, 2026 3:00-4:00 PM



DR Access is delighted to partner with CalECSE, the High Quality IEPs Project, and CalBloom to bring you this interactive virtual series—taking you from understanding reports, to writing Present Levels, to planning instruction, and ultimately moving from data to action.

Register here →



Summary of Contract Task Performance and Results

Task 1: Project Coordination

The California Early Childhood Special Education (CalECSE) Network successfully completed all **Task 1: Project Coordination** tasks for the 2025–2026 year. Frequent and effective collaboration between CalECSE and the California Department of Education (CDE) played a key role in achieving this outcome and ensuring the successful completion of the tasks outlined below.

1.1: Ongoing monthly communication with the CDE was successfully achieved through email, in person meetings, virtual meetings, and phone, as needed and to support other identified tasks.

1.2: All statewide training slides and related resources produced under the terms of the contract are branded to indicate they are funded by and the property of the California Department of Education (CDE).

1.3: CalECSE maintained active communication and collaborated closely with the CDE when staffing changes were necessary, ensuring joint efforts on the development and submission of the formal amendment.

1.4: The Contractor has followed the CDE correspondence and style guides, as well as adhering to Federal Final Rule Section 508 of the Rehabilitation Act of 1973, Part 1194, subsection E205 for electronic content (Section 508), in the production of written products and Web content, with review and approval by the CDE Contract Monitor.

1.5: Quarterly progress reports were submitted to the CDE along with corresponding invoices, each outlining the activities completed for the relevant tasks during the reporting period.

Task 2: Community of Practice and Professional Development Training

The CalECSE Network successfully completed all of Task 2: CoP and Professional Development Training deliverables for the 2025–2026 year. The CalECSE Network Leadership Team—comprised of the Co-Executive Directors from Covina-Valley Unified School District (CVUSD) and Irvine Unified School District (IUSD), along with CalECSE Program Specialists, Exemplar Lead Agencies, and Geographic Technical Assistance Facilitator Agencies (GTAFs)—successfully provided technical assistance, professional learning, and demonstrated effective, evidence-based practices in key areas aligned with the IDEA. This included Child Find, IDEA Part C to B transitions,

evaluations, innovative and intentional practices in the LRE, and the use of evidence-based instructional strategies for preschool-aged children with disabilities. These supports reached a diverse range of agencies across California seeking or required to receive technical assistance.

Specifically, the CalECSE Network Leadership Team expanded statewide capacity and support for Early Childhood Special Education professionals by:

- Developing and disseminating a multilingual parent video series in six languages to support families navigating the IDEA Part C to Part B transition process
- Delivering an expanded array of both virtual and in-person professional learning opportunities aligned with statewide needs and evidence-based practices
- Facilitating regional CoPs across all California regions to strengthen local collaboration, peer learning, and systems alignment among Early Childhood Special Education administrators and practitioners
- Establishing new statewide job-alike and topic-specific CoPs in response to emerging needs identified by the field
- Creating, curating, and disseminating high-quality resources, tools, and guidance documents to support implementation of effective practices statewide
- Planning and hosting the annual in-person, two-day CalECSE Symposium, which provided high-impact professional learning, statewide networking opportunities, and cross-agency collaboration for Early Childhood partners throughout California
- Providing direct consultation, coaching, and technical assistance to LEAs, SELPAs, COEs, and other educational partners to address problems of practice, strengthen systems implementation, and support evidence-based and legally compliant ECSE practices
- Partnering collaboratively with statewide technical assistance projects, including DR Access, CalBloom, and High Quality IEPs, to provide coordinated professional development and targeted technical assistance focused on improving outcomes related to Indicator 7

Throughout the year, the CalECSE Network remained actively informed on federal, state, and local research and policy developments. The team also offered guidance to support the implementation of inclusive practices and highly effective program models for preschool-aged children with disabilities.

2.1: Exemplar Lead Agencies: The CalECSE Network has identified seven (7) primary areas of targeted support to structure and guide the implementation of best practices for preschool-aged students with disabilities. These areas were determined through a statewide survey that included responses from LEAs, other agencies, and parents. The identified areas of need included:

1. Interagency Collaboration
2. Assessment Practices
3. Assessment Team Leadership
4. Child Find
5. Parent Outreach and Support
6. Data Governance
7. Innovative and Inclusive Practices

The CalECSE Network Leadership Team has selected nine (9) Exemplar Lead Agencies to serve across the seven identified practice areas. These agencies formally entered into Memoranda of Understanding (MOUs) or Agreements with the C-VUSD/ESGV SELPA. Ongoing participation as Exemplar Leads is reviewed annually, ensuring accountability and alignment with network goals.

Over the course of 2025–2026, Exemplar Lead Agencies:

- Planned and provided two to six statewide trainings and offered in-person sessions at our annual symposium in their areas of expertise
- Provided direct consultation both in-person and virtually to LEAs, SELPAs, COEs, Regional Centers, Statewide System of Support (SSOS) partners, educator credentialing programs, and/or other entities in their area of expertise
- Shared tools and resources in their area of expertise with LEAs and other educational partners
- Supported LEAs identified through the CIM process, reviewing and helping to implement CIM plans
- Led sub-committees with at least two GTAFs to develop, review, and compile resources and statewide training materials for dissemination

Statewide training materials and resources were submitted to the CalECSE Network Leadership Team and shared with the CDE Contract Monitor no fewer than 14 days prior to distribution. Exemplar Lead Agencies received funding to support their participation and were reimbursed for travel and event-related activities throughout the year.

Through this coordinated effort, the CalECSE Network successfully built statewide capacity, enhanced early childhood special education practices to improve outcomes for young learners with disabilities, and delivered meaningful, targeted technical assistance.

2.2: Geographic Technical Assistance Facilitators (GTAFs):

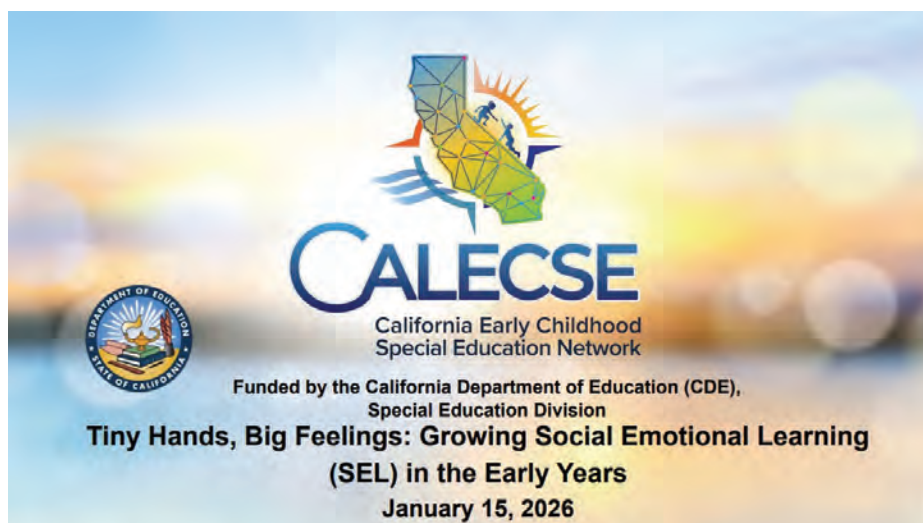
During the 2025–2026 program year, the CalECSE Network successfully engaged GTAFs across all 11 California County Superintendents' regions, with additional GTAF support allocated to regions serving higher populations of preschool-aged children with disabilities. Each participating agency formalized its role through a Memorandum of Understanding (MOU) with the C-VUSD/East San Gabriel Valley SELPA. Annual participation was reviewed to ensure alignment with CalECSE Network priorities and accountability for deliverables.

GTAFs continued to play a critical role in advancing regional capacity and ensuring local access to high-quality technical assistance and professional learning opportunities. Key accomplishments included:

- Providing direct linkage between LEAs and broader CalECSE Network supports
- Delivering technical assistance on evidence-based practices that address barriers related to identification, assessment, instruction, inclusion, and transition for preschool-aged children with disabilities
- Supporting LEAs identified through the CDE's CIM process, including active participation in reviewing, guiding, and assisting with implementation of CIM plans
- Collaborating with Exemplar Lead Agencies through subcommittees to develop, review, and compile high-quality statewide resources and training materials

- Submitting finalized resources to the CalECSE Network Leadership Team for CDE review no fewer than 14 days prior to dissemination
- Co-facilitating both regional and statewide Communities of Practice (CoPs) to strengthen practitioner collaboration and better understand regional and statewide needs

To support these efforts, GTAF agencies received dedicated funding, including compensation for technical assistance activities and reimbursement for travel related to participation in CalECSE events.



Regional and Statewide Communities of Practice (CoPs)

A major accomplishment during the 2025–2026 program year was the continued refinement and expansion of the CalECSE Network’s Communities of Practice (CoPs). In addition to strengthening regional CoPs established during the previous year, the Network successfully launched multiple statewide job-alike and topic-specific CoPs designed to further support statewide systems alignment, practitioner collaboration, and implementation of evidence-based practices.

