

JULY 2025 – DECEMBER 2025

Contract Number: 240254

Inclusive Early Education Expansion Program (IEEEP)

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# Biannual Progress Report H2 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 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 second half of 2025, 50 of the 58 IEEEP grantees provided IEEEP-funded professional development opportunities for educators. In-line with IEEEP goals, practice-based coaching (41 grantees) was the most common approach to support teacher learning. Many also engaged in professional learning communities where teachers could share experiences and learn from each other (27 programs), while others focused on providing access to conferences for their staff (21 programs). The range in activities shows that many grantees used several methods to support the capacity for educators to provide high quality inclusive care.

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

The reach of inclusion related professional development extended beyond programs directly funded by IEEEP. During the reporting period, IEEEP funding supported professional development for a total of 10,675 distinct staff members across 1,369 sites. Among the 50 grantees involved, more than 63% of staff who were eligible for the training engaged in practice based coaching. Additionally, 57% of eligible staff completed at least three trainings recommended by CDE. This indicates that IEEEP resources contributed to broad uptake of training opportunities and strengthened efforts to build capacity in inclusive settings.

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

Programs delivered training to educators through several formats. A total of 21 programs relied on conferences, while 16 offered online, self paced courses for teachers. Another 14 provided training in partnership with local community organizations. In addition to these methods, many programs brought professional development directly to early learning centers and classrooms. On average, grantees reached 27 sites with their professional development activities. This demonstrates the allocation of IEEEP funds across sites to deliver multiple formats that best support educators.

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

All grantees reported that they are at least on track to expand access to inclusive ELC settings. Many programs highlighted progress in this second biannual reporting with 27 enrolling more children with disabilities and 25 forming new partnerships. 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 (98%) 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-four grantees reported collecting data for continuous improvement, 23 grantees reported implementing system-level improvements, 20 collaborated to create new inclusion resources, and 18 grantees reported implementing co-teaching models. These activities strengthen systems, resources, and daily instructional practices, positioning programs to carry inclusive approaches forward beyond the funding period.

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

Many grantees (42 grantees) reported beginning or strengthening collaborative partnerships to support inclusion. In addition, most grantees (56 grantees) noted that they are on track to meet—or have already met—their partnership goals. Grantees also described the composition of their grant leadership teams, which commonly included special education staff (45 grantees), school principals (44 grantees), and representatives from Quality Counts California (28 grantees). This range of participants supports a coordinated, multi agency approach that can bolster inclusive implementation across programs.

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

Seven grantees reported making progress on their planned facilities renovations, and 80% of those with renovation plans indicated they are at least on track. These efforts represent a key step toward expanding accessible environments and ensuring that physical spaces better support inclusion over time.

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

Five grantees reported completing a renovation project during the reporting period, marking an increase from the one renovation finished in the first half of 2025. Three of these grantees completed renovations to playground structures, while others finalized improvements to ramps, classrooms, and bathrooms.

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

Twenty grantees reported purchasing adaptive equipment during this reporting period. Most of these purchases were intended for indoor environments (18 grantees) and outdoor spaces (13 grantees). Frequently acquired items included general adaptive and universally designed materials, sensory materials, and instructional materials, each noted by more than a dozen programs. Together, these purchases reflect programs' ongoing efforts to equip learning environments with tools that support inclusive participation.

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

Among the lead LEA, forty nine grantees enroll children. The disability types most frequently reported were speech/language impairment (48 grantees), autism spectrum disorder (47 grantees), and other health impairments (32 grantees). Similar trends appeared among the consortium partners. Of the 30 grantees with consortiums reporting enrollment, 29 grantees reported serving children with speech/language impairment and 27 grantees reported serving children with autism spectrum disorder.

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

LEAs reported an average of 305 preschool-aged children enrolled in IEEEP funded settings, with an average of 87 children with an IEP. On average, grantees enroll 50 toddlers or infants, 15 of which with an IFSP. Consortium-level data showed even greater enrollment, with average enrollments of 711 preschoolers and 188 infants and toddlers with IEP and IFSP enrollment at 144 and 38, respectively. These figures give us a snapshot of IEEEP's reach in supporting children with disabilities in inclusive settings.

