

OCTOBER 2024 - JUNE 2025

Contract Number: 240254

Inclusive Early Education Expansion Program (IEEEP)

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# Biannual Progress Report H1 2025



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# BACKGROUND AND PURPOSE

The Inclusive Early Education Expansion Program (IEEEP), established through Assembly Bill (AB) 1808 (Chapter 32, Statute of 2018), was designed to expand access to inclusive, subsidized early learning and care (ELC) programs for children from birth to five years of age, including children with disabilities. The program was later extended through AB 210 (Chapter 62, Statute of 2022), which authorized an additional \$100 million in competitive grants through June 2027. This second iteration, known as IEEEP 2.0, funds 58 local educational agencies (LEAs) and consortia to implement inclusive practices, upgrade facilities and equipment, and provide professional development to enhance early childhood special education systems (California Department of Education[CDE], 2023).

In collaboration with CDE, the San Diego County Office of Education evaluation team developed a centralized, biannual progress reporting system to monitor grantee implementation fidelity, identify trends, and support continuous improvement. This narrative report accompanies the H1 2025 visual progress report (see Page 5) and summarizes grantee activity across twelve standardized metrics used in the statewide reporting system.

The IEEEP grant includes 58 grantees representing a diverse cross-section of California's educational landscape. Grantees range from small rural districts to large urban LEAs, and may include consortia coordinated by the lead grantee. The geographic reach spans the state—from San Diego County in the south to Shasta County in the north—and includes both coastal and inland communities. Grantees also vary in current levels of inclusion, from grantees that have inclusion classrooms currently in place to grantees that are navigating the process of instituting inclusive classrooms. This diversity ensures that the program reaches children in varied linguistic, socioeconomic, and cultural contexts and supports inclusive practices across a wide array of implementation environments.

# PROGRESS SUMMARY BY METRIC

## 1. Modality of Professional Learning Sessions

During the first nine months of the program (October 2024 through June 2025), 49 of the 58 participating grantees provided professional development opportunities for educators. Programs used a variety of approaches to support teacher learning. The most popular was one-on-one coaching where educators received hands-on guidance in their classrooms (34 grantees). Many also created peer learning groups where teachers could share experiences and learn from each other (24 grantees), while others focused on formal training sessions for staff (21 grantees). These methods show that programs prioritized ongoing, job-embedded support and that happens over time and directly in the workplace, which research shows is most effective for adult learners.

## 2. Number and Percent of Professional Learning Participants Served

During the reporting period, IEEEP funding was reported to support professional development for 10,626 unduplicated staff members across 1,072 sites. The reach of these inclusion-focused professional development activities extended beyond programs that are directly funded by IEEEP. Of those that participated in professional development (49 grantees), more than half of staff eligible for the training took part in practice-based coaching. Additionally, 43% of staff eligible for training completed at least three trainings that were recommended by CDE. These numbers show that IEEEP funding has supported substantial engagement and attempted professional growth for educators in inclusive classrooms.

## 3. Average Number of Events by Type Attended by Participants

Programs offered training to educators in several different ways. Sixteen grantees used conferences, 16 offered online courses that teachers could complete at their own pace, and 14 provided training through local community organizations. Programs also conducted trainings directly at early learning centers and in classrooms. By offering multiple formats, programs made it easier for educators to participate and ensured the training fit their professional needs.

#### **4. Number and Percent of Grantees Reporting Being on Track to Expand Access**

Nearly all grantees (98%) reported that they are at least on track to expand access to inclusive ELC settings. Many programs highlighted progress in this first reporting with 29 forming new partnerships and 28 enrolling more children with disabilities. These milestones show that efforts to build inclusive environments are largely underway with some grantees expanding through new partnerships and others through supporting more children with disabilities in their inclusive classrooms.

#### **5. Number and Percent of Grantees Reporting Being on Track to Sustain Programs**

Most grantees (97%) reported that they are at least on track to sustain inclusive practices after the funding period ends. Grantees identified several efforts that support sustainability. Twenty-three grantees reported implementing system-level improvements, 21 collaborated to create new inclusion resources, and 17 grantees reported implementing co-teaching models.

#### **6. Number and Percent of Grantees Reporting Being on Track to Build Partnerships**

Many grantees (41 grantees) reported starting or strengthening collaborative partnerships to support inclusion. Additionally, most grantees (55 grantees) are on track or have already met their partnership goals. Grantees also reported on their grant leadership teams which often included representation from special education staff (45 grantees), school principals (42 grantees), and Quality Counts California (30 grantees). The range of participants lends itself to a robust multi-agency implementation framework.

#### **7. Number and Percent of Grantees Planning to Renovate Facilities**

Nine grantees reported progress toward facilities renovation. Seventy-eight percent of those with renovation plans indicated they are at least on track. Although early in implementation, this activity remains an essential component of expanding accessible environments.

#### **8. Number of Completed Facility Modifications**

One grantee completed an outdoor playground renovation. The limited number of completed renovations is expected at this early stage.

#### **9. Number of Grantees Providing Adaptive Equipment**

Twenty grantees purchased adaptive equipment during this reporting period. Most of the equipment was used in indoor settings (17 grantees) and outdoor environments (13 grantees). Common purchases included sensory materials, visual supports to help with routines, and universally designed instructional materials, each reported by more than a dozen programs.

#### **10. Number of Grantees Serving Each Disability Type**

Across the 49 grantees enrolling children within the lead LEA, the most commonly reported disability types included speech/language impairment (48 grantees), autism spectrum disorder (47 grantees), and learning or intellectual disabilities (33 grantees). Similar to disability types served by the grantee's lead LEA, their consortium partners saw similar patterns. Of the twenty-eight grantees with consortiums reporting enrollment, all were engaged in supporting children with speech/language impairment as well as autism spectrum disorder.

