**California Department of Education**

# Report to the Governor, Legislature, and the Legislative Analyst’s Office: Inclusive Early Learning and Care Coordination Program 2019–20 Report



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**Early Learning and Care Division  
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**California Department of Education**

**Report to the Governor, Legislature, and the Legislative Analyst’s Office:**

**Inclusive Early Learning and Care Coordination Program 2019–20 Report**

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## Executive Summary

The Inclusive Early Learning and Care Coordination Program (IELCCP) grant authorized by Assembly Bill (AB) 1808 (Chapter 32, Statutes of 2018) provided $10 million to promote inclusion of children with disabilities and other exceptional needs in regular programs alongside typically developing peers. It set the stage for subsequent efforts to expand inclusive early learning and care, such as the Inclusive Early Education Expansion Program (IEEEP).

This evaluation report is submitted in compliance with requirements of AB 1808 (Chapter 32, Statutes of 2018), Education Finance: Education Omnibus Trailer Bill. It updates the Legislature on grant activities and includes a review of grant outcomes.

The IELCCP grant program was awarded to county office of education (COE) agencies to support the inclusion of children with exceptional needs, including children with severe disabilities, in early learning and care settings. The grant operated from March 1, 2019, to June 30, 2020.

This report summarizes the results from the IELCCP evaluation completed in June 2020 by grantees through a Final Report Survey.

The IELCCP funding created expanded opportunities for inclusion training and coaching for early learning and care professionals, increasing the competence and confidence of the workforce. Trainer certification trainings (training of trainer events) increased the number of instructors who are certified in critical training systems so that ongoing teacher training can be sustained in their local areas, using certified instructors. Enrollment of children with disabilities increased over the period of the grant.

Online web platforms, resource web pages, and adaptive equipment libraries were created to give support to early learning and care professionals and families of young children with disabilities.

Inclusion collaboratives and interagency groups were established that contributed to a more unified vision for inclusion and helped to launch efforts to increase inclusion for COEs and their programs.

Most grantees expressed that barriers to inclusion that existed before the grant started had been eliminated or reduced by the end of the grant period. New, unexpected barriers such as the COVID-19 pandemic forced COEs to reformat in-person events to virtual formats, and in some cases, to cancel those events.

The work accomplished by the IELCCP grant successfully set the stage for continued expansion in capacity of local education agencies (LEAs) to offer inclusive early learning and care settings to young children with disabilities. It also set the stage for the IEEEP grant that started in July 2020.

For questions regarding this report or to request a copy, please contact the Early Learning and Care Division at [IELCCP@cde.ca.gov](mailto:IELCCP@cde.ca.gov).

This report is available on the CDE IELCCP 2019-20 Legislative Report web page at <https://www.cde.ca.gov/sp/cd/re/lrlegrptielccp1920.asp>.

## Introduction

When young children with disabilities are included in regular early learning and care programs with individualized supports and services, those children demonstrate higher levels of social play, are more likely to initiate activities, and show gains in key skills: cognitive skills, motor skills, and self-help skills. Engaging in activities with typically developing peers allows children with disabilities to learn through modeling, and this learning helps prepare them to function in the real world (Calavaro and Haney 1999). The activities of this grant contributed to expanding inclusion of children with disabilities and other exceptional needs in regular programs alongside typically developing peers. It set the stage for subsequent efforts to increase inclusive care, such as the Inclusive Early Education Expansion Program (IEEEP).

Section 136 of AB 1808 requires the State Superintendent of Public Instruction (SSPI) to report on the Inclusive Early Learning and Care Coordination Program (IELCCP). This report includes a review of grant outcomes to the chairpersons and vice chairpersons of each house of the Legislature, the Legislative Analyst’s Office, and the Department of Finance by October 1 of each fiscal year.

The IELCCP grant was awarded to county offices of education (COEs) to ensure that children with exceptional needs, including children with severe disabilities, have access to inclusive early learning and care programs. Award allocations were determined by child population per county. Through a competitive bid process, the California Department of Education (CDE) awarded $10 million statewide to 22 county offices of education. This grant operated from March 1, 2019, through June 30, 2020. This report summarizes the results from the final report survey evaluation.

The IELCCP grantees were required to partner, coordinate, and collaborate with local entities, including, but not limited to other county agencies, local educational agencies (LEAs), regional centers, publicly funded early learning and care providers, resource and referral agencies, local Quality Counts California (QCC) consortia, and private childcare settings to serve all children with special needs, including children with severe disabilities.