These collaborative forums were intentionally designed to bring together LEA-based practitioners and educational partners to:

- Share effective practices
- Address common problems of practice
- Strengthen cross-agency collaboration
- Improve outcomes for young children with disabilities and their families

Throughout the 2025–2026 program year, the CalECSE Network facilitated a total of 63 Communities of Practice meetings across California, including:

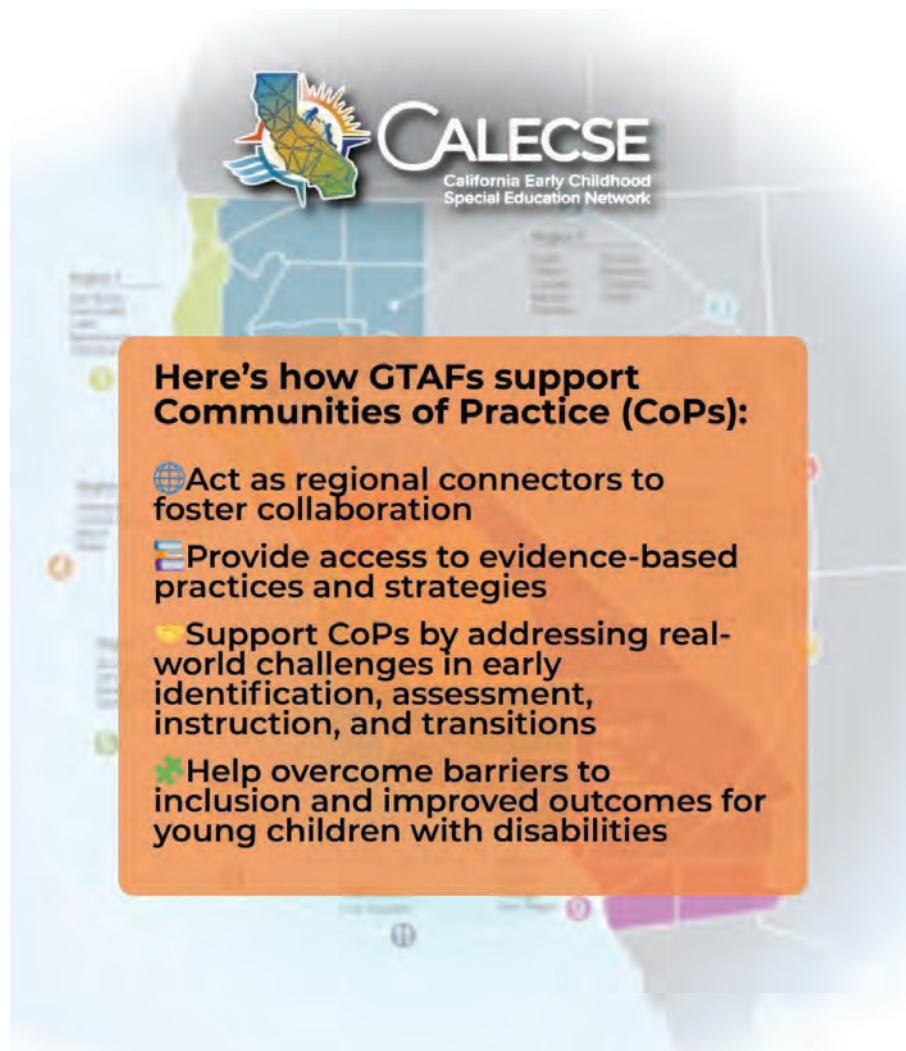
- 48 regional CoP meetings held across all 11 California regions; and
- 15 statewide CoP meetings focused on specialized topics and job-alike collaboration.

A minimum of four regional CoPs were held within each region during the year, with additional meetings provided in larger geographic regions with higher populations of preschool-aged children with disabilities.

The Network also expanded statewide CoPs offerings to include:

- Rural districts
- Birth to Three providers
- Early Childhood Special Education teachers
- Speech-Language Pathologists
- Administrators
- School Psychologists

Collectively, CoP participation reached 1,095 attendees statewide, with an average survey response rate of 49.5 percent, reflecting strong participant engagement and investment in the work.





COMMUNITIES OF PRACTICE

REGION 11
Los Angeles County

JAN 13 1 P.M.

REGION 9
Orange, Imperial, &
San Diego Counties

JAN 13 3 P.M.

REGION 1
Del Norte, Humboldt, Lake,
Mendocino, & Sonoma Counties

JAN 20 NOON

REGION 2
Butte, Glenn, Lassen, Modoc,
Plumas, Shasta, Siskiyou,
Tehama & Trinity Counties

JAN 20 2 P.M.

BIRTH TO 3 COP
All California districts
supporting Birth to 3

JAN 21 2 P.M.

REGION 3
Alpine, Colusa, El Dorado, Nevada,
Placer, Sacramento, Sierra,
Sutter, Yolo, & Yuba Counties

JAN 22 NOON

REGION 4
Alameda, Contra Costa, Marin,
Napa, San Francisco, San Mateo,
& Solano Counties

JAN 22 2 P.M.

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Number of Regional Communities of Practice Hosted by CalECSE Between August 2025–May 2026

Regions	Total CoPs Hosted
Del Norte, Humboldt, Lake, Mendocino, Sonoma	4
Butte, Glen, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	4
Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	4
Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano	4
Monterey, San Benito, Santa Clara, Santa Cruz	4
Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	4
Fresno, Kings, Madera, Mariposa, Merced, Tulare	4
Kern, San Luis Obispo, Santa Barbara, Ventura	4
Imperial, Orange, San Diego	6
Inyo, Mono, Riverside, San Bernardino	4
Los Angeles	6
Total Communities of Practice Meetings Held	48

Total Number of Statewide CoPs Held between August 2025–May 2026

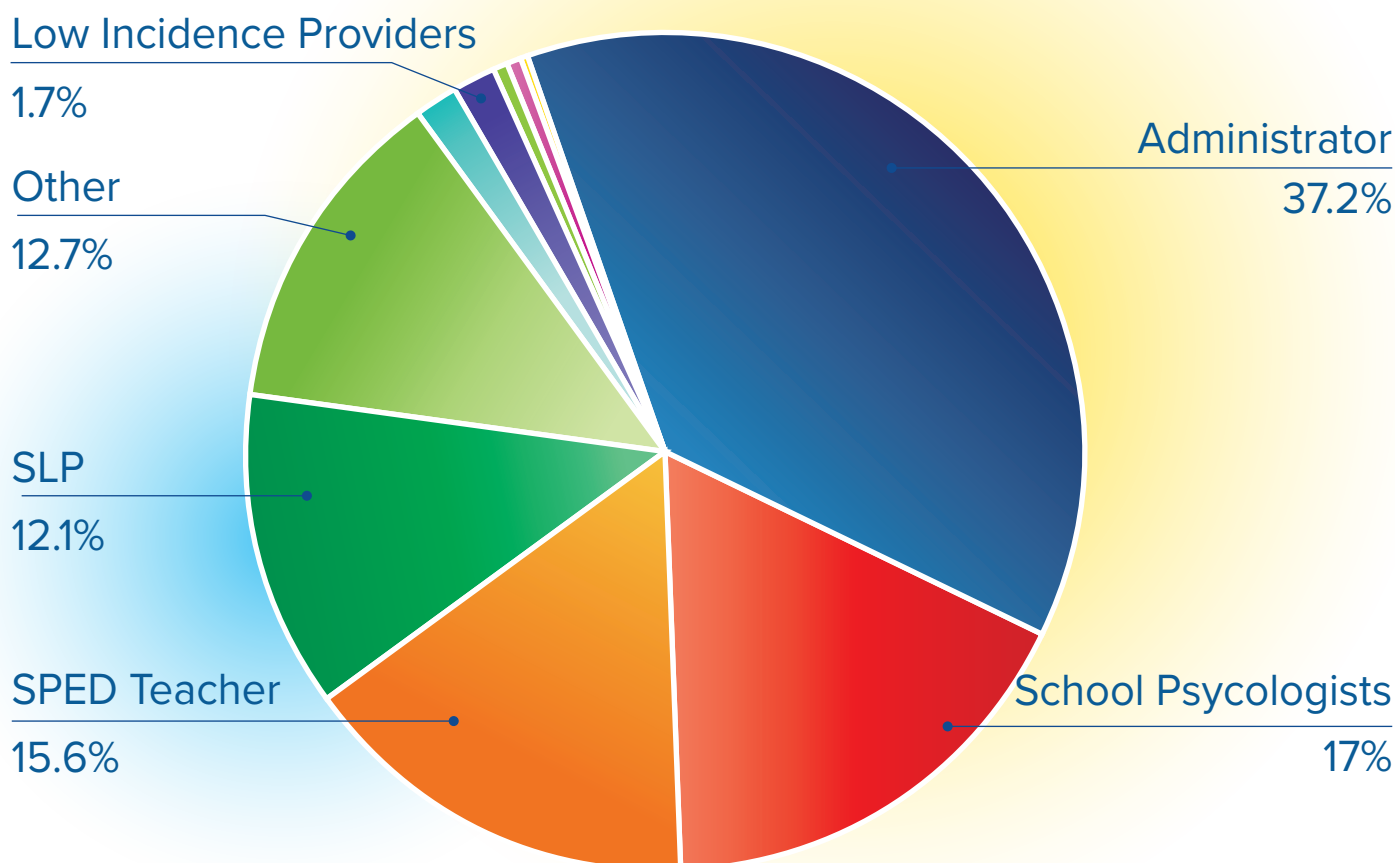
Statewide Meeting	Total Number Held
Rural	4
Birth to Three	3
Early Childhood Special Education Teacher	2
Speech and Language Pathologist	2
Administrator	2
School Psychologists	2
Total Statewide CoPs Held	15

Participant Survey Results

Participant survey data indicated that CoPs increasingly evolved throughout the year into statewide systems-alignment and collaborative problem-solving spaces focused on inclusion, assessment, and early childhood transition practices. Responses demonstrated a progression from initial exploration of effective practices toward deeper discussions regarding implementation, sustainability, systems alignment, and cross-disciplinary collaboration.