#### **11. Number of Children with an IEP or IFSP Enrolled**

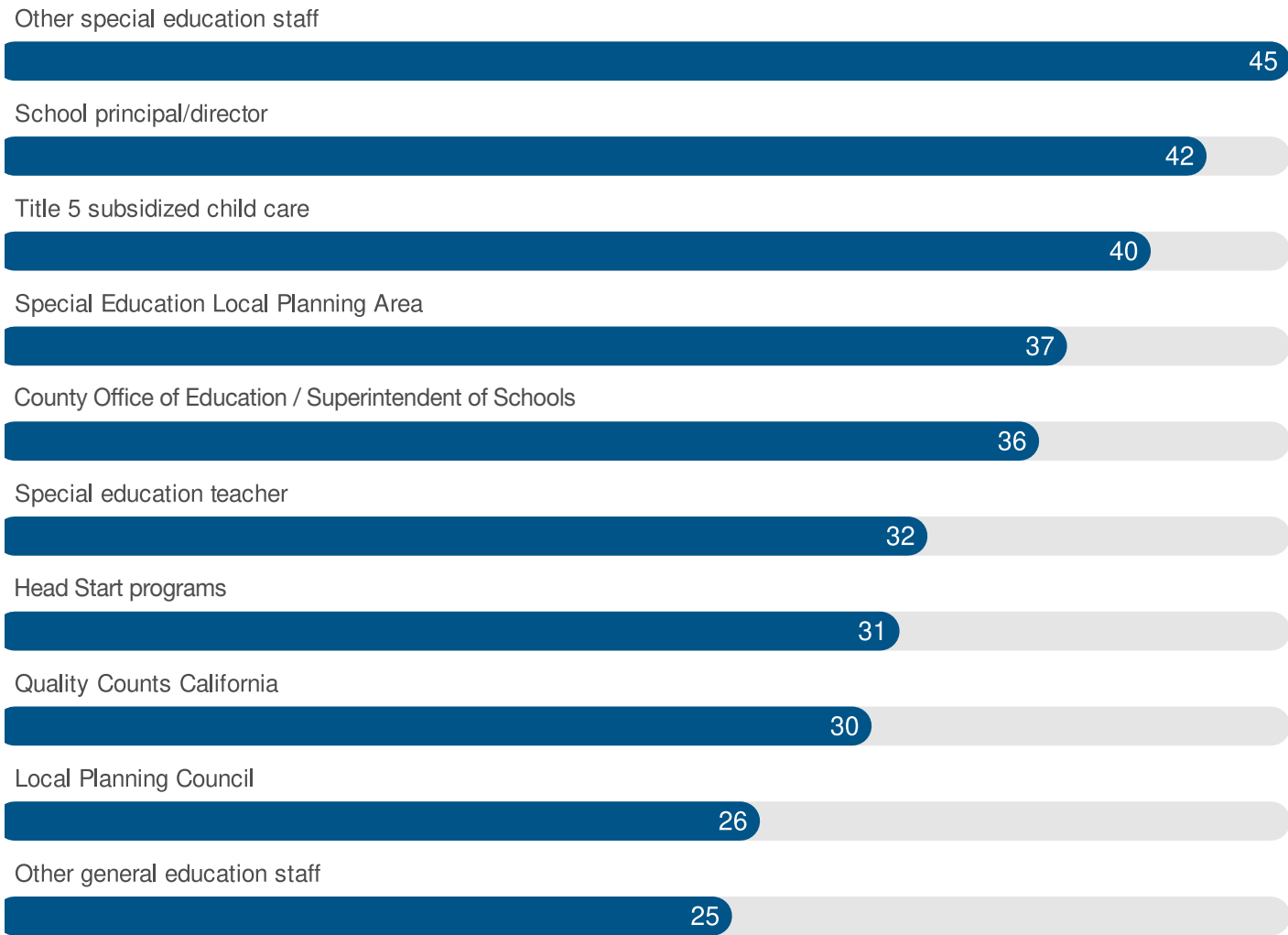
LEAs reported an average of 332 preschool-aged children enrolled in IIEEP-funded settings, with an additional 139 infants and toddlers. On average, LEAs serve 109 preschoolers and 11 infants and toddlers with disabilities. Consortium-level data showed even greater reach, with average enrollments of 732 preschoolers and 169 infants and toddlers. Of these, 187 preschoolers and 39 infants and toddlers have disabilities. These figures give us one snapshot of IIEEP's reach in supporting children with disabilities in inclusive settings.