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

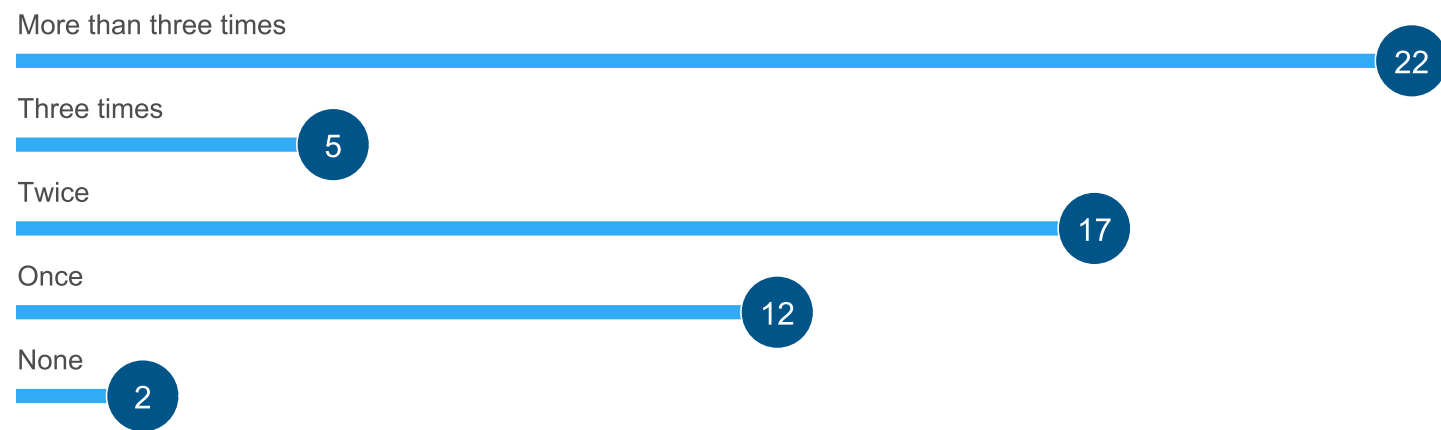
On average, each program participating in IEEEP worked with about 17 early learning centers to create inclusive environments, though one program worked with as many as 167 centers. Similarly, the typical program supported 33 inclusive classrooms, while the most active program supported 360 classrooms. These numbers show that programs varied widely in size and scope, but they also demonstrate how far-reaching this inclusion effort has been. , 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