Survey Participation and Representation

Year-Over-Year Totals



Across the year, 519 participant survey responses were collected. Administrators represented the largest stakeholder group overall and demonstrated increasing participation throughout the year, particularly during Quarter 4.

School psychologists and special education teachers demonstrated the strongest sustained practitioner engagement across the year, particularly during the second half of the program year. School psychologists maintained consistently elevated participation following a peak in Quarter 3.

Speech-language pathologist participation demonstrated a notable increase during Quarter 3, while related service provider representation gradually diversified over time,

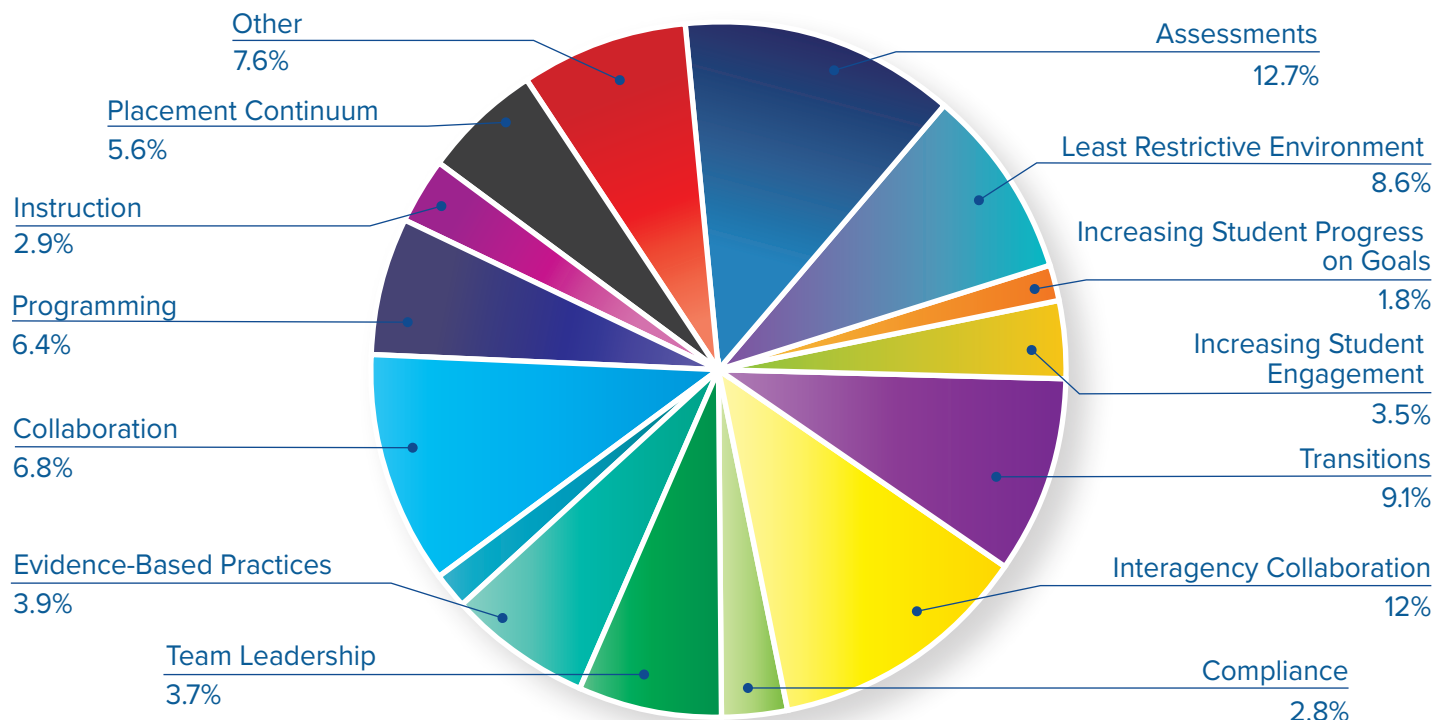
including increased participation from behaviorists and low-incidence providers.

General education participation remained limited throughout the year, indicating an ongoing opportunity to strengthen engagement with general education preschool partners and programs.

Participant Learning and Professional Growth

Across all four quarters, participant learning reflected a clear developmental progression from foundational systems knowledge toward applied practice, systems alignment, and implementation support.

Learned/Will Share



Early Communities of Practice primarily focused on:

- Assessment practices
- IDEA Part C to Part B transitions
- Interagency collaboration

Later quarters demonstrated increased emphasis on:

- Inclusive practices and LRE implementation
- Programming and service delivery models
- Collaboration with general education partners
- Sustainability and systems-level implementation challenge

Interagency collaboration, assessments, inclusion practices, and transitions emerged as the most consistently reported areas of participant impact throughout the year.

Survey responses reflected high perceived value across all CoPs, with minimal reports indicating that participants did not learn information applicable to their work. Overall, participants consistently emphasized the importance of

collaborative problem-solving and statewide networking opportunities to improve inclusive and coordinated services for young children with disabilities.

THANK YOU



Thank you to the Early Childhood Special Educators who joined us for our first statewide job-alike Community of Practice (CoP)!

Learn more about upcoming job-alike CoPs:

<https://www.calecse.org/communities-of-practice>



Perceived Student Impact

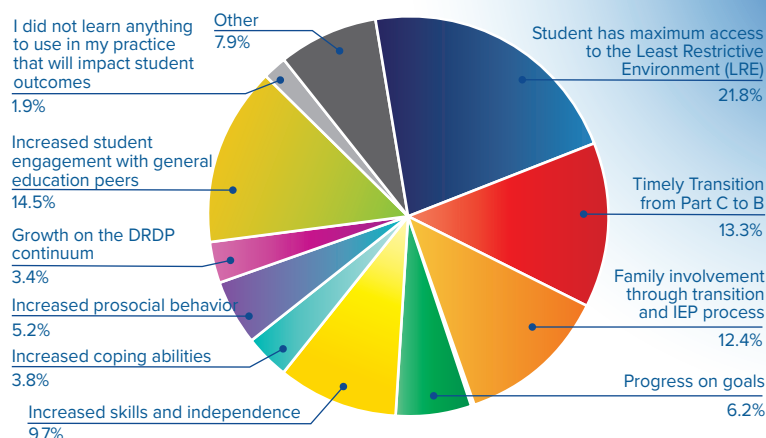
Across all four quarters, participants most strongly associated Communities of Practice participation with

- Advancing inclusive practices and increasing access to the LRE
- Increasing engagement with general education peers
- Improving transition practices
- Strengthening family involvement
- Supporting student independence and developmental growth

Survey responses also suggested that perceptions of impact broadened over time. Earlier responses emphasized systems development and inclusive structures, while later responses reflected increased emphasis on:

- Family partnership
- Student independence
- Goal progress
- Social-emotional development

Student Impact



Overall, findings indicate that CoPs were perceived as highly relevant, actionable, and increasingly impactful across multiple dimensions of student outcomes and systems improvement.

Impact on the Field

Data collected throughout the year suggest that CoPs were perceived as having the strongest impact within three primary statewide systems domains:

- IDEA Part C to Part B transitions
- Inclusive practices and Least Restrictive Environment implementation
- Assessment practices

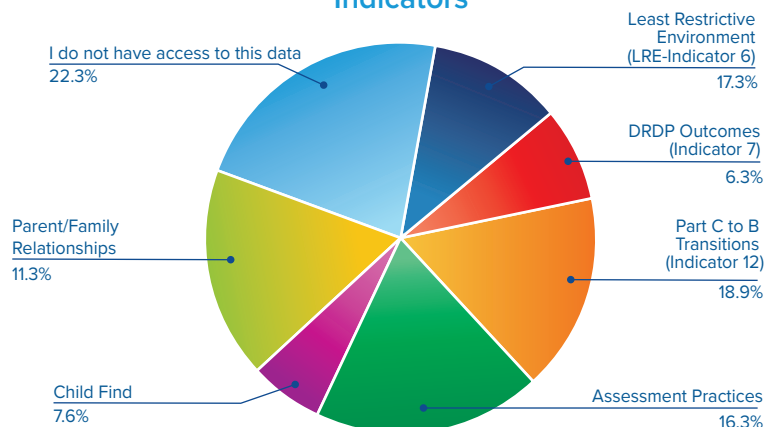
Together, these areas emerged as the core “impact triangle” of the CoP model.

Additional areas demonstrating growing impact included:

- Family engagement
- Child Find practices and outreach

While participants consistently connected CoP participation to systems implementation and instructional practice, there was less perceived direct connection to

Indicators



formal statewide outcome measures such as the Desired Results Developmental Profile (DRDP).