#### **12. Inclusive Early Learning and Care Sites and Classrooms**

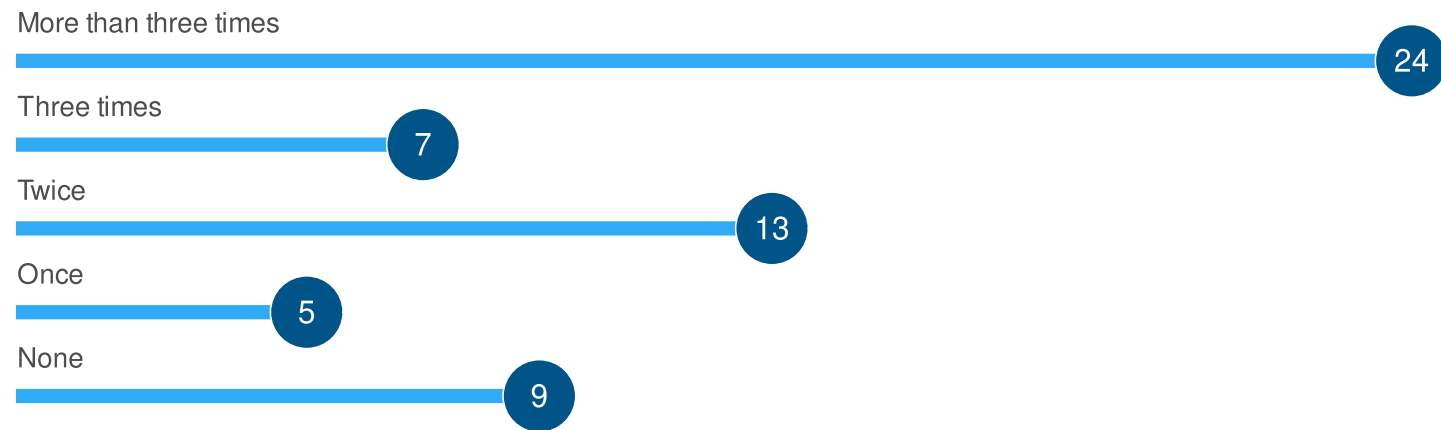
On average, each program participating in IIEEP worked with about 19 early learning centers to create inclusive environments, though one program worked with as many as 179 centers. Similarly, the typical program supported 36 inclusive classrooms, while the most active program supported 481 classrooms. These numbers show that programs varied widely in size and scope, but they also demonstrate how far-reaching this inclusion effort has been.