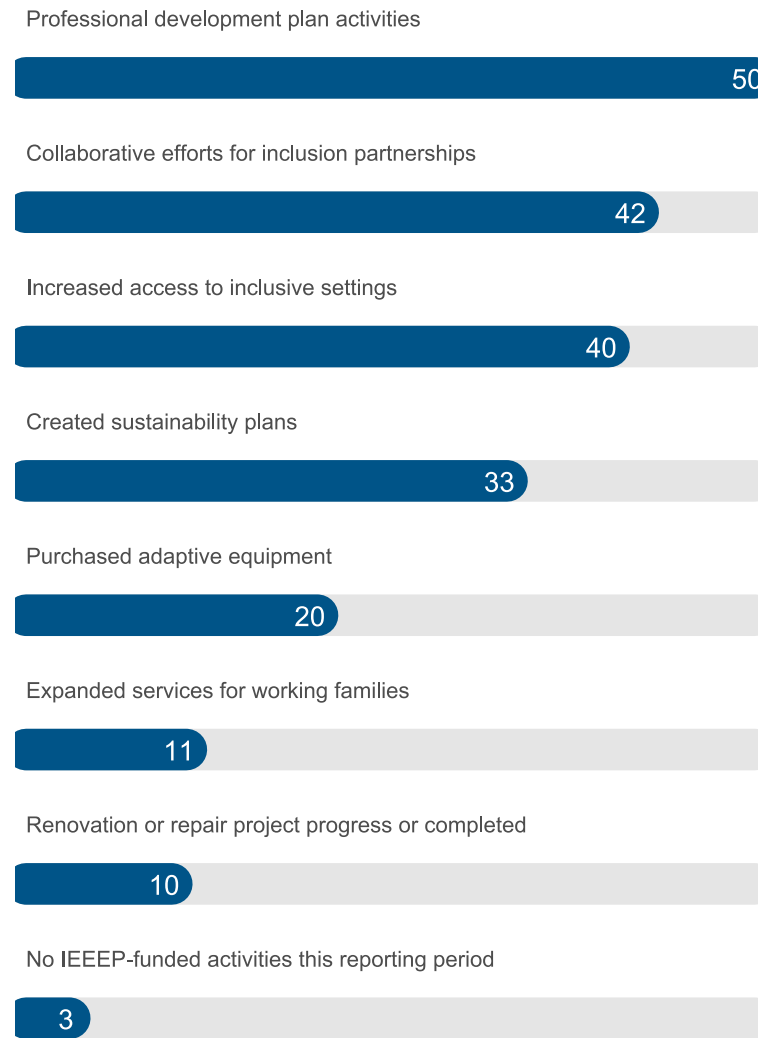


## How many times did the grant leadership team meet?



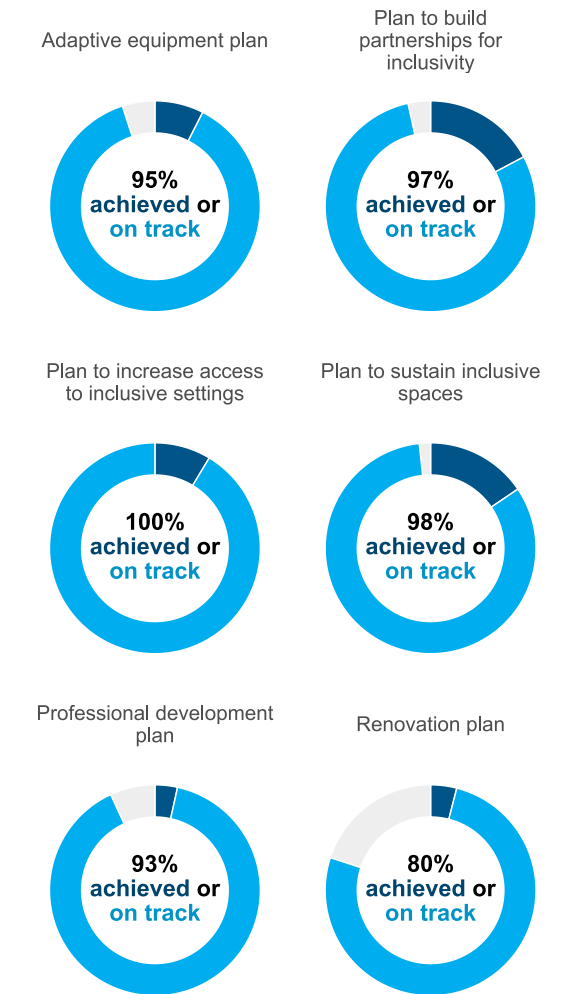
# IEEEP IMPLEMENTATION NARRATIVE

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

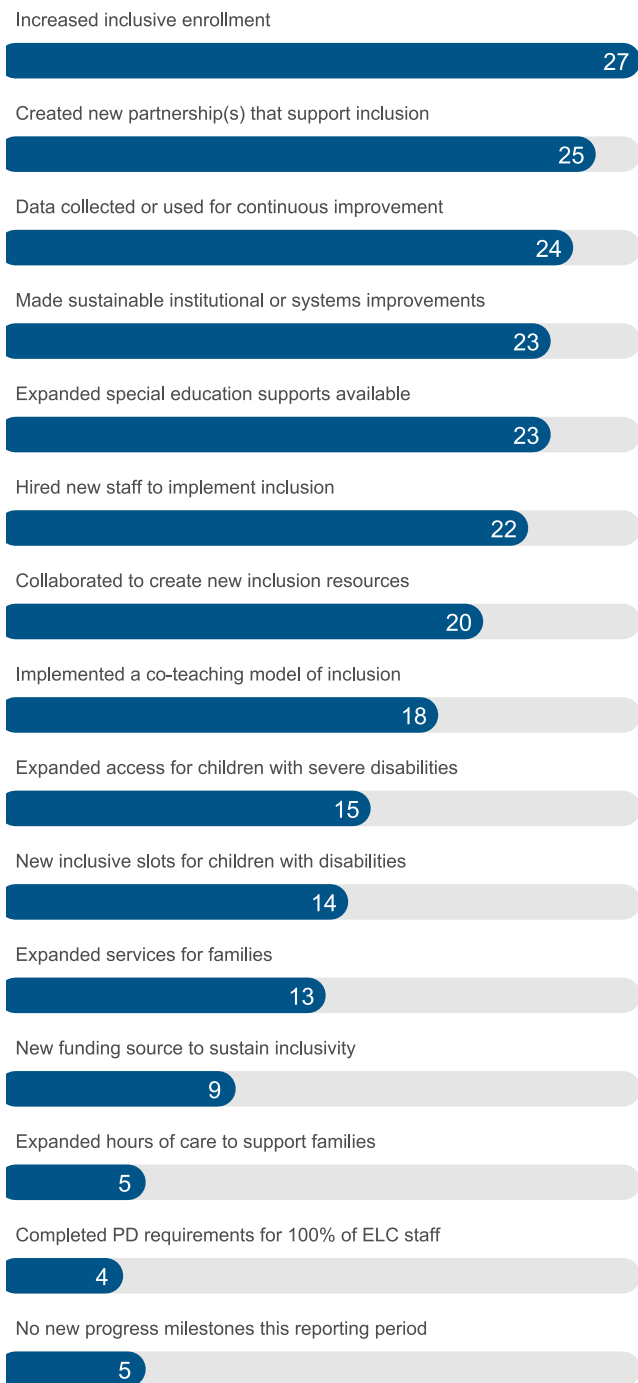


## Progress toward goals

Not on track On track Achieved



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



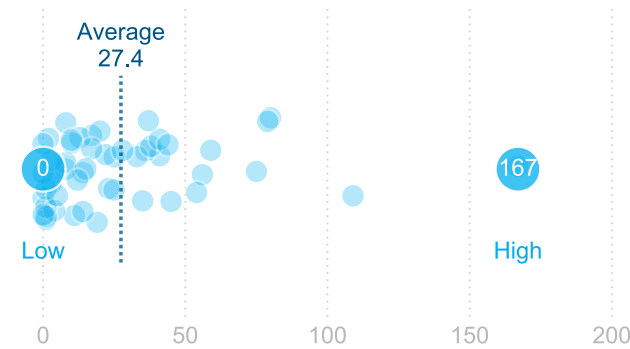