## Program Implementation

The IELCCP grant began on March 1, 2019, with 22 awarded COEs, covering every county in California. Grantees included the following COEs: Alameda, Butte, Contra Costa, Fresno, Imperial, Los Angeles, Marin, Merced, Napa, Orange, Placer, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, San Joaquin, Santa Barbara, Santa Clara, Shasta, Ventura, and Yolo. Twelve grantees applied as a single county, and ten grantees applied as a collection of COEs to form their own region or consortium. See Appendix A for the list of grantees and partner counties.

To ensure that the IELCCP grant was reaching every county in the state, the CDE encouraged applicants to partner with neighboring COEs to form their own grant region. Counties that did not apply were invited by the CDE to add themselves to another applicant’s grant region. Many COEs already had good working relationships with neighboring counties, easily forming their regional partnerships. Award amounts were based on per-county allocations determined by child population per county. Grantee total award amounts were based on which counties were in their grant region. See Appendix A for the list of grantees, their award amounts, and the allocations by county.

Based on the final fiscal reports submitted, 90 percent of the awarded funds were expended. The IELCCP grantees reported expending $9,009,261 of the $10 million awarded for IELCCP. Fifty-nine percent of grantees fully expended their grant or were within a few hundred dollars of expending the full allocation.

Reasons given for the $990,738 of remaining unspent funds were primarily due to the impact of the COVID-19 pandemic. Classroom closures, cancellations of training events, reformatting in-person events to provide virtual presentations, and the short timeline to create a new strategy to spend down grant funds in accordance with the requirements of the grant were contributing factors. Extending the grant timeline was not possible given these were federal funds for FY 2018-19 that were carried over from FY 2017-18. Therefore, the federal funds reverted on September 30, 2020.

Yolo COE was the only county unable to spend their allocation due to staffing turnover challenges, followed by the shut-down of school sites due to the COVID-19 pandemic. In spite of this, Yolo County continued to focus on expanding inclusion in their county as seen in their local collaborations, improving parent participation, Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) processes, and training for teachers.

Other grantees were unable to expend their total award amount due to the COVID-19 pandemic, and many COEs were forced to cancel planned training sessions for which they did not have time to reschedule in virtual format prior to the grant expiration (June 30, 2020). Moreover, many California State Preschool Program (CSPP) and General Child Care and Development Program (CCTR) classrooms closed in mid-March. Multiple private preschool programs closed since mid-March through May 2020, and there was not enough time to come up with a strategy to spend all funds and continue to support programs while not in operation. See Appendix A to view total award amounts and expenditures.

All grantees reported that the COVID-19 pandemic was a barrier to the work of IELCCP and changed how the grant tasks were implemented in the final few months of the grant. IELCCP grantees provided examples of adjustments or accommodations made in response to those events, such as: shifting in-person conferences, trainings, coaching sessions, and collaborative meetings to online virtual formats. Closures of schools and classrooms created barriers in providing services to children and families. In some cases, it disrupted or delayed their ability to show improvements in quality environments or increased enrollment of children with disabilities in early learning and care programs.

The timing of the pandemic gave grantees only three short months to attempt to figure out how to create a new action plan and submit a new budget that reflected the requirements of the grant. These unanticipated circumstances meant some grantees were unable to expend all of their allotted grant funds.

COVID-19 created barriers to in-person professional development and outreach that had been planned. However, we were able to continue professional development through distance-learning platforms. We were unable to attain ending data [end-of-grant enrollment goals] regarding enrollment increases in inclusive programs, and many programs closed and/or were not serving their usual families. This is the reason that the number of students served in inclusive classrooms was not adjusted. We do not and did not have accurate data at this time. (Alameda)

## Program Outcomes

As required by AB 1808, the CDE concluded the IELCCP grant with an evaluation called the Final Report Survey. Each grantee provided responses in the survey to summarize and evaluate the grant outcomes, specifically in the areas of improved access, participation and supports for inclusive early learning and care programs. After review and analysis of the grant evaluation responses received, the SSPI submits the following results below.

### Increased Access

IELCCP grantees reported a total of 826 programs that increased their enrollment of children with disabilities. When the grant was initiated, grantees reported 39,953 children with disabilities in their grant region were enrolled in early learning and care programs. At the close of the grant, the number of children with disabilities increased to 40,079. While these numbers reflect only a slight increase, it should be noted that some enrollments were on hold and actual numbers were more challenging to determine in the last three months of the grant period due to the COVID-19 pandemic.

