



CA Early Childhood Inclusion Support

Fall 2024 Newsletter

California Department of Education



Inspirational Video



outcomes for children and families by addressing and eliminating barriers to successful transition, assessment, and access to educational programming for California’s youngest children with disabilities. In this [CalECSE Spotlight on Excellence: Mitchell Child Development Center youtube video](#), CalECSE showcases its first-ever Spotlight on Excellence Award recipient: the Mitchell Child Development Center in Santa Ana Unified School District, which offers a continuum of early childhood special education programs to support strong student outcomes, including a robust offering of co-taught classes with their Early Childhood Education program.

[The California Early Childhood Special Education Network \(CalECSE\)](#), a technical assistance organization funded by the California Department of Education (CDE) Special Education Division, is committed to improving



Early Learning and Care Inclusion News

Interim guidance on serving two-year old children

The email from the CDE, released July 8, 2024, provided interim guidance on changes made in the 2024–25 Early Learning and Childcare Trailer Bill, Senate Bill (SB) 163 (Chapter 73, Statutes of 2024), that allows two-year-old children to be served in the California State Preschool Program (CSPP) through June 30, 2027. This bill was signed into law on July 2, 2024, and became effective immediately upon signature.

The CDE’s Early Education Division (EED) is developing a Management Bulletin (MB) to follow this interim email guidance but wanted to ensure contractors have enough guidance in the meantime to begin implementing this provision as soon as possible.

The California EED email can be found here: [Interim Guidance on Serving Two-Year-Old Children](#).



Inclusion Spotlight

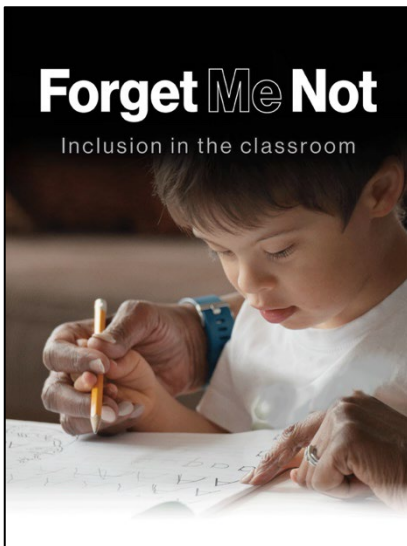


Sonoma County Office of Education

This year, the Sonoma County Office of Education (SCOE), and the Sonoma Special Education Local Plan Area (SELPA), facilitated a local inclusion workgroup, *Community of Belonging and Inclusion*, which was developed following the request of parents at the SELPA Community Advisory Committee (CAC) who were frustrated with the lack of inclusive classrooms in our county. As one of CAC board members stated,

"I am frustrated with the general education system always turning to special education to solve the challenge of inclusion, while special education expects inclusion to come from general education. Meanwhile, year after year, no system or support was being implemented to make inclusion possible. It was painful to see the years go by and my daughter get older, and her team recommends more and more time in segregated settings. I asked our SELPA to step in to create a workgroup to understand what barriers must be removed for our general education classrooms to work for our disabled students. Our school communities will continue to miss out until our amazing students with disabilities are fully included."

The Sonoma County SELPA Executive Director, Elizabeth Engelken, garnered support from the SCOE Superintendent, Amie Carter, and Deputy Superintendents, Diann Kitamura and John Laughlin. In addition, SELPA Program Specialist, Susan Langer, and Larkin O'Leary from the [Common Ground Society](#)



are included in the group. Sam Drazin from [Changing Perspectives](#) is helping the county to develop their inclusion vision and goals for the next two years. Because inclusion is about mindset, it was important to educate the community on some of the challenges parents face finding an inclusive classroom for their children; therefore, the SELPA purchased the rights to show the documentary [Forget Me Not: Inclusion in the Classroom \(amazon.com\)](#), which highlights a parent's struggle to find an inclusive educational placement for her child with Down Syndrome. They have begun showing the film to districts and at a CAC meeting. The members of the local inclusion workgroup have also met with [Supporting Inclusive Practices](#) to assist in creating their local inclusion plan, which is currently under development.

The Sonoma SELPA is also collaborating with the SCOE on providing training on inclusive evidence-based practices such as [Embedded Instruction for Early Learning-California \(Desired Results Access Project\)](#) and the [National Pyramid Model \(National Center for Pyramid Model Innovations\)](#).

Sonoma County has over 40 school districts in their service area that provide early learning and care programs (including CSPPs, Head Start, district-operated preschool, and transitional kindergarten [TK]) that offer inclusive opportunities. These classrooms provide slots to approximately three to five children with a broad range of disabilities. They have a few preschool and TK classrooms that are co-taught by a special education and general education teacher. This is a model they are hoping to grow in their county.



Transitions

Preschool to Transitional Kindergarten

Resources that include transition-to-school guidance.

- [Elementary - Grade Spans](#)
- [Transitional Kindergarten Resource Library \(TKCalifornia\)](#)
- [Transition from Preschool Special Education to Kindergarten Checklist \(ectacenter.org\)](#)
- [A Successful Kindergarten Transition for Children with Disabilities: Collaboration Throughout the Process - PMC \(nih.gov\)](#)



Social Emotional Resource Highlight

[Positive Environments, Network of Trainers \(PENT\) \(ca.gov\)](#)



Who is PENT?

PENT is a California Positive Behavior Initiative designed to provide information and resources for educators striving to achieve high educational outcomes using proactive positive strategies.

Through a connected network of educators throughout California, PENT disseminates information and resources in current best practice and evidence-based research in supporting positive behavior. Additionally, PENT provides opportunities for collaboration and resource sharing between Cadre members.