# GRANT LEADERSHIP TEAM

## Number of grantees with each leadership role

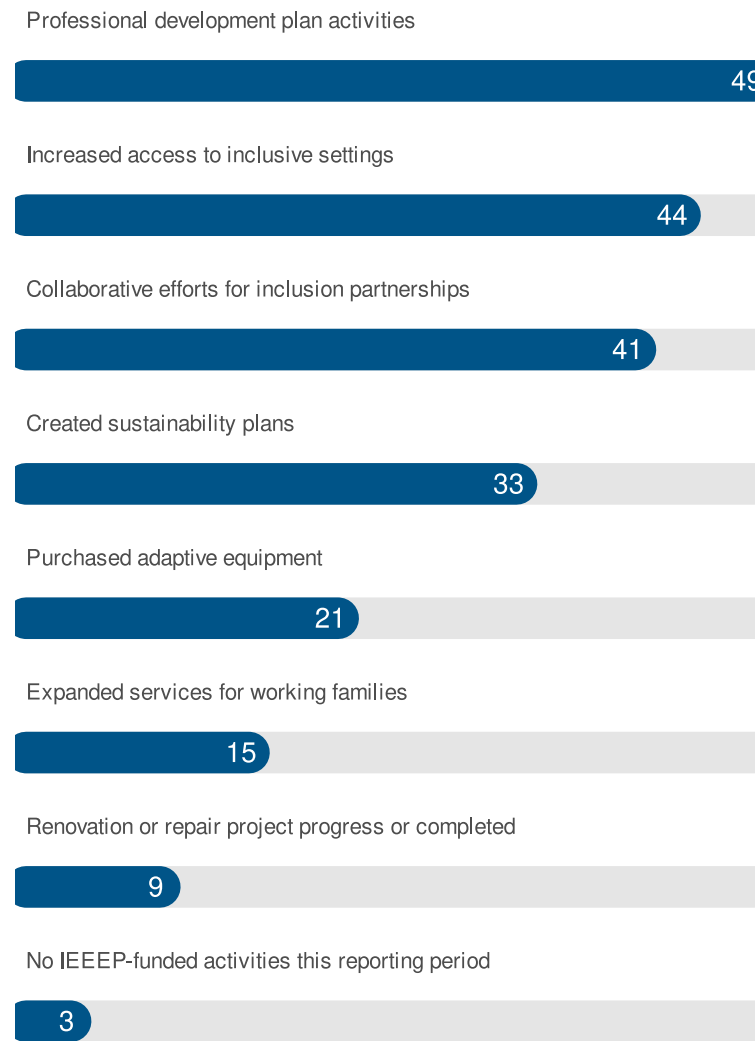


## How many times did the grant leadership team meet?



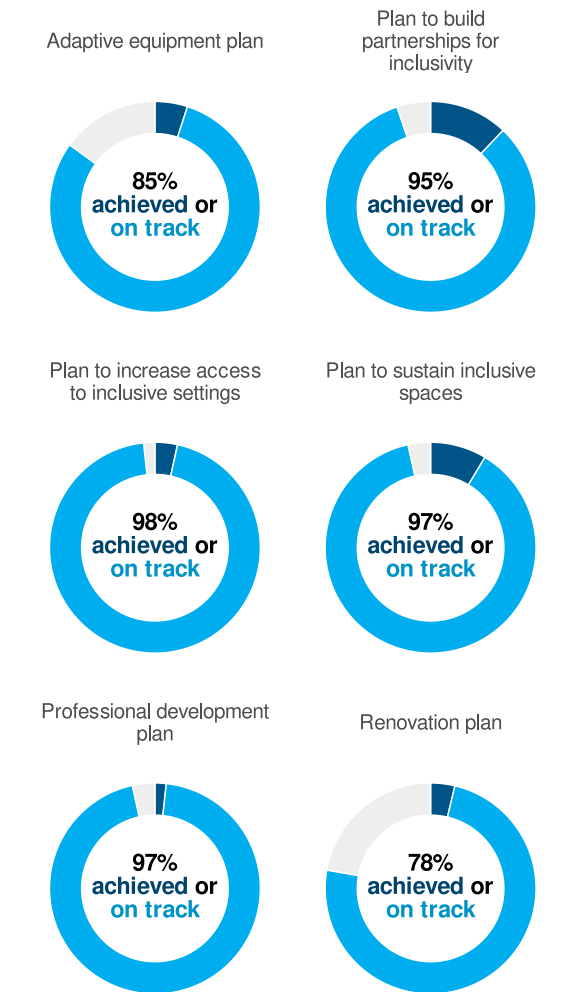
# IEEEP IMPLEMENTATION NARRATIVE

## Which of the following IEEEEP-funded activities were implemented?



## Progress toward goals

Not on track On track Achieved



### Did your Local Educational Agency experience any of the following progress milestones?



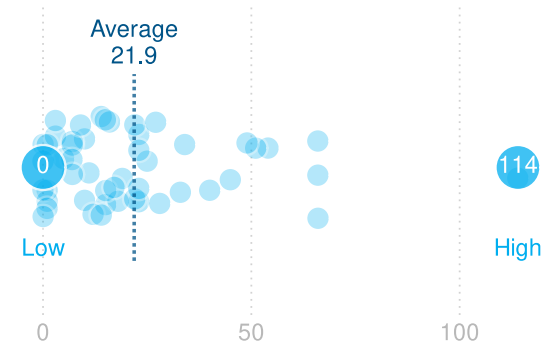
### Did your LEA experience any of the following barriers to implementing IEEEP-funded activities?



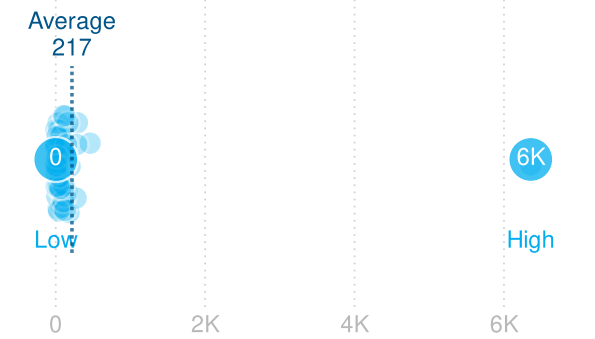
# PROFESSIONAL DEVELOPMENT

Data based on 49 grantees reporting professional development activities this reporting period.

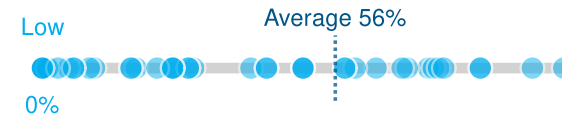
### How many sites have participated in IEEEP-funded professional development trainings?



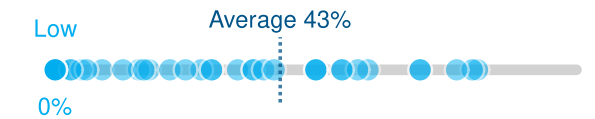
### How many staff have participated in IEEEP-funded professional development trainings?



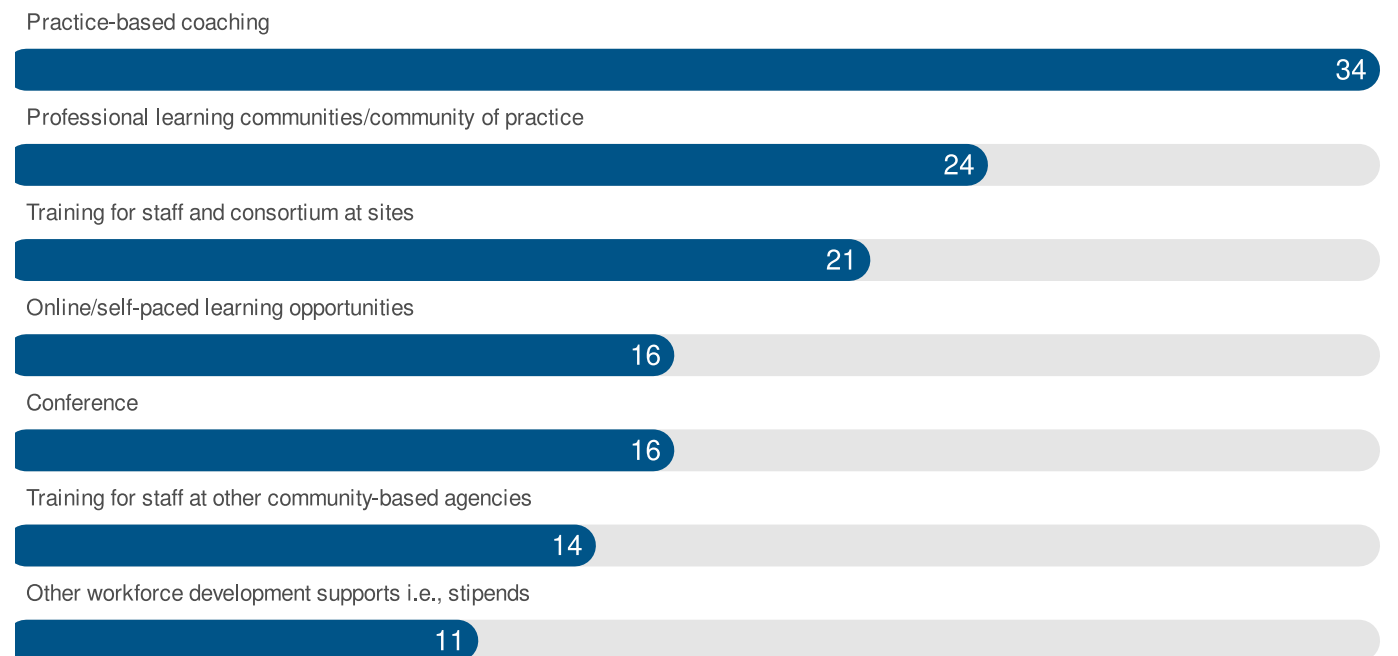
### What percentage of staff have completed professional development requirements?