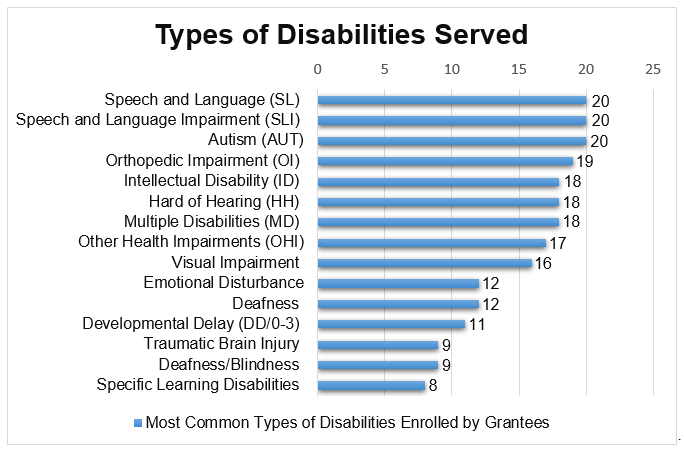
Working out logistics for enrolling children with disabilities into programs was sometimes a challenge. Fresno County managed to create a strategy to transfer children with disabilities into a state-funded early learning and care program by restructuring their referral process from Special Education Local Plan Area (SELPA).

A minor challenge has been coordinating paperwork and referrals with SELPA for the purpose of enrolling students with exceptional needs in a CSPP classroom. A streamlined system is underdevelopment and appears to be a workable solution. (Fresno)

#### Types of Disabilities Served

The IELCCP grantees identified a broad range of disability types served in early learning and care programs. Comparing the numbers of reported disability types at the start of the grant with numbers at the end of the grant, an increase in disability types was reported by half of the grantees. In total, we saw a more than a 20 percent increase in the types of disabilities in children served. The highest reported disability types were speech and language (SL), speech and language impairment (SLI), autism (AUT), and orthopedic impairment (OI). The following chart shows the number of grantees serving each disability type.

##### Chart 1: Types of Disabilities Served

Note: See Appendix B for chart data fully detailed in table format

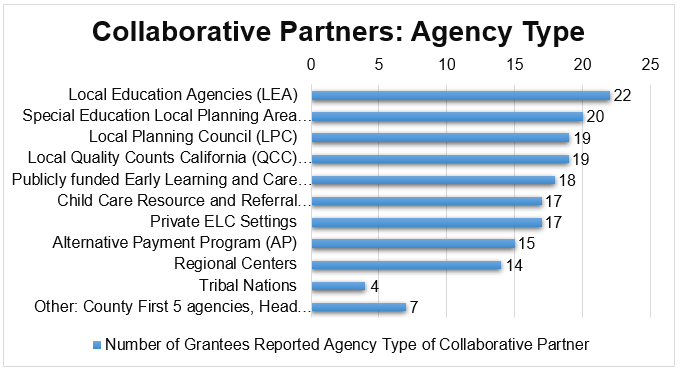
### Participation

Grantees reported various strategies to increase participation of programs, agencies, and families to help increase enrollment of children with disabilities or other exceptional needs into inclusive early learning and care programs. Participation consisted of collaborations, engagement with Quality Counts California, training, coaching, and other strategies that are noted in the text below.

#### Collaborations

Research on inclusion in early childhood education confirms that when agencies join in collaborative efforts together, inclusive care is strengthened. Collaboration is described as one of the most important ingredients of successful inclusion (Campbell 2018). All grantees participated in collaboration with a variety of local agencies and services (regular meetings, stakeholder groups, inclusion networks, etc.). Grantees partnered with resources and local agencies to support children with disabilities or other exceptional needs. The following chart includes the number of grantees that reported each agency type as a collaborative partner.

##### Chart 2: Collaborative Partners

Note: See Appendix B for chart data fully detailed in table format

#### Engagement with Quality Counts California

IELCCP grantees were asked to collaborate with their local QCC agency in their region. QCC is a statewide effort to strengthen California’s early learning and care system to support young children and their families. All 22 grantees collaborated with their local QCC agencies which helped to ensure support to participating early learning and care programs. In some cases, trainings or other services were provided to programs connected to QCC. Other grantees collaborated with their local QCC to do countywide planning and leveraging of project funds to increase enrollment capacity and quality of care for children with disabilities.