### Did your LEA experience any of the following barriers to implementing IEEEP-funded activities?



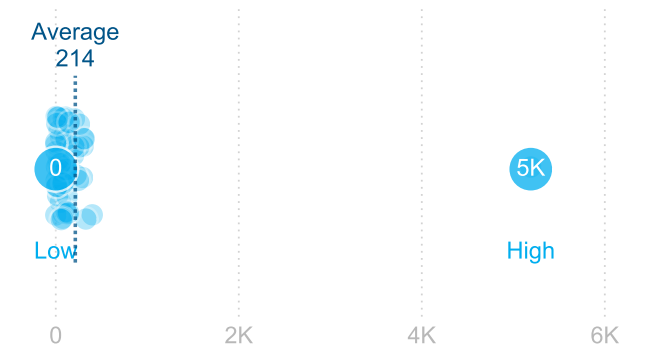
# PROFESSIONAL DEVELOPMENT

Data based on 50 grantees reporting professional development activities this reporting period.

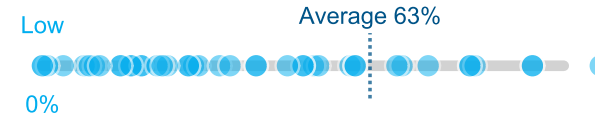
### How many sites have participated in IEEEP-funded professional development trainings?



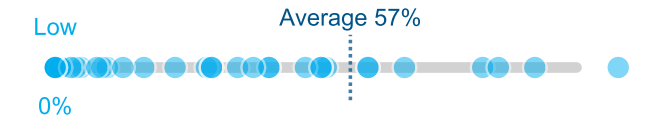
### How many staff have participated in IEEEP-funded professional development trainings?