Qualitative Feedback

Participant comments throughout the year reflected strong appreciation for the collaborative and supportive nature of the CoP model. Sample participant comments included:

“Leaders who are given multiple touchpoints to reflect on their practices and regular opportunities to be reinvigorated have a greater capacity to support their teams and improve results for children.”

“I think that any time we are able to exchange ideas with

others that are doing the work, it is great because we can try new things at our own sites and see the impact on children firsthand.”

“Feeling supported by other ECSE teachers is vital for my well-being and directly impacts the students that I work with.”

“I received both ideas and direct data to make my program and program goals more effective.”

Next Steps for CoPs

Based on participant feedback and statewide engagement trends, the CalECSE Network will continue to strengthen and expand CoPs during the upcoming program year. Planned next steps include:

- Continuing the focus on improving student outcomes and moving practitioner practice through ongoing data collection and evaluation
- Maintaining four regional CoPs per region annually
- Continuing statewide job-alike and topic-specific CoPs focused on:
 - Rural districts
 - Birth to Three providers
 - Early Childhood Special Education teachers
 - School Psychologists
 - Speech-Language Pathologists
 - Administrators
- Expanding opportunities for statewide systems alignment, peer collaboration, and implementation support related to inclusion, assessment, transitions, and family engagement

These efforts will continue to strengthen statewide collaboration and build sustainable systems capacity to improve outcomes for California's youngest learners with disabilities and their families.

2.3: Statewide Professional Development Trainings

During the 2025–2026 program period, the CalECSE Network significantly expanded statewide professional learning opportunities and technical assistance offerings in response to growing statewide demand for ECSE support. Building upon the success of the previous year's professional development efforts, the CalECSE Network successfully delivered 22 no-cost, virtual statewide trainings, exceeding the prior year's total of 17 offerings.

Collectively, these trainings reached 3,727 participants statewide, representing a substantial 39 percent increase in attendance compared to the 2024–2025 program year.

This increase occurred despite competing district priorities, increased statewide professional learning opportunities, and the expansion of additional CalECSE CoP offerings throughout the year. These findings demonstrate the continued statewide demand for high-quality professional development focused on preschool special education systems, inclusive practices, assessment, and transitions.

Feedback data was collected via voluntary surveys with a 37 percent average survey return rate and 1,379 surveys completed. A goal established for this year was to increase survey completion, resulting in a 104.6 percent increase from the previous year's 674 survey responses. This substantial increase in survey participation suggests increased participant engagement and provides a broader and more representative data set to inform continuous improvement efforts and evaluate the impact of CalECSE's professional learning activities.

Professional development offerings were aligned with CalECSE's seven exemplar focus areas:

- Interagency Collaboration
- Assessment Practices
- Assessment Team Leadership
- Child Find
- Parent Outreach and Support
- Data Governance
- Innovative and Intentional Practices in the LRE

In addition, CalECSE introduced five new subcommittee trainings during the 2025–2026 year focused on high-interest emerging topics, including:

- TK
- Universal Design for Learning (UDL)
- Social-Emotional Learning (SEL)
- Community-Based California State Preschool Programs (CSPP)
- Deaf and Hard of Hearing (DHH) supports and language milestones

CSPP Program Overview

- State-funded preschool for two, three, and four-year-olds
 - Two-year-old children must have had their second birthday and do not meet definition of three-year-old children (the eligibility age category for two-year-olds is applicable only between July 2, 2025 and June 30, 2027)
 - Child must be three or four years old by December 1 of the enrollment year
 - Enrollment ends when child ages out or enters Kindergarten unless the child is enrolled in Transitional Kindergarten (TK) and CSPP is accessed in addition to TK to extend the child's hours of early learning and care
 - Offers part-day (3–3.5 hours) and full-day (up to 11 hours) options
- Aligned with California Preschool and Transitional Kindergarten Learning Foundations (PTKLFs)

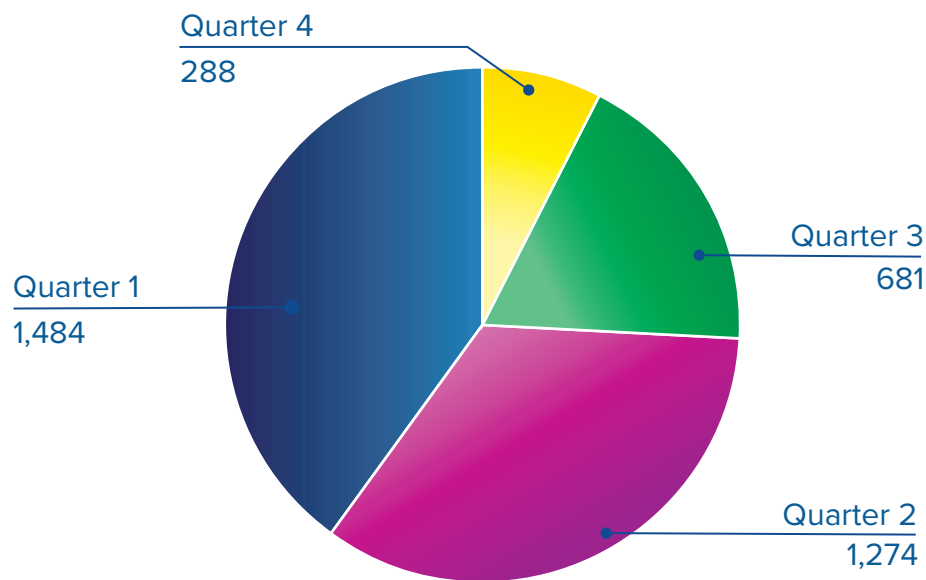


2025–2026 CalECSE Statewide Trainings

Date	Exemplar Area	Title	Number of Attendees
8/21/2025	Assessment Practices	The ABCs of Early Childhood Assessments	260
8/27/2025	Assessment Practices	Occupational Therapy Assessments in Early Childhood	152
8/29/2025	Data Governance	Demystifying Indicator 12: Data That Drives Timely Transitions	171
9/15/2025	Transitional Kindergarten subcommittee	Tiny But Mighty: Navigating Behavior and Development in the New TK Age Group	708
9/19/2025	Child Find	Spotlight on Preschool Child Find: Best Practices in Action	171
9/22/2025	Interagency Collaboration	Train-the-Trainer: A Staff Orientation Toolkit on Part C to Part B Transitions for LEA and Regional Center Administrators	176
9/26/2025	Interagency Collaboration	(Office Hours) Train-the-Trainer: A Staff Orientation Toolkit on Part C to Part B Transitions for LEA and Regional Center Administrators	22
10/28/2025	Assessment Practices	Kindergarten Transition Assessments	433
11/3/2025	Innovative and Intentional Practices in the LRE	Legal Obligations in the LRE	264
1/18/2025	Parent Outreach and Support	Guiding the Journey: A Two-Part Series for Parents and Caregivers Navigating Part C to Part B Transitions (Session 1)	79
12/3/2025	Assessment Practices	Understanding Gender Differences in Autism: Implications for Assessment and Identification	263
12/8/2025	Data Governance	Indicator 6: Preschool LRE	148
12/15/2025	Assessment Team Leadership	Leading with Trust: Strengthening Family Partnerships in Early Childhood Special Education Through Alternative Dispute Prevention (Session 1)	86
1/9/2026	Assessment Practices	Assessment Practices for Multilingual Learners	69
1/15/2026	Social Emotional Learning subcommittee	Tiny Hands, Big Feelings: Growing SEL in the Early Years	103
1/29/2026	UDL subcommittee	UDL in the Early Childhood Setting	108
2/15/2026	Innovative and Intentional Practices in the LRE	Universal Supports and Practices in Action: Push-In Service Models for Preschool Settings	133
3/4/2026	Assessment Practices	Play-Based Assessments	148
3/5/2026	Assessment Team Leadership	Leading with Trust: Strengthening Family Partnerships in Early Childhood Special Education Through Alternative Dispute Prevention (Session 2)	42
3/13/2026	Child Find	Child Find: Relationship Building with Community-Based Early Learning Programs	40
3/30/2026	Parent Support and Outreach	Guiding the Journey: A Two-Part Series for Parents and Caregivers Navigating Part C to Part B Transitions (Part 2)	38
4/13/2026	California State Preschool Program (CSPP) subcommittee	How to Plan for Inclusion Between a LEA and Community-Based CSPP	119
4/28/2026	N/A	Introducing the Language Equality and Acquisition for Deaf Kids (LEAD-K) Framework: Language Milestones, Assessment, and Resources to Support DHH Children	169
		Total Attendees	3,727

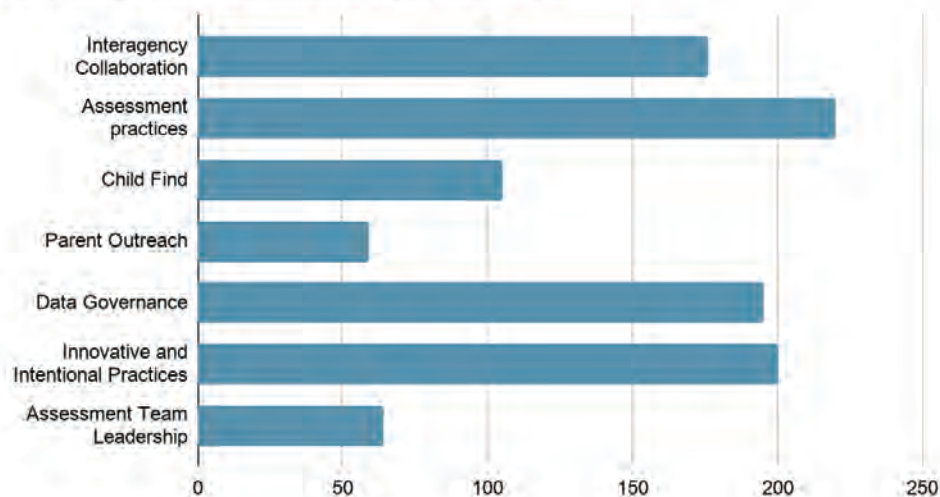
These statewide trainings were delivered virtually through the Zoom platform and included accessibility supports such as captioning and American Sign Language (ASL) interpretation when appropriate. Trainings continued to reach a broad cross-disciplinary audience, including administrators, school psychologists, special education teachers, speech-language pathologists, occupational therapists, Regional Center staff, Family Resource Center staff, general education partners, and other statewide system partners.