Collaboration with our local QCC has been very easy since our COE operates the QCC and IMPACT [Improve and Maximize Programs so All Children Thrive] grants for Merced County. Coaches that support both programs have supported family, friend, and neighbors, licensed childcare homes, and private and faith-based programs as well as Head Start, Early Head Start and State Preschool programs. All QCC coaches received training that supports the inclusion of children with disabilities in each of the above settings. In addition, one of the managers hosts a weekly meeting with the larger early learning community where discussions occur based on the needs of the participants and are typically centered around challenging behaviors and how to support children and staff. This has been very successful. We are seeing a decrease in children being removed/expelled from childcare settings. (Merced)

#### Training

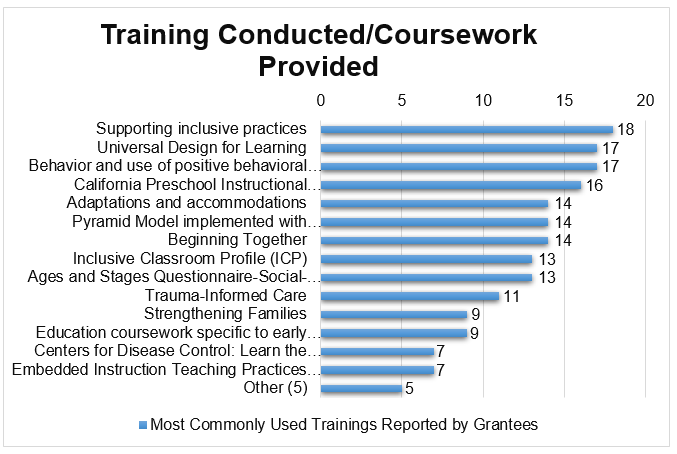
Professional development activities such as training, workshops, or college coursework have long been shown to improve the capacity of teachers to provide a high-quality, inclusive early learning and care setting (Laurence, Smith, and Banerjee 2016). Trainings on the topic of early childhood inclusion which promote promising practices are extremely valuable to teachers, contributing to an increase in teachers’ confidence and competence as they work with young children with disabilities and their families.

All 22 grantees provided professional development opportunities for early learning and care teachers and staff members. Additionally, grantees reported sending their local instructors to a training-of-trainer institute to increase the numbers of instructors who were certified in certain training systems, such as the Program for Infant Toddler Care (PITC), California Preschool Instruction Network (CPIN), or California Teaching Pyramid. With an expanded collection of certified instructors, counties could then offer local trainings more extensively over time to early learning and care teachers and administrators in their area.

Staff attended the Preschool Inclusion Facilitator Training Institute to learn about Universal Design for Learning, Building Blocks, Inclusion Works! and the MAP [Making Access Possible] to Inclusion and Belonging. The team [of certified trainers] was then able to come back and train early childhood teachers. (Placer)

Responses from the IELCCP Final Report Survey revealed that the most commonly identified trainings were Supporting Inclusive Practices (18), Universal Design for Learning (17), Behavior and the Use of Positive Behavioral Supports (17), and California Preschool Instructional Network (16).

##### Chart 3: Training Conducted/Coursework Provided

Note: See Appendix B for chart data fully detailed in table format. See Appendix C for a list and description of professional development resources.

#### Coaching

Research tells us that the effect of coaching on early learning and care professionals, especially when combined with training on related topics, has a positive transformative effect on teaching practices (Gupta and Daniels 2012). Of the 22 grantees, 17 reported providing coaching to teachers in addition to training sessions. One grantee described how they provided training to their local QCC coaches on inclusive strategies so that those coaches could offer detailed guidance to teachers on how to accommodate young children with disabilities. Focused coaching helped teachers to implement inclusive approaches in the classroom.

#### Other Strategies

Other strategies mentioned included an increase in staffing to provide classroom support and staff release time to teachers for planning and reflection, or to attend training. Giving these teachers much-needed planning and release time increased the quality of teaching which promotes a higher quality of childcare and more effective inclusion for children with disabilities.

### Supports

Grantees used the IELCCP funding to develop resources, products and supports. The supports include web platforms or online resources web page, tool kits for teachers, resources for parents, or an adaptive equipment lending library, and are described in the text below.

#### Web Platforms or Online Resource Web Page

There were 12 grantees that created web platforms or an online web page for resources or online training modules. Some of those products were designed for early learning and care teachers and administrators, while others were aimed at parents and families.

To increase collaboration with early learning and care programs, we started an inclusive early learning website to communicate events, resources, and provide contact information. (Orange)

#### Tool Kits for Teachers

Tool kits designed to support early learning and care teachers were implemented by 11 grantees. One example came from Butte COE*—*in response to the ongoing effects of the 2018 Camp Fire*—*a kit for teachers that focused on resiliency.