### What percentage of staff have completed at least three of the recommended professional development trainings?



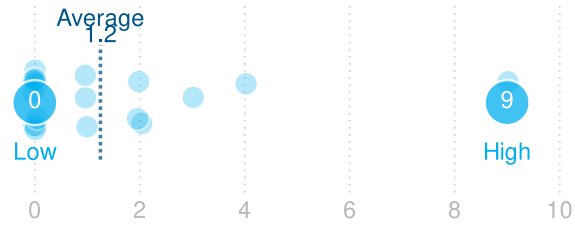
### Which of the following professional development activities did your LEA complete?



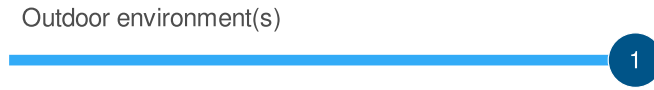
# FACILITY RENOVATION/REPAIRS

Data based on nine grantees reporting renovations this reporting period.

## Number of sites where work occurred this reporting period



## For completed renovation, where were improvements made?



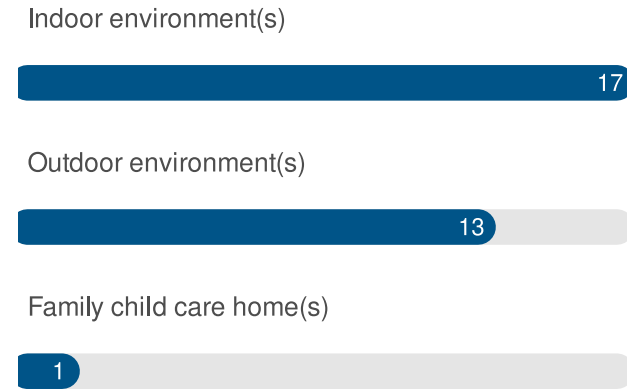
## For completed renovation, what types of improvements were made?



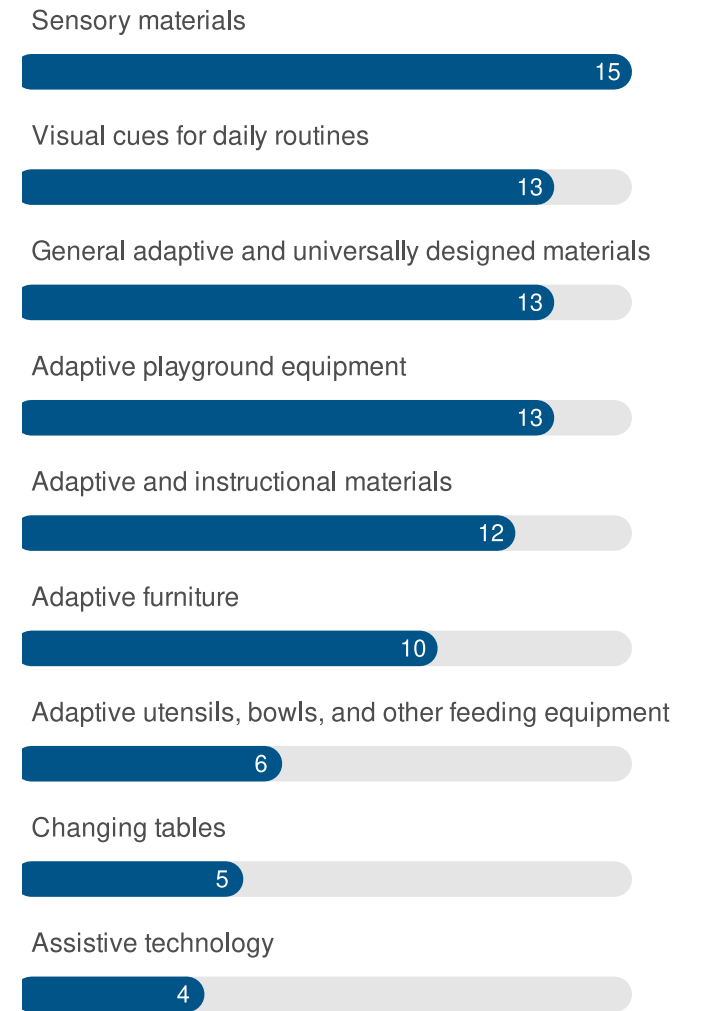
# ADAPTIVE EQUIPMENT

Data based on 20 grantees reporting adaptive equipment was purchased this reporting period.

## Types of environment that adaptive equipment was purchased for



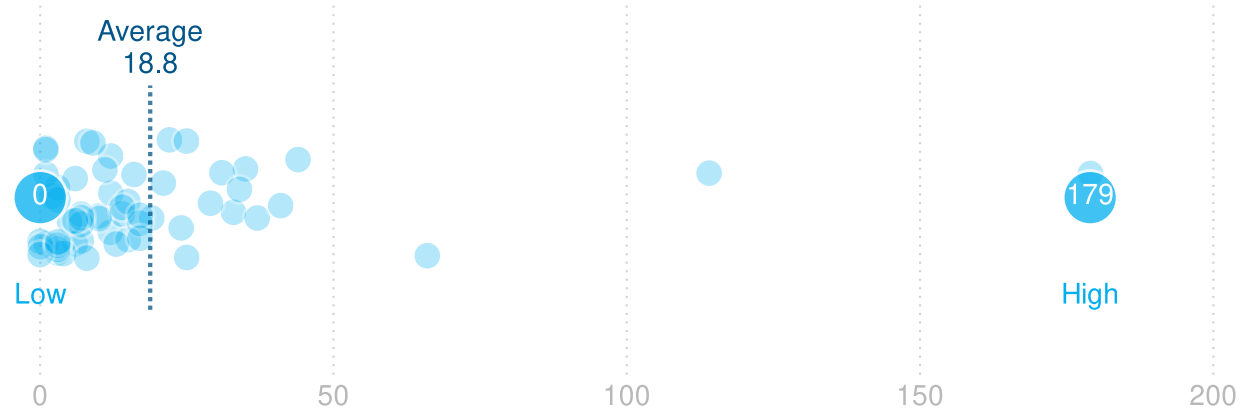
## Types of adaptive equipment that was purchased