Attendance and Participation Trends



Attendance was strongest during the beginning of the school year, particularly during Quarter 1 and Quarter 2, when educators and administrators demonstrated strong engagement in statewide learning opportunities. Across all statewide trainings, the average attendance per session was 169 participants.

Average Attendance by Exemplar Area

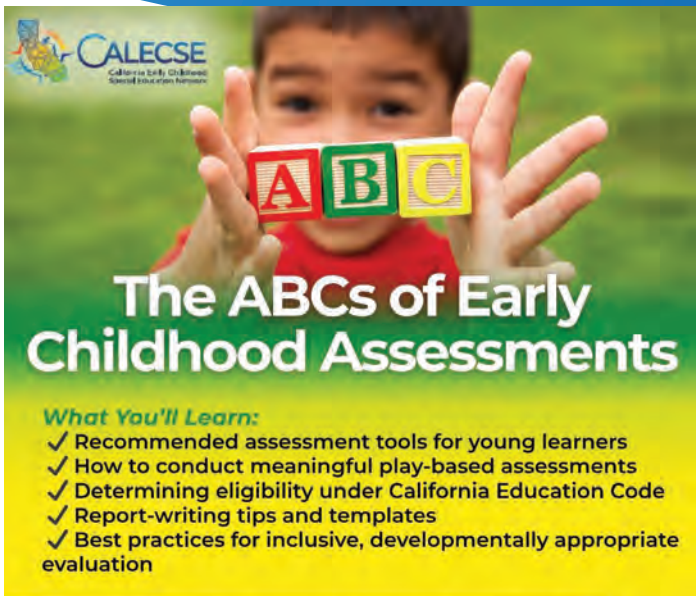


Several trainings demonstrated particularly high statewide interest and participation

- Tiny But Mighty: Navigating Behavior and Development in the New Transitional Kindergarten Age Group drew 709 attendees, becoming the highest-attended statewide training of the year.
- Kindergarten Transition Assessments reached 433 attendees.
- Legal Obligations in the LRE attracted 266 attendees.
- Understanding Gender Differences in Autism:

Implications for Assessment and Identification reached 263 attendees.

The Assessment Practices exemplar area continued to represent one of the strongest areas of statewide need and engagement, accounting for approximately 36 percent of all statewide training attendance. Attendance in Assessment Practices trainings increased from 792 participants in 2024–2025 to 1,325 participants in 2025–2026, representing a 67 percent increase year over year.



The ABCs of Early Childhood Assessments

What You'll Learn:

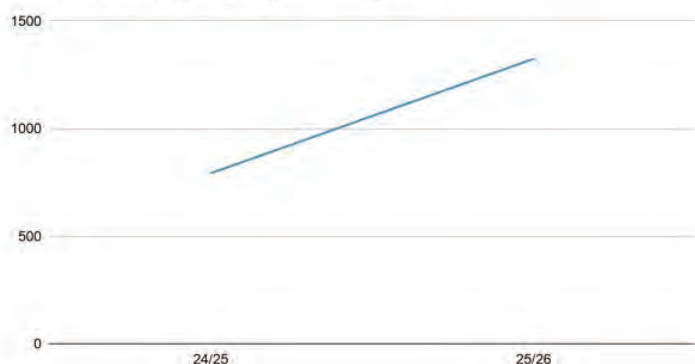
- ✓ Recommended assessment tools for young learners
- ✓ How to conduct meaningful play-based assessments
- ✓ Determining eligibility under California Education Code
- ✓ Report-writing tips and templates
- ✓ Best practices for inclusive, developmentally appropriate evaluation

THURSDAY, AUGUST 21 | 2 TO 4 P.M.

This Session is Perfect for:

- ✓ School psychologists
- ✓ Speech language pathologists
- ✓ Early childhood special education teachers
- ✓ Occupational therapists
- ✓ Special education administrators

Attendance comparison year-over-year



Similarly, statewide interest in inclusive practices and Least Restrictive Environment LRE implementation continued to grow substantially across California:

- Data Governance trainings focused on Indicators 6 and 12 increased attendance by 18 percent.
- Innovative and Intentional Practices in the LRE increased attendance by 53 percent over the previous year.

These trends reflect increasing statewide interest in practical implementation of inclusive preschool programming, compliance support, and systems-level collaboration to improve access to high-quality early learning opportunities for young children with disabilities.

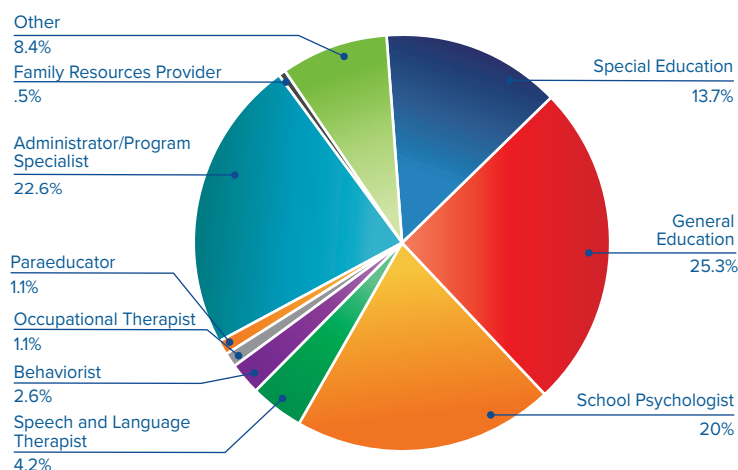
Emerging Statewide Priorities

Several clear statewide priorities emerged through attendance patterns, participant survey feedback, and requests for future training topics.

Transitional Kindergarten (TK)

The newly introduced TK-focused training demonstrated exceptional statewide interest and represented one of the strongest opportunities for collaboration between general education and special education systems. The Tiny But Mighty training not only produced the largest audience of the year, but also generated the highest percentage of general education participation across all CalECSE statewide trainings, with 25.3 percent of attendees identifying as general education staff.

Roles



Survey comments and participant requests reflected strong demand for continued professional development in:

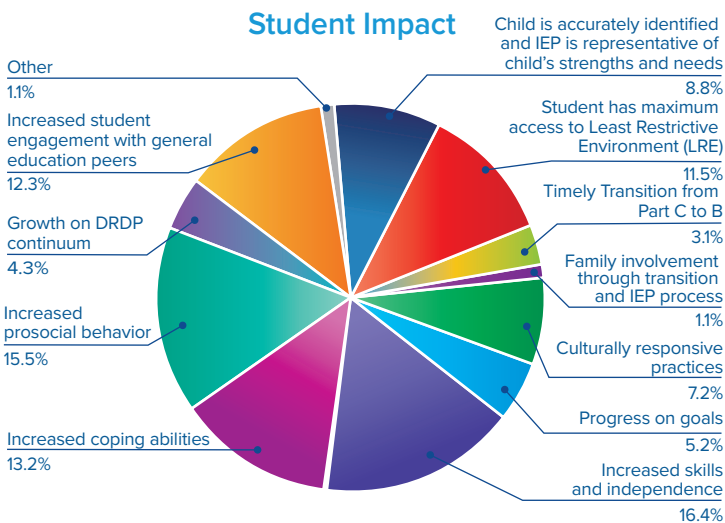
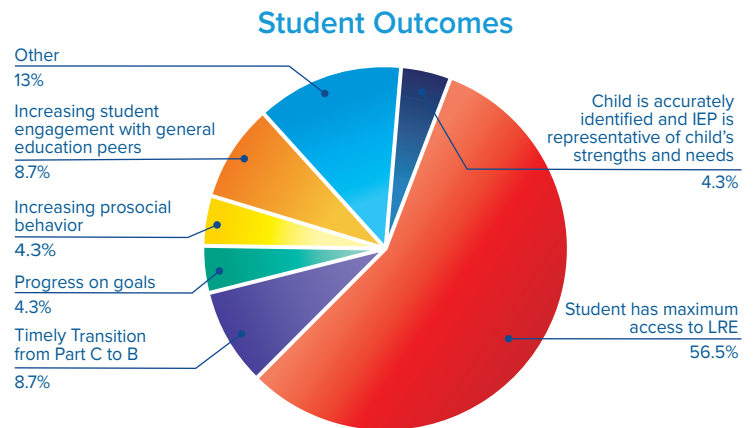
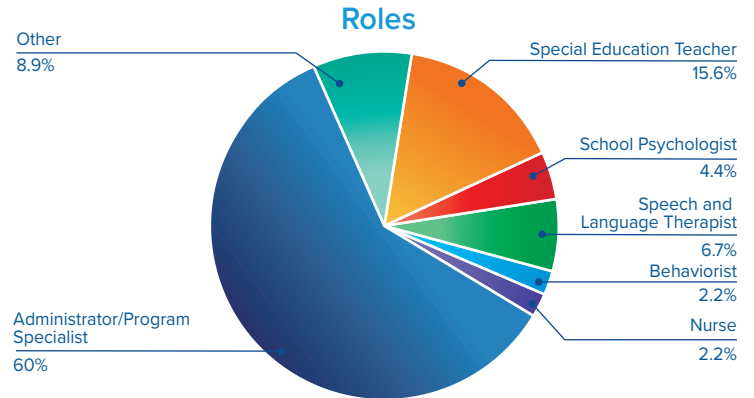
- Developmentally appropriate practices
- Behavior support
- Social-emotional learning
- Toileting
- Inclusive Transitional Kindergarten implementation
- Positive Behavioral Interventions and Supports (PBIS)