Materials and resource books accompanied several of the trainings in order to support teachers/providers to implement strategies from the trainings. For example, the training ‘Creating Emotionally Supportive Classrooms and Resilient Children’ included Calming Kits to support children's social and emotional development. (Butte)

#### Resources for Parents

Nine grantees created resources for parents and families. One example from Contra Costa was a training event for parents of children with special needs on how to find quality childcare.

Parents of children with young children with special needs were provided with trainings about how to seek childcare, what questions to ask potential providers, and how to work with providers to ensure they have what is needed to give quality care to their child. (Contra Costa)

#### Adaptive Equipment Lending Library

Twelve grantees provided adaptive equipment to programs or created adaptive equipment libraries. Contra Costa partnered with their local childcare resource and referral to expand an already existing lending library of adaptive equipment to increase capacity and respond to demand for materials.

## Barriers

In their grant applications,IELCCP grantees described barriers to inclusion.When asked if those barriers had been reduced or eliminated because of IELCCP funding, 18 grantees said yes. Only four grantees felt that those barriers still existed at the close of the grant.

The three most common barriers to inclusion mentioned by grantees were: 1) a lack of training opportunities for teachers; 2) a lack of coordination across agencies and systems (such as early learning and care programs and special education working together); and 3) challenges with data as there is no centralized data system across program types.

As all grantees offered professional development to teachers, the lack of training barrier was eliminated or greatly reduced for IELCCP grantees. The lack of coordination across systems or agencies was noted by eight of the grantees. IELCCP funding opened up opportunities for entities in the system to restructure how they work together to support inclusion.

The lack of centralized data continues to be a challenge for counties, although good cooperative efforts were made in some cases so that data could be exchanged across agencies. Tracking the number of children in early learning and care programs by disability proved to be challenging for four grantees. Challenges with accessing standardized data from a broad scope of program types (Head Start, CDE-funded programs, private settings, etc.) was described as challenging or “impossible.” These numbers were difficult or impossible for some grantees to access because there is no centralized data collection for COEs to utilize.

A data system that collects standardized data from the large spectrum of program types (Head Start, CDE state-funded programs, private centers, family childcare, and infant toddler programs, etc.) is needed in order to weave together critical information about our youngest children with disabilities, what their needs are, and where the needs are located. Having a statewide system to collect this data will enable California to apply appropriate investments to ensure optimum outcomes for young children with disabilities and their families.

Challenges of not having an aligned and comprehensive data collection system that ties children across all ELC [Early Learning and Care] program settings make it difficult to provide total numbers. (Sacramento)

There were other barriers mentioned, such as a lack of alignment with regulations of agencies prevented enrollment of children with disabilities. For example, San Diego County reported that the barriers related to regulations of Incidental Medical Services (IMS) and Child Care Licensing (CCL), preventing enrollment of children with disabilities into early learning and care programs were eliminated through strategic meetings with those agencies.

The Incidental Medical Services (IMS) plan requirement was previously identified as a barrier for both parents and providers. This was addressed through the development of the IMS workshops. Licensing issues and insufficient support from Child Care Licensing (CCL) were also previously identified as a challenge and was addressed through CCL participation in the Stakeholder’s meetings and technical assistance from the [San Diego County of Education] SDCOE Executive Director and Special Education Coordinator. (San Diego)

## Highlights, Lessons Learned, Sustainability, and the Vision for Next Steps

IELCCP grantees reported that this grant inspired high levels of enthusiasm, participation, and advocacy for the inclusion of young children with disabilities or exceptional needs into early learning and care programs. Involvement in their local inclusion collaborative, work group, or stakeholder group contributed to a unified vision for what inclusive early learning and care should look like, what infrastructure was necessary, and how all partners would work together to uphold the vision for inclusion in their county or grant area. Many reported a conjoined vision for inclusion across local agencies.

Leaning on the leadership and guidance that came from their inclusion collaborative group, grantees expressed commitment to an early learning and care workforce that is trained, supported, and fully resourced, allowing early learning and care professionals to be more confident in their abilities, skills, and knowledge to make inclusion work.

IELCCP grant activities opened up partnerships between kindergarten through grade twelve (K–12) special education and early learning and care programs, contributing to smoother transitions for young children moving from preschool to kindergarten.