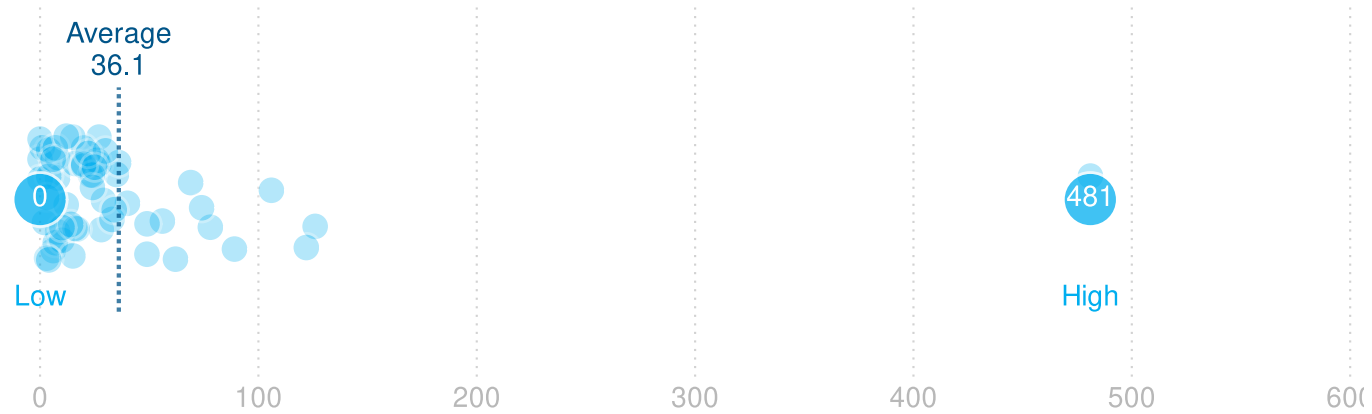
# INCLUSIVE EARLY LEARNING AND CARE (ELC) SITES

Data comes from all 58 grantees.

Number of ELC sites implementing inclusion



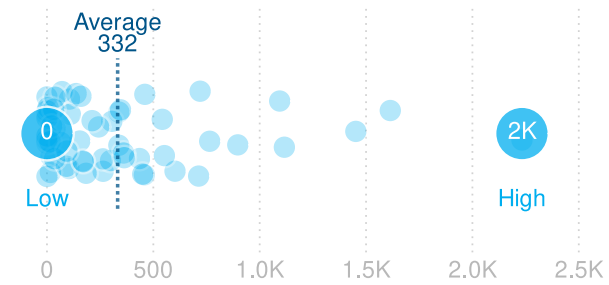
Number of ELC classrooms implementing inclusion



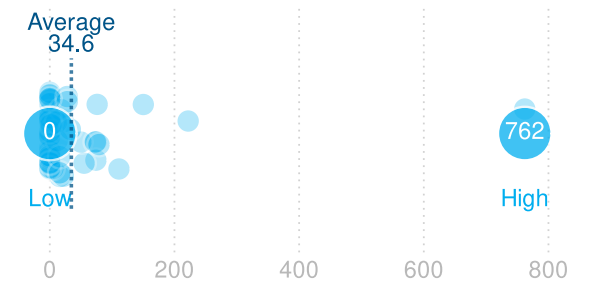
# CHILD ENROLLMENT TABLES: LOCAL EDUCATIONAL AGENCY

Data comes from 49 grantees.

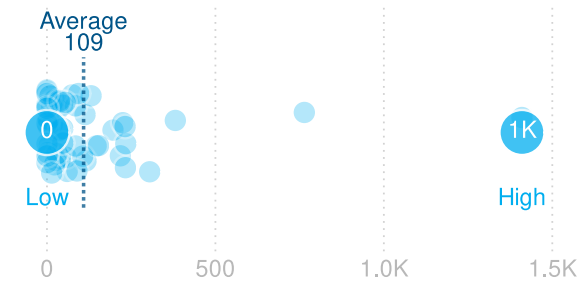
Total enrollment for preschoolers with and without disabilities



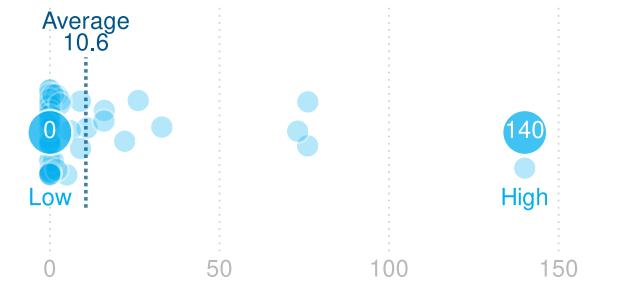
Total enrollment for toddlers/infants with or without a disability