Additionally, survey respondents from this training reported strong anticipated positive impacts on student outcomes across multiple areas, including increased skills and independence (16.4 percent), increased prosocial behavior (15.5 percent), increased coping abilities (13.2 percent), increased student engagement with general education peers (12.3 percent), and increased access to the LRE (11.5 percent).



Inclusion and LRE

Statewide demand for practical inclusion-focused professional development also continued to expand during the 2025–2026 year. Trainings related to LRE law, preschool inclusion implementation, and collaboration with California State Preschool Programs (CSPPs) demonstrated strong participation and highly positive participant feedback.



The CSPP-focused inclusion training:

- Attracted a large administrator audience, with approximately 60 percent of attendees identifying as administrators; and
- Resulted in 56.5 percent of survey respondents reporting that the training would improve student access to the Least Restrictive Environment.

Participants also consistently requested additional training focused on:

- Moving from Special Day Class (separate) preschool classrooms toward inclusive program models,
- Supports for students with high support needs in inclusive settings,

These findings suggest that TK may serve as a powerful entry point for strengthening collaboration between general and special education systems in California.

- Sensory supports,
- Funding structures for inclusive preschool programming, and
- Practical implementation strategies for LRE requirements.

Participant Feedback and Outcomes

Across statewide trainings, participant feedback reflected overwhelmingly positive responses regarding the quality, relevance, and applicability of the professional development offerings.

Participants frequently shared appreciation for:

- The practical nature of the trainings,
- Access to high-quality resources,
- Opportunities to collaborate with colleagues statewide, and
- The expertise of presenters.

Representative participant comments included:



“Thank you for providing these amazing webinars and expanding access for providers in the field of ECSE.”



“Everything has been great. Just keep it all coming.”



“I think the information from today will impact the students in all the ways that are listed.”



“Training was precise and informative.”



“Thank you so much! Always good information and presented beautifully!”



“Thank you so much! Always good information and presented beautifully!”



“I really enjoy these workshops and it helps me to reflect on our current and future practice with students three to five years old. Shared understanding of how we work with students helps the LEA and Districts.”



“I appreciate the wealth of information offered through this training, with links that can be utilized for teachers and parents. It was a wonderful presentation.”

Data Governance trainings emerged as an area of strength in relation to anticipated student outcomes, with 60.7 percent of survey respondents reporting that the information provided during the Indicator 12 training would strongly impact timely transition from IDEA Part C to Part B services.

DEMYSTIFYING INDICATOR 12

Data That Drives Timely Transitions

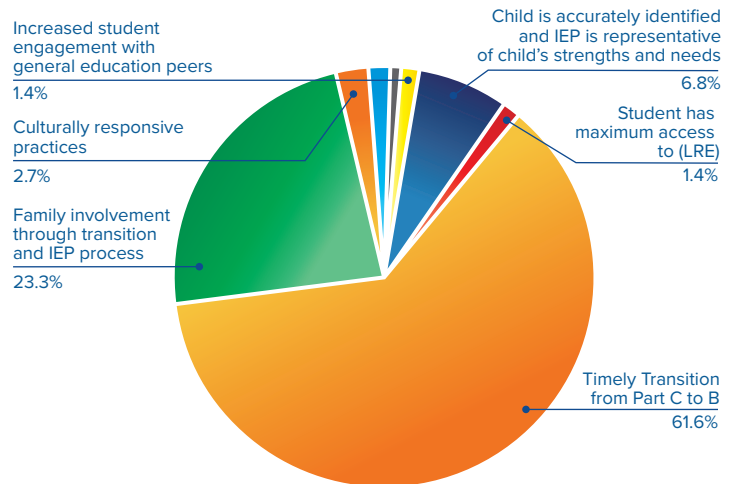


Friday, Aug. 29
Noon to 1:15 p.m.

Learn how your Local Education Agency's data impacts state reporting and how it reflects your efforts to support timely and effective transitions from Part C to Part B services.



Student Outcomes

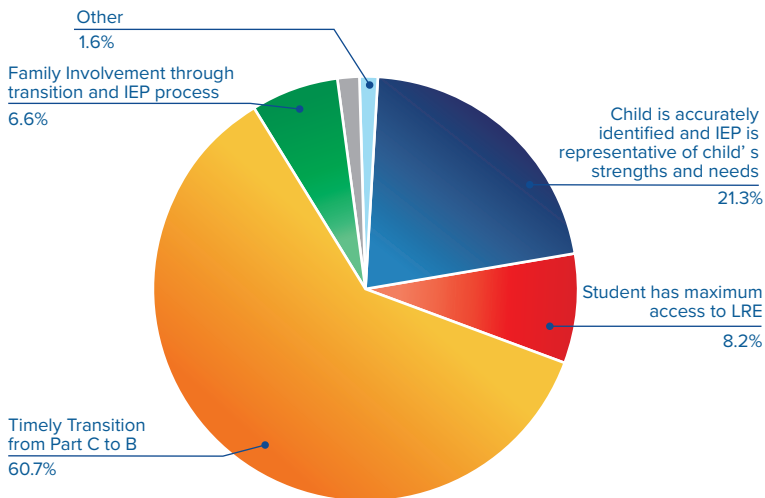


Survey respondents also reported strong anticipated impacts on student outcomes related to Interagency Collaboration, including timely transition from IDEA Part C to Part B services (61.9 percent) and increased family involvement throughout the transition and IEP process (23.3 percent).

Survey data also demonstrated strong alignment between CalECSE trainings and the broader goals of improving outcomes for preschool-aged children with disabilities. Across all statewide trainings, participants most frequently identified the following anticipated student outcome impacts:

- Accurate identification and development of representative IEPs (21.1%)
- Increased access to the Least Restrictive Environment (17.8%)

Student Outcomes



Category	Count	Percentage
Child is accurately identified and IEP is representative of child's s	500	21.10%
Student has maximum access to Least Restrictive Environment (	423	17.80%
Family involvement through transition and IEP process	392	16.50%
Timely Transition from Part C to B	266	11.20%
Increased student engagement with general education peers	141	5.90%
Culturally responsive practices	122	5.10%
Increased skills and independence	117	4.90%
Progress on goals	107	4.50%
Increased prosocial behavior	102	4.30%
Increased coping abilities	76	3.20%
Growth on DRDP continuum	64	2.70%
Other	45	1.90%
I did not learn anything to use in my practice that will impact stud	17	0.70%

- Increased family involvement through transition and IEP processes (16.5%)
- Timely transition from Part C to Part B services (11.2%)

Most notably, fewer than one percent of survey responses indicated that participants did not believe that something learned in a training would positively impact student outcomes. This data reflects strong statewide relevance, practical applicability, and alignment between CalECSE professional development offerings and California's early childhood special education priorities.

Survey data indicate that statewide trainings are strongly aligned with the overall goals of the project, with participants reporting anticipated strong positive impacts on student outcomes in four primary areas: accurate identification and assessment practices, increased access to the LRE, strengthened family involvement throughout the transition and IEP process, and timely transition from IDEA Part C to Part B services.

Future Planning and Continuous Improvement

Data gathered throughout the 2025–2026 year will

continue to guide future statewide professional learning efforts and technical assistance planning. Key future directions identified through survey feedback and attendance analysis include:

- Expanding TK learning opportunities
- Continuing robust Assessment Practices training offerings
- Increasing applied inclusion and LRE implementation supports
- Strengthening outreach to general education and community-based preschool partners
- Increasing parent and caregiver participation in Parent Outreach sessions
- Providing additional technical assistance related to compliance, inclusion systems, and culturally responsive practices

The CalECSE Network remains committed to delivering responsive, evidence-based statewide professional development that supports educators, administrators, families, and agencies in improving outcomes for California's youngest learners with disabilities.



2.4 Professional Learning Annual Symposium: The California Early Childhood Special Education (CalECSE) Network successfully hosted its fourth annual Symposium, Reaching New Heights, on October 7–8, 2025, in San Diego, California. The Symposium brought together approximately 850 participants from across the state and provided approximately 11 hours of high-quality professional learning opportunities for each attendee.