Grantees described that their relationship with their local QCC was transformed because of IELCCP grant activities. Inclusion is now infused into the work of QCC and is embedded in their vision. For instance, training their local QCC coaches on best practices for inclusion strategies so that QCC coaches will have that added expertise moving forward.

Several of the grantees described trying new inclusion strategies and models, such as efforts to transition young children with disabilities from a self-contained or stand-alone special day class model to placing those students with significant disabilities into early learning and care settings with their typically developing peers. Some models provided itinerant support staff from the local Regional Center or SELPA to the early learning and care setting, others ventured to a full inclusion model which created teacher teams consisting of a special education teacher and a general education early learning and care teacher co-teaching together in support of all children, including children with disabilities.

Looking forward to the future, grantees expressed confidence in anticipated increases in rates of enrollment of children with disabilities in regular early learning and care programs, especially as the impacts of the pandemic lessen.

Future planning, as described by grantees, included things like additional trainings and community of practice events for early learning and care professionals. One grantee expressed the intent to expand their training content to include topics on strategies that support dual language learners who have disabilities, and how to integrate concepts of antibias and equity in early learning and care programs as it relates to children with disabilities and their families. Several grantees invested IELCCP funding to get local instructors certified in various training systems so that their area would have an expanded capacity to keep the local workforce well trained, adequately resourced, and professionally connected.

Below are a series of examples of statements by IELCCP grantees regarding highlights of the grant:

**Shifting to more inclusive models that reflect least restrictive environment with typically developing peers:**

Los Angeles County of Education (LACOE) serves children with a broad range of disabilities in its state and federally-funded programs; these programs align interdisciplinary teams, foster internal coordination, create a unified approach to implementing a quality birth-to-five continuum, and afford staff an opportunity to maximize their knowledge and skills. We established inclusive models that allow for children with disabilities to be integrated in general education settings. However, ELC providers rarely have an opportunity to serve children with the highest needs without sound collaboration with LEAs, Special Education Departments, and RCs [Regional Centers]. This effort ensures a continuum of placement and support options over time characterized by effective inclusive practices. Future efforts to address existing sites’ infrastructure to make a system-wide change and movement toward higher rates of inclusion for children with moderate to severe disabilities is critical to change the trajectory of inclusion in California. (Los Angeles)

**More coordinated efforts to align systems and leverage local funding to enhance training and expertise of teachers:**

The highlights of this grant include an actual system change in our QCC Consortium. New funding applications for QCC and Impact include inclusive practices as part of our improvement plan. Another highlight is the coordinated efforts and leveraging of funds between our IELCCP grant, our QCC Consortium, regional Hub, and CPIN. I believe it is an extraordinary example of cooperation. Finally, this grant has led to professional development that will be long lasting. This includes regional QCC coaches being trained and sharing inclusive practices, new regional trainers and coaches for California Teaching Pyramid, and participation in a [Universal Design for Learning] UDL Open Access grant that is the only in the state to include Early Learning and Care rather than starting at Elementary. (Shasta)

**Use of Center on the Social and Emotional Foundations of Early Learning (CSEFEL) Teaching Pyramid to create a unified vision for inclusion while also reducing the numbers of children being referred for developmental assessments. IELCCP increased capacity to respond to trauma and/or adverse childhood experiences in young children:**

Overall, the CSEFEL project through the IELCCP Grant funding has been very well received. Educators are more equipped to provide a higher level of quality learning for their students. The result is better success for children in the classroom environment and less referrals for outside developmental assessments. As children return to school after an extended period of time at home, we expect to see children re-enter their early learning programs with increased anxiety and for some, a heightened level of trauma and/or higher Adverse Childhood Experience scores. Santa Barbara County Education Office will continue to support the community’s children and through the implementation of the IEEEP grant, will continue to support the intensive training practices achieved through CSEFEL through these inclusive models. The use of the CSEFEL approach continues to promote social and emotional development, provide support for children’s appropriate behavior, prevent challenging behavior, and address prosocial climate in the classroom. (Santa Barbara)

## Appendix A: County Offices of Education Grantees and Their Partner Counties, Summary of Grantee Allocations and Expenditures