Our collaborative PENT network is dedicated to increasing academic achievement and overcoming behavioral barriers to success for all students with and without disabilities. PENT strives to provide educators with functional, usable resources in function-based behavior planning, social emotional learning, mental health, positive behavior supports, and tiered interventions.

All materials can be reproduced for non-commercial purposes for staff training.

PENT provides:

- Annual Forums for Cadre members.
- Evidence-based, best practice research in positive behavior.
- Functional, usable, and educator-friendly resources and documents.
- Training resources and materials that are FREE to use.

PENT is a joint initiative between the [Diagnostic Center, Southern California \(DCSC\)](#) and the [SELPA](#). As areas of need are identified through collaborative efforts, PENT then disseminates information and content statewide via the PENT Cadre and the SELPA. As areas of need are identified through collaborative efforts, PENT then disseminates information and content statewide via the PENT Cadre.

Currently, the PENT Cadre consists of School Psychologists, Behavior Specialists/BCBAs, Teachers, Positive Behavioral Interventions and Supports (PBIS) Coaches, and SEL/Mental Health Professionals.

PENT works closely with the SELPA director's Behavior Committee and Content Consultants. The [PENT Leadership Team](#) brings together a group of highly skilled professionals and is an integral part of content creation and Forum design and delivery.



Annual Children with Disabilities Survey and Office Hours

- The survey is required for CSPP contractors and is due by **5 p.m. on September 30, 2024**. The link to the survey can be found at [CWD Survey 2023-2024 \(ca.gov\)](#).
- The CDE uses this annual survey to collect data regarding funded enrollment of the entire CSPP contract on the enrollment of children with disabilities. The data collected through the survey will assist the CDE in meeting the requirements of *Education Code* sections 8208(c)(2)(A) and (d)(2)(B)(i) which require the CDE to review data related to the CSPP contractor's compliance in meeting the set aside funded enrollment for children with disabilities.
- The CDE, EED plans to hold Office Hours to review this survey and provide an opportunity for CSPP contractors to ask questions related to the survey. The CWD Survey Office Hour will be held on **September 16, 2024, from 3 to 4 p.m.**
- You can register for the September 16, 2024, Zoom session here at [Webinar Registration - Zoom](#)



Upcoming Events and Learning Opportunities

[Division for Early Childhood's 40th Annual International Conference on Young Children with Disabilities and Their Families \(DEC\)](#): September 17–20, 2024

Inclusion Collaborative [Annual Conference \(inclusioncollaborative.org\)](#): October 21–23, 2024

["Building Bridges" 2nd Annual CalECSE Symposium | "Building Bridges" 2nd Annual CalECSE Symposium \(CalECSE\)](#): October 22–23, 2024

[2024 National Association for the Education of Young Children Annual Conference Expo \(naeyc\)](#) will take place November 6–9 in Anaheim, California

[Inclusion Webinar Series \(CDSS\)](#): The California Department of Social Services (CDSS), in collaboration with WestEd, is happy to announce a series of free webinars coming soon through the CDSS funded Beginning Together Project. ([Regístrate en español](#))

[Every Child California Fall Technical Assistance](#): October 23–25, 2024

If you have an event next season that you would like to be featured in the CA Early Childhood Inclusion Support Newsletter, please email InclusionSupport@cde.ca.gov to have it added.



In case you missed it

The MAP (Making Access Possible) to Inclusion and Belonging website provides quarterly newsletters. The Spring MAP Newsletter was released in late May and includes some fantastic resources and information. Visit [MAP Newsletters \(CA MAP\)](#) for more information and to view the most recent and past newsletters.

Using the Desired Results Developmental Profile (DRDP) to Measure Child Progress

Teachers can use Desired Results (DR) Access Reports at [DR Access Reports](#) for individual children with Individual Family Services Plan's (IFSPs) and Individual Education Plans (IEPs) to help plan intervention and instruction. View this recorded webinar, "Using the DRDP to Measure Child Progress" for more information and strategies at [Learn Lab: Using the DRDP to Measure Child Progress: Desired Results Access Project \(draccess.org\)](#)

Universal PreKindergarten (UPK) Quality and Access Workgroup

The CDE, in consultation with the CDSS, and the State Board of Education, was required to submit a report to the Legislature and the Department of Finance with recommendations for preschool quality standards, recommendations for preschool access, and recommendations at the intersection of both quality and access, as well as other considerations.

- The UPK Workgroup Legislative Report, is posted on the CDE website at [UPK Mixed Delivery Quality and Access Workgroup - Interest Holder Groups](#)
- Additionally, a graphically designed version of the UPK Workgroup Report, along with additional supplemental materials, are posted on the California Educators Together (CET) website and can be viewed at [UPK Mixed Delivery Quality and Access Workgroup :: Groups :: California Educators Together \(caeducatorstogether.org\)](#)

Other Newsletters to Highlight or Join:

- 1) CDE – Preschool through Third Grade (P–3) Alignment Newsletter - Email "subscribe" to subscribe-cdep3updates@mlist.cde.ca.gov for access to the P-3 listserv and ensure you receive the latest in P–3 news.

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- 2) CalECSE newsletter: [California Early Childhood Special Education Network \(CAECSE\) | Contact Us \(calecse.org\)](#)
 - 3) [MAP Newsletters | California MAP to Inclusion & Belonging](#)
 - 4) California Commission on Teacher Credentialing (CTC) ECE News List. Click to subscribe [ECE News Email List \(ca.gov\)](#)
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Contact Us

[Impact Inclusion Workgroup](#)

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