The in-person event featured:

- Two keynote speakers
- More than 100 presenters and expert speakers
- Fifty-three breakout sessions designed to strengthen capacity and support evidence-based practices in ECSE
- A networking social event featuring educational exhibitors and SSOS partners

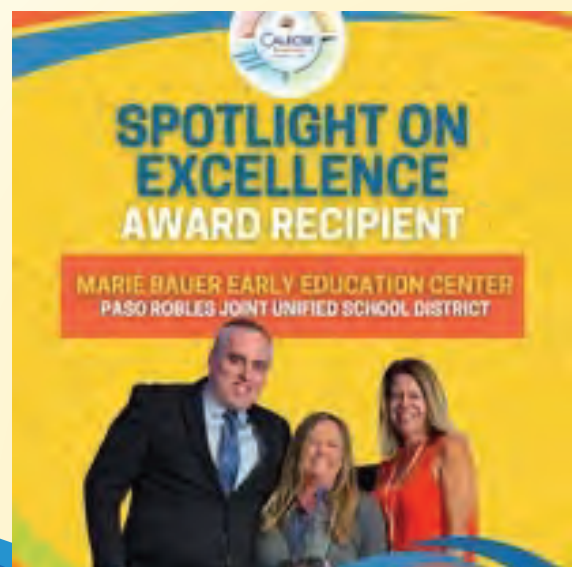


Symposium sessions focused on a wide range of critical topics relevant to ECSE systems, services, and instructional practices, including:

- Preschool assessment models
- UDL
- Executive functioning
- Legal and policy updates in Early Childhood Special Education
- Inclusive practices supporting the LRE
- Alternative Dispute Resolution (ADR)
- Family engagement and parent empowerment
- Evidence-based instructional and therapeutic practices
- Supports for multilingual learners
- Birth to Three interventions
- Supports for students with low-incidence disabilities
- Data governance
- DRDP
- Interagency collaboration and development of interagency agreements
- IDEA Part C to Part B transitions
- Assistive technology and augmentative and alternative communication (AAC)

Attendees represented a broad range of Early Childhood partners, including:

- Preschool special education administrators
- Education specialists
- School psychologists
- Speech-language pathologists
- Parents and caregivers
- Regional Center representatives
- Family Empowerment Center representatives



The most highly attended and highly rated sessions included:

The Ten Most Frequently Asked Questions About Early Childhood Special Education

- 171 attendees
- Participant rating: 10/10

Updates from the California Department of Education

- 139 attendees
- Participant rating: 9.5/10

From Intake to Insight: Using Diagnostic Classrooms to Improve Preschool Placement (Westminster School District)

- 128 attendees
- Participant rating: 9.6/10

Embracing Neurodiversity: Inclusive Practices and Strength-Based Goal Writing

- 158 attendees
- Participant rating: 9.6/10

Universal Design for Learning and Preschool Transitional Kindergarten Learning Foundations in Action: Moving from Framework Overload to Focused Inclusion

- 200 attendees
- Participant rating: 10/10

Kindergarten Transition Assessments

- 155 attendees
- Participant rating: 9.7/1

To support participant navigation and alignment with professional interests, Symposium content was organized into thematic strands, including:

- ADR
- Assessment Practices
- Assessment Team Leadership
- Data Governance
- Innovative and Intentional Practices in the Least Restrictive Environment
- Instructional Strategies
- Interagency Collaboration
- Legal Updates and Compliance
- Parent and Caregiver Outreach
- Zero to Three

The October 2025 symposium successfully advanced the CalECSE Network's mission by strengthening statewide collaboration, disseminating evidence-based practices, and providing high-impact learning opportunities to support preschool-aged children with disabilities.



Symposium Survey Results

Symposium attendees were invited to complete a post-event survey regarding their experience at the 2025 Symposium. Survey results reflected feedback from 151 participants.

When asked, “What aspects of the CalECSE Symposium did you find most valuable?” participants shared:

“The range of presentations, the location, and the keynote speakers were all greatly appreciated.”

“Everything was tailored for preschool.”

“I absolutely loved the keynote speakers. They set the tone for each day and inspired me.”

“I found this to be one of the best conferences I have attended.”

“The legal updates were very valuable as a school administrator.”

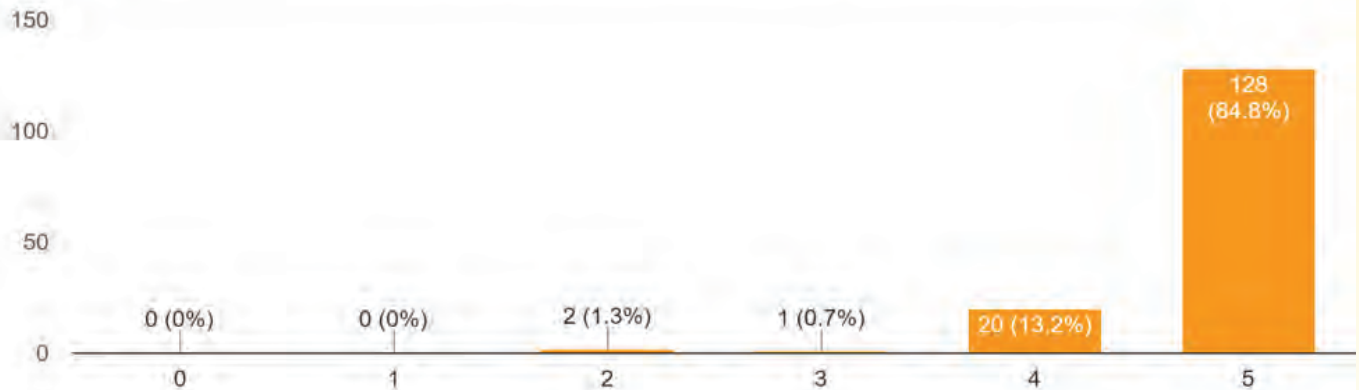
“It was very organized. We were able to choose sessions with ease.”

“I loved that there were more Zero to Three options and hope there will be even more in the future. The food and location were excellent.”

“Immediate applicability of topics and workshops.”

“Practical information and handouts. The opportunity to hear from and collaborate with people from other districts.”

How likely are you to use or share something you learned at the Symposium to improve teaching, student learning, or outcomes for children with disabilities (ages 0–5) and their families on scale of 0-5
151 responses



Overall, participant responses reflected high levels of satisfaction with the quality, relevance, organization, and applicability of the Symposium content and learning opportunities.

Survey results identified opportunities to further strengthen future Symposium breakout session offerings. While participant feedback was overwhelmingly positive, respondents provided valuable suggestions to help CalECSE continue refining content and delivery. Participants expressed interest in additional sessions tailored to specific audiences, including administrators, families, and Family Resource Center staff. Respondents also identified a desire for expanded content related to Early Start (Part C), TK, behavior support, and social-emotional development.

In addition, some participants requested more interactive, application-focused sessions that provide practical strategies, tools, and resources that can be implemented immediately in local programs and classrooms. A small number of respondents noted that certain presentations included substantial background information and suggested increasing opportunities for advanced content geared toward experienced practitioners. CalECSE will use this feedback to inform future Symposium planning and ensure that session offerings continue to meet the diverse needs and interests of California's early childhood special education workforce.



2.5 Resources for the Early Childhood Special Education

Field: Throughout the 2025–2026 program year, the CalECSE Network monitored, maintained, and regularly updated its website (<https://www.calecse.org/>) to ensure that ECSE providers across California had ongoing access to high-quality, evidence-based resources and professional learning materials. Website updates supported the field in implementing practical best practices and aligned guidance documents.

During the year, several areas of the website were identified for additional development to improve user accessibility and engagement. Planned enhancements included:

- Development of a dedicated “Parent Resources” section
- Expanded access to CoP information
- Creation of a dedicated webpage recognizing CalECSE Award recipients

New resources added to the website during the 2025–2026 year included:

- A Parent’s Guide to the Part C to Part B Transition
- Neurodiversity-Affirming Language: Our Words Matter



[Home](#) / [Parent Videos](#)

A Family's Journey from Early Start to School

A Family's Journey from Early Start to School is a six part video series created by CalECSE and the California Department of Education, and produced by VMA Communications, to help families prepare for the transition from

 **EN**  art services to preschool special education.



In addition, 10 new parent-focused videos were developed and added to the website as part of the series: A Family's Journey from Early Start to School.

This multi-part video series was developed collaboratively by CalECSE and the CDE to support families as they navigate the transition from Early Start services to preschool special education services. Each video highlights the story of a family representing diverse linguistic and cultural backgrounds as they transition from early intervention services into the school system. The series emphasizes partnership and collaboration among educators, service providers, and families to support positive child outcomes.

The series included:

- Supporting Myles: A Family's Journey from Early Start to School (English)
- Supporting Juan: A Family's Journey from Early Start to School (English)
- Apoyando a Juan: El viaje de una familia desde Early Start hasta la escuela (Spanish)
- Supporting Isaac: A Family's Journey from Early Start to School (English)
- Supporting Isaac: A Family's Journey from Early Start to School (Chinese)
- Supporting Taylor: A Family's Journey from Early Start to School (English)



- Supporting Taylor: A Family's Journey from Early Start to School (Vietnamese)
- Supporting Rafael: A Family's Journey from Early Start to School (English)
- Supporting Rafael: A Family's Journey from Early Start to School (Korean)
- Supporting Ella: A Family's Journey from Early Start to School (English)

The website also continued to showcase high-quality video vignettes across exemplar focus areas that highlighted effective practices and successful implementation models from professionals throughout California. These videos provided real-world examples of exemplary ECSE practices and systems implementation.