(Page 1 of 4)

| **County Grantee/Partner** | **Total Grantee Allocation** | **Total Grantee Expenditure** |
| --- | --- | --- |
| Alameda COE | $333,123.00 | $333,123.00 |
| Butte COE | $56,283.00 | $56,051.05 |
| Contra Costa COE | $269,372.00 | $269,372.00 |
| Imperial COE | $51,199.00 | $51,198.10 |
| Los Angeles COE | $2,501,642.00 | $2,321,434.09 |
| Marin COE | $45,419.00 | $45,419.00 |
| Orange COE | $750,145.00 | $750,145.00 |
| Riverside COE | $507,364.00 | $428,440.02 |
| San Diego COE | $893,479.00 | $893,479.00 |
| San Francisco COE | $85,646.00 | $85,530.53 |
| Ventura COE | $225,287.00 | $225,287.00 |
| Yolo COE | $58,738.00 | $0 |

##### Grantee: Fresno County Superintendent of Schools

| **Partner Name** | **Partner Allocation** |
| --- | --- |
| Fresno County | $373,616.00 |
| Kern County | $236,010.00 |
| Kings County | $37,776.00 |
| Madera County | $52,455.00 |
| Tulare County | $221,009.00 |
| **N/A** | **$920,866.00/$920,865.6** |

##### Grantee: Merced County Office of Education

| **Partner Name** | **Partner Allocation** |
| --- | --- |
| Merced County | $45,419.00 |
| Mariposa County | $2,599.00 |
| **Total Grantee Allocation/Expenditure** | **$84,440.00/$62,474.26** |

##### Grantee: Napa County Office of Education

| **Partner Name** | **Partner Allocation** |
| --- | --- |
| Napa County | $87,271.00 |
| Solano County | $132,264.00 |
| Sonoma County | $118,587.00 |
| Humboldt County | $43,964.00 |
| Lake County | $11,263.00 |
| Mendocino County | $28,963.00 |
| Del Norte County | $9,951.00 |
| **Total Grantee Allocation/Expenditure** | **$432,263.00/$432,263.00** |

##### Grantee: Placer County Office of Education

| **Partner Name** | **Partner Allocation** |
| --- | --- |
| Placer County | $105,544.00 |
| Sierra County | $743.00 |
| Nevada County | $17,502.00 |
| **Total Grantee Allocation/Expenditure** | **$123,789.00/$75,231.67** |

##### Grantee: **Sacramento County Office of Education**

| **Partner Name** | **Partner Allocation** |
| --- | --- |
| Sacramento County | $453,753.00 |
| Alpine County | $272.00 |
| El Dorado County | $40,065.00 |
| Sutter County | $18,021.00 |
| Yuba County | $24,606.00 |
| Colusa County | $5,718.00 |
| **Total Grantee Allocation/Expenditure** | **$542,435.00/$406,975.47** |

##### Grantee: **San Bernardino County Office of Education**

| **Partner Name** | **Partner Allocation** |
| --- | --- |
| San Bernardino County | $520,727.00 |
| Inyo County | $7,897.00 |
| Mono County | $5,174.00 |
| **Total Grantee Allocation/Expenditure** | **$533,798.00/$328,591.75** |

##### Grantee: **San Joaquin County Office of Education**

| **Partner Name** | **Partner Allocation** |
| --- | --- |
| San Joaquin County | $314,098.00 |
| Stanislaus County | $155,954.00 |
| Tuolumne County | $7,624.00 |
| Calaveras County | $11,437.00 |
| Amador County | $6,597.00 |
| **Total Grantee Allocation/Expenditure** | **$495,710.00/$264,935.74** |

##### Grantee: **Santa Clara County Office of Education**

| **Partner Name** | **Partner Allocation** |
| --- | --- |
| Santa Clara County | $432,272.00 |
| Monterey County | $118,352.00 |
| San Benito County | $16,808.00 |
| San Mateo County | $153,701.00 |
| Santa Cruz County | $67,258.00 |
| **Total Grantee Allocation/Expenditure** | **$788,391.00/$757,834.03** |

##### Grantee: **Shasta County Office of Education**

| **Partner Name** | **Partner Allocation** |
| --- | --- |
| Shasta County | $72,246.00 |
| Modoc County | $2,587.00 |
| Lassen County | $5,793.00 |
| Plumas County | $2,946.00 |
| Tehama County | $21,722.00 |
| Glenn County | $10,991.00 |
| Trinity County | $1,733.00 |
| **Total Grantee Allocation/Expenditure** | **$118,018.00/$118,018.00** |