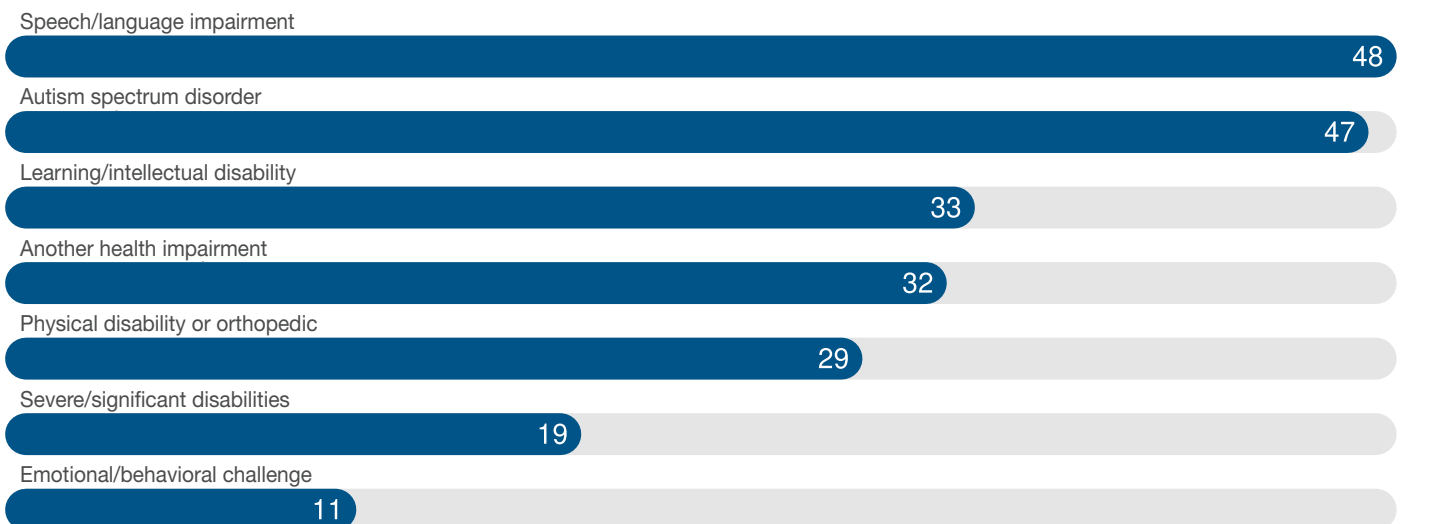
Enrollment of preschoolers with a disability



Enrollment of infants/toddlers with a disability



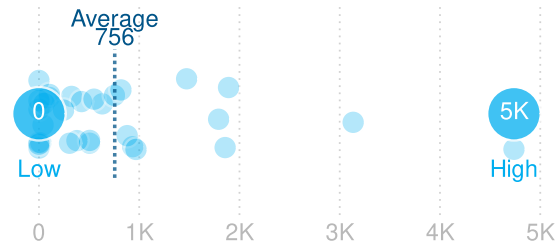
## Grantees serving disability types



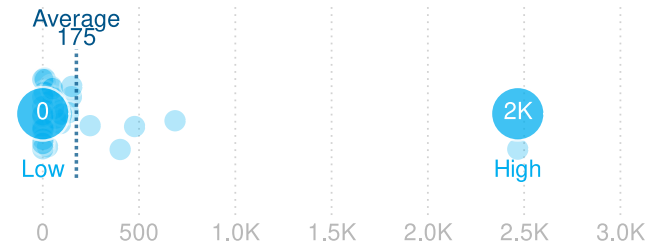
# CHILD ENROLLMENT TABLES: CONSORTIUM

Data comes from 28 grantees.

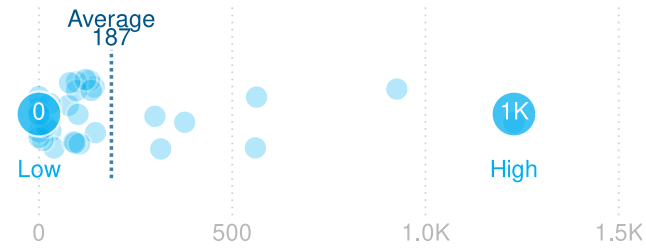
**Total enrollment for preschoolers with and without disabilities**



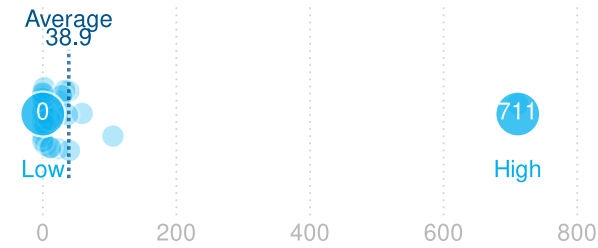
**Total enrollment for toddlers/infants with or without a disability**