Additionally, the CalECSE website serves as an ongoing statewide professional learning resource by hosting previously recorded trainings and videos highlighting evidence-based practices in Early Childhood Special Education. The number of views reflected in the chart below demonstrates continued engagement from the field and suggests that educators, administrators, service providers, and family partners are accessing CalECSE resources to support implementation of effective practices and continuous improvement efforts across California.



Exemplar Videos Views as of May 2026

Exemplar Area	Video Title	Total View
Interagency Collaboration	Interagency Collaboration:	242
Assessment Practices	Assessment Practices: Special Education Best Practices for Transitioning to Preschool	1,503
Assessment Team Leadership	Assessment Team Leadership: Special Education Best Practices for Transitioning to Preschool	356
Preschool Child Find	Preschool Child Find: Special Education Best Practices for Transitioning to Preschool	513
Parent Outreach and Support	Parent Outreach and Support: Special Education Best Practices for Transitioning to Preschool	483
Innovative and Inclusive Practices	Innovative and Inclusive Practices: Special Education Best Practices for Transitioning to Preschool	2,500
Innovative and Inclusive Practices	BLAST in Bonita: Building an Inclusive Preschool Program	2,766
Child Find	Early Intervention: How Child Care Providers Can Help	573

Parent Videos Views as of May 2026

Video Title	Total Views
Supporting Myles: A Family's Journey from Early Start to School (English)	224
Supporting Juan: A Family's Journey from Early Start to School (English)	204
Apoyando a Juan: El viaje de una familia desde Early Start hasta la escuela (Spanish)	55
Supporting Isaac: A Family's Journey from Early Start to School (English)	113
Supporting Isaac: A Family's Journey from Early Start to School (Chinese)	88
Supporting Taylor: A Family's Journey from Early Start to School (English)	121
Supporting Taylor: A Family's Journey from Early Start to School (Vietnamese)	27
Supporting Rafael: A Family's Journey from Early Start to School (English)	115
Supporting Rafael: A Family's Journey from Early Start to School (Korean)	15
Supporting Ella: A Family's Journey from Early Start to School (English)	267

Top-Viewed Statewide Training Videos

Exemplar Area	Video Title	Total Views
Assessment Practices	The ABCs of Early Childhood Assessments	1,035
Assessment Practices	Play-Based Assessments	1,321

In addition to website-based dissemination, the CalECSE Network expanded statewide visibility and engagement by promoting:

- Statewide trainings 57
- Communities of Practice offerings
- The annual Symposium
- Newly developed resources

through social media and other communication platforms to reach a broader audience of practitioners, families, and educational partners.

All resources were developed and disseminated in collaboration with CDE, SSOS, and affiliated initiatives, including:

- California Technical Assistance Network (CalTAN)
- California Collaborative for Educational Excellence
- (CCEE) Statewide System of Support Resources Hub

This coordinated approach ensured alignment with statewide priorities and expanded access to technical assistance and professional learning opportunities supporting California's youngest learners with disabilities and their families.

Task 3: Technical Assistance Facilitation

During the 2025–2026 program year, the CalECSE Network successfully delivered targeted technical assistance (TA) to LEAs identified as needing support with implementation of their CIM plans. Technical assistance activities focused on addressing problems of practice related to:

- Preschool Indicator 6 (Least Restrictive Environment)
- Preschool Indicator 7 (Preschool Outcomes)
- Preschool Indicator 12 (Early Childhood Transition)

To ensure alignment with statewide priorities and maintain a high standard of service delivery, the CalECSE Network actively participated in all California Department of Education (CDE)-required meetings for technical assistance providers. Participation in these activities strengthened the Network's capacity to provide responsive, high-quality technical assistance throughout each phase of the CIM process.

3.1: CIM Technical Assistance Assignments

During the 2025–2026 contract year, the CalECSE Network either began supporting newly assigned LEAs or continued serving as the designated CIM Plan Step 4 Technical Assistance Provider for LEAs completing their improvement cycle:

- Colton Unified School District 58
- Morongo Unified School District
- Madera Unified School District
- Woodland Joint Unified School District
- Sulphur Springs Union School District
- Lawndale Elementary School District

In this role, CalECSE provided both administrative and regionalized support through the assignment of a Geographic Technical Assistance Facilitator (GTAF) to each LEA. All technical assistance activities aligned with the structure and organization established by the Step 1–3 Technical Assistance Provider, System Improvement Leads (SILs).

Key elements of support included:

- Monthly CIM implementation meetings conducted primarily through Zoom, with in-person meetings available based on LEA preference
- Customized technical assistance aligned to each LEA's identified CIM plan and problem of practice
- Ongoing accessibility and support from CalECSE Co-Executive Directors and team members through phone and email communication

This individualized and multi-modal approach ensured that LEAs received consistent, responsive, and context-specific support throughout the implementation process.

3.2: CIM Meetings and Technical Assistance

The CalECSE Network provided sustained, individualized support to each assigned LEA through its designated Technical Assistance Provider and CalECSE project administrator. These team members were responsible for maintaining and reviewing each LEA's CIM plan, monitoring progress reports, and developing monthly meeting agendas to guide implementation activities.



As part of its comprehensive support strategy, CalECSE provided:

- Offered monthly virtual coaching sessions and implementation “huddles”
- Ongoing progress monitoring and problem-solving support
- Sharing of existing CalECSE resources aligned to each LEA’s identified indicator area and problem of practice
- Recommendations for participation in relevant CalECSE statewide trainings and professional learning opportunities
- Guidance related to data collection, analysis, and implementation planning
- Facilitation of observations of model programs to support replication of effective practices
- Encouragement and support for LEA participation in regional Communities of Practice (CoPs) to strengthen peer collaboration and shared learning

This responsive and collaborative approach ensured that each LEA received the coaching, tools, resources, and professional learning opportunities necessary to advance improvement efforts aligned with statewide ECSE priorities and student outcomes.

CIM District Spotlight:

One of the districts supported by the project, Lawndale Elementary School District, serves as an outstanding example of how district leadership, special education, and general education teams can effectively utilize the CIM process to engage in meaningful systems change that increases inclusive opportunities for young children.

Through strong leadership engagement, cross-department collaboration, and a clear commitment to continuous improvement, Lawndale significantly increased access to LRE opportunities for preschool-aged children receiving special education services. Over the course of one school year, the percentage of preschool students accessing general education settings increased from 45.30% to 79.49%, substantially exceeding the statewide target of 47%.

Lawndale's commitment to improvement and successful implementation of inclusive practices will continue to be highlighted by CalECSE as a model demonstrating how coordinated district leadership and collaborative systems change efforts can have a significant impact on outcomes for young children with disabilities.

Closing Statement

Throughout the 2025–2026 program year, CalECSE Network demonstrated substantial growth in statewide engagement, cross-agency collaboration, and delivery of high-quality professional learning and technical assistance. Through expanded statewide trainings, CoPs, technical assistance facilitation, resource development, and collaborative partnerships, the CalECSE Network strengthened statewide systems capacity to support improved outcomes for California's youngest children with disabilities and their families.

Data collected throughout the year reflected strong statewide demand for professional learning related to assessment practices, inclusive programming, IDEA Part C to Part B transitions, family engagement, and implementation of evidence-based practices. Survey results further demonstrated that participants perceived CalECSE supports as highly relevant, practical, and strongly aligned with improved student outcomes and statewide priorities related to Indicators 6, 7, and 12.

CalECSE delivered 22 statewide trainings reaching 3,727 participants, representing a 39 percent increase in attendance from the previous year. Communities of Practice expanded to 63 statewide and regional meetings serving 1,095 participants across California. Survey participation post statewide trainings also increased substantially, with 1,379 completed surveys reflecting a 104.6 percent increase from the prior year and providing stronger data to inform continuous improvement efforts. Additionally, the annual CalECSE Symposium brought together approximately 850 Early Childhood partners statewide for two days of professional learning,



collaboration, and systems alignment. Website analytics and video view data also reflected continued statewide engagement with CalECSE resources, particularly in areas related to inclusive practices, assessment, and IDEA Part C to Part B transitions.

As the CalECSE Network moves into the upcoming program year, the project remains committed to continuous improvement, responsive technical assistance, and expanding opportunities for collaboration across special education, general education, preschool, and community-based systems. Future efforts will continue to focus on strengthening inclusive practices, increasing access to high-quality professional learning, expanding support for Transitional Kindergarten and community-based preschool partnerships, and building sustainable statewide systems that improve educational access and outcomes for young children with disabilities.

The continued success and growth of the CalECSE Network reflects the importance of a coordinated statewide approach to Early Childhood Special Education. Through ongoing partnership with the California Department of Education (CDE), Statewide System of Support partners, LEAs, SELPAs, COEs, Regional Centers, families, and community organizations, the CalECSE Network will continue working to ensure that California's youngest learners with disabilities have equitable access to high-quality, inclusive, and developmentally appropriate educational opportunities statewide.



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For questions, please contact info@calecse.org