## Appendix B: Data from Chart 1, Chart 2, and Chart 3 in Table Format

##### Chart 1: Types of Disabilities Served

| **Types of Disabilities Served** | **Number of Grantees Reported** |
| --- | --- |
| Speech and Language (SL) | 20 |
| Speech and Language Impairment (SLI) | 20 |
| Autism (AUT) | 20 |
| Orthopedic Impairment (OI) | 19 |
| Intellectual Disability (ID) | 18 |
| Hard of Hearing (HH) | 18 |
| Multiple Disabilities (MD) | 18 |
| Other Health Impairments (OHI) | 17 |
| Visual Impairment | 16 |
| Emotional Disturbance | 12 |
| Deafness | 12 |
| Developmental Delay (DD/0–3) | 11 |
| Traumatic Brain Injury | 9 |
| Deafness/Blindness | 9 |
| Specific Learning Disabilities | 8 |

##### Chart 2: Collaborative Partners

| **Agency Type/Collaborative Partner** | **Number of Grantees Reported** |
| --- | --- |
| Local Education Agencies (LEA) | 22 |
| Special Education Local Planning Area (SELPA) | 20 |
| Local Planning Council (LPC) | 19 |
| Local Quality Counts California (QCC) Consortium | 19 |
| Publicly funded Early Learning and Care (ELC) Providers | 18 |
| Child Care Resource and Referral Agencies (CCR&R) | 17 |
| Private ELC Settings | 17 |
| Alternative Payment Program (AP) | 15 |
| Regional Centers | 14 |
| Tribal Nations | 4 |
| Other [including Community College Consortium for Early Childhood Education Students, Head Start, Early Head Start, Parents Helping Parents (Family Resource Centers), and County First 5] | 7 |

##### Chart 3: Training Conducted/Coursework Provided

| **Training/Coursework** | **Number of Grantees Reported** |
| --- | --- |
| Supporting Inclusive Practices | 18 |
| Universal Design for Learning | 17 |
| Behavior and Use of Positive Behavioral Supports | 17 |
| California Preschool Instructional Network | 16 |
| Adaptations and Accommodations | 14 |
| Pyramid Model Implemented with Practice-Based Coaching | 14 |
| Beginning Together | 14 |
| Inclusive Classroom Profile (ICP) | 13 |
| Ages and Stages Questionnaire: Social-Emotional | 13 |
| Trauma-Informed Care | 11 |
| Strengthening Families | 9 |
| Education Coursework Specific to Early Childhood Education for Children with Special Needs | 9 |
| Centers for Disease Control: Learn the Signs; Act Early | 7 |
| Embedded Instruction Teaching Practices | 7 |
| Other | 5 |

## Appendix C: Professional Development Resources

California Preschool Instructional Network (CPIN):provides professional development training and technical assistance to preschool and Transitional Kindergarten (TK) teachers and administrators based on Early Learning and Care Division’s (ELCD) publications, primarily the California Preschool Learning Foundations and the California Preschool Curriculum Framework, the Preschool English Language Learners Guide, and **Inclusion Works,** and other CDE publications. <https://www.cpin.us/>

California Mentor Program:provides resources and support to aspiring and experienced teachers and administrators in programs serving children birth to five and before- and after-school programs through over 100 community college campuses. <https://cecmp.org/>

Beginning Together: Caring for Young Children with Disabilities or other Special Needs in Inclusive Settings is a training system designed to teach Early Childhood Education (ECE) trainers and coaches how to create high-quality programs that fully include young children with disabilities or other special needs and their families in regular early learning programs. [https://www.CAinclusion.org/bt](https://www.cainclusion.org/bt)

Teaching Pyramid (California Collaborative for the Social Emotional Foundations in Early Learning-CA CSEFEL): Offers training and support to trainers and coaches who are experts in the CA CSEFEL Teaching Pyramid Framework. CA CSEFEL trainers and coaches promote collaboration to enhance linkages with local agencies, allowing for successful interventions for children and families, including infant, child and family mental health, Early Start, special education, and medical services. CA CSEFEL provides a community of practice for CSEFEL-certified trainers and coaches. <https://cainclusion.org/camap/cacsefel.html>

The California Resource and Referral System:The Child Care Resource and Referral (CCR&R) agency offices are in every county in California. Local CCR&R agencies help families find childcare that best meets their family needs, maintain comprehensive databases of licensed childcare providers in their area, provide childcare referrals to families for free upon request. CCR&R services are available to all parents and childcare providers. <https://rrnetwork.org/>

Local Child Care Planning Councils: The primary mission of the LPCs is to plan for childcare and development services based on the needs of families in the local community. LPCs are intended to serve as a forum to address the childcare needs of all families in the community for all types of childcare, both subsidized and non-subsidized. <https://www.cde.ca.gov/sp/cd/re/lpc.asp>

## References

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