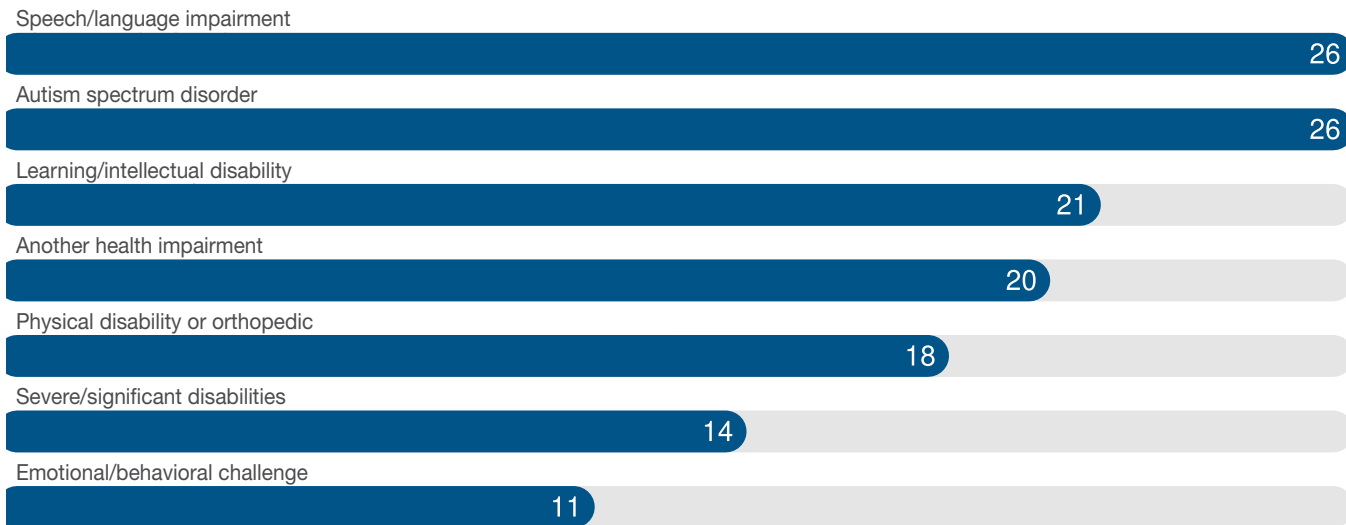
**Enrollment of preschoolers with a disability**



**Enrollment of infants/toddlers with a disability**



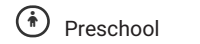
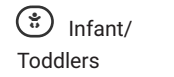
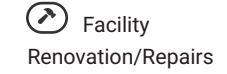
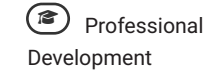
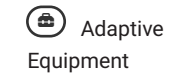
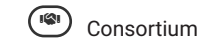
## Consortiums serving disability types

























































































































































































# DEMOGRAPHICS




























































































Characteristics or activities that apply to the grantee

Characteristics or activities that do not apply to the grantee



Grantee	Type	Contract	Ages
Alameda County Office of Education	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Alpine County Office of Education	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Butte County Office of Education	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Cajon Valley Union School District	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Chula Vista Elementary School District	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Cutler-Orosi Joint Unified School District	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
El Dorado County Office of Education	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Esparto Unified School District	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Fresno Unified School District	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Humboldt County Office of Education	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Imperial County Office of Education	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Irvine Unified School District	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Kings County Office of Education	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
La Mesa-Spring Valley School District	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Lake County Office of Education	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Lamont Elementary School District	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Lodi Unified School District	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Long Beach Unified School District	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool
Los Angeles County Office of Education	LEA, Consortium	Adaptive Equipment, Professional Development, Facility Renovation/Repairs	Infant/Toddlers, Preschool

Grantee	Type	Contract	Ages
Los Banos Unified School District	 	  	 
Lowell Joint School District	 	  	 
Marin County Office of Education	 	  	 
Mendocino County Office of Education	 	  	 
Mendota Unified School District	 	  	 
Merced County Office of Education	 	  	 
Monterey County Office of Education Early Learning Program	 	  	 
Napa County Office of Education	 	  	 
Ocean View School District	 	  	 
Orange County Department of Education	 	  	 
Placer County Office of Education	 	  	 
Poway Unified School District	 	  	 
Redlands Unified School District	 	  	 
Riverside County Superintendent of Schools	 	  	 
Sacramento County Office of Education	 	  	 
San Carlos School District	 	  	 
San Diego County Office of Education	 	  	 
San Diego Unified School District	 	  	 
San Francisco Unified School District	 	  	 
San Joaquin County Office of Education	 	  	 
San Luis Obispo County Office of Education	 	  	 
San Mateo - Foster City School District	 	  	 
San Mateo County Superintendent of Schools	 	  	 
Santa Barbara County Office of Education	 	  	 
Santa Clara County Office of Education	 	  	 
Santa Cruz County Office of Education	 	  	 

Grantee	Type	Contract	Ages
Shasta County Office of Education	 	  	 
Solano County Superintendent of Schools	 	  	 
Sonoma County Office of Education	 	  	 
Stanislaus County Office of Education	 	  	 
Stockton Unified School District	 	  	 
Tehama County Office of Education	 	  	 
Tulare City School District	 	  	 
Tulare County Office of Education	 	  	 
Ventura County Office of Education	 	  	 
Visalia Unified School District	 	  	 
West Covina Unified School District	 	  	 
Yolo County Office of Education	 	  	 
Yuba County Office of Education	 	  	 

# CONCLUSION

Findings from the October 2024 - June 2025 reporting period indicate that grantees are making strong early progress toward the IEEEP's intended outcomes. High levels of participation in professional development, the establishment of inclusive sites and classrooms, as well as the purchase and use of adaptive equipment highlight the program's momentum. Additionally, nearly all grantees report being on track to expand access, build partnerships, and sustain inclusive practices beyond the life of the grant. These data suggest that IEEEP grantees are well-positioned to institutionalize inclusive early learning strategies that will benefit California's children with disabilities for years to come.

# REFERENCES

California Department of Education. (2023). *Inclusive Early Education Expansion Program (IEEEP): 2023–2027 Grant Guidance*. Sacramento, CA: Author.

San Diego County Office of Education. (2026). *Inclusive Early Education Expansion Program H1 Progress Report: 2026* [Visual report].

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**CALIFORNIA DEPARTMENT OF EDUCATION**  
**SAN DIEGO COUNTY OFFICE OF EDUCATION**