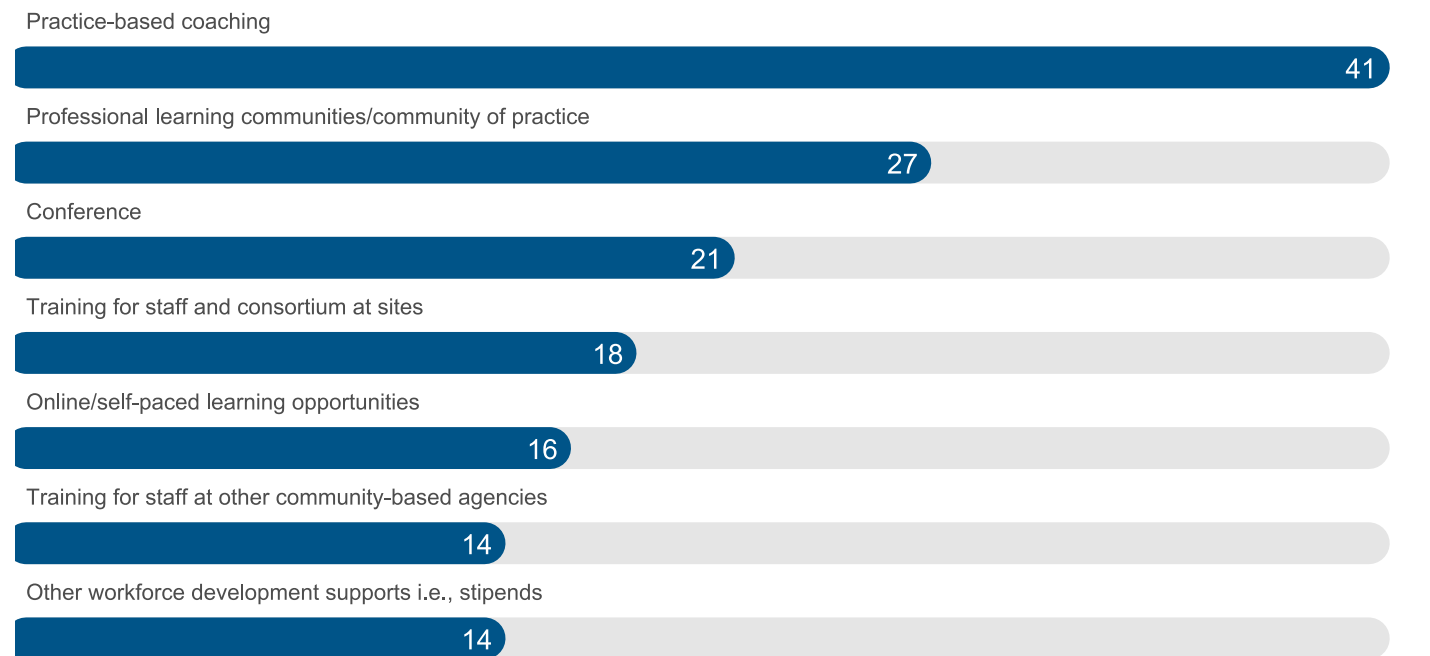
### What percentage of staff have completed professional development requirements?



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



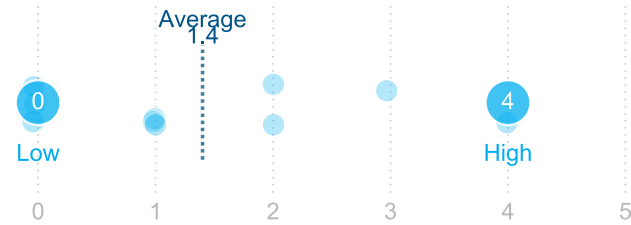
### Which of the following professional development activities did the LEA's complete?



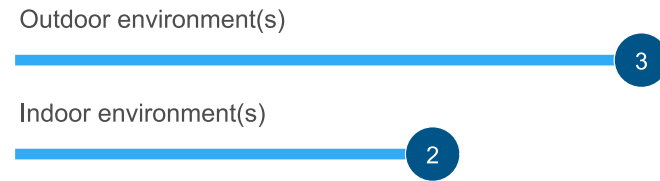
# FACILITY RENOVATION/REPAIRS

Data based on seven grantees reporting renovations this reporting period.

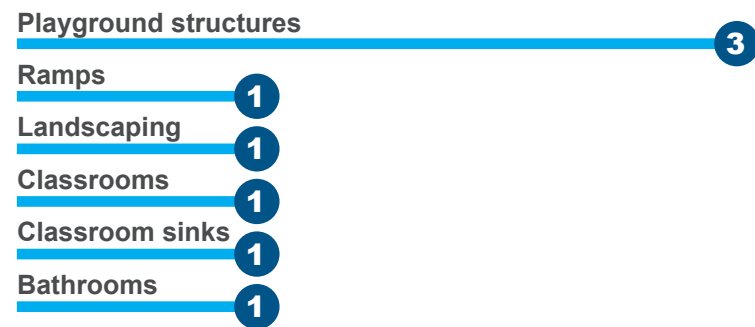
## Number of sites where work occurred this reporting period



## For completed renovation, where were improvements made?



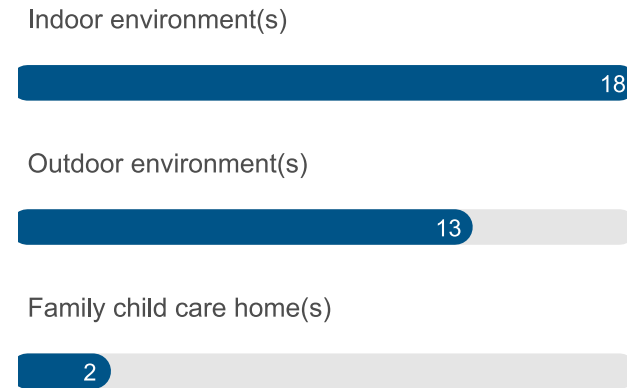
## For completed renovation, what types of improvements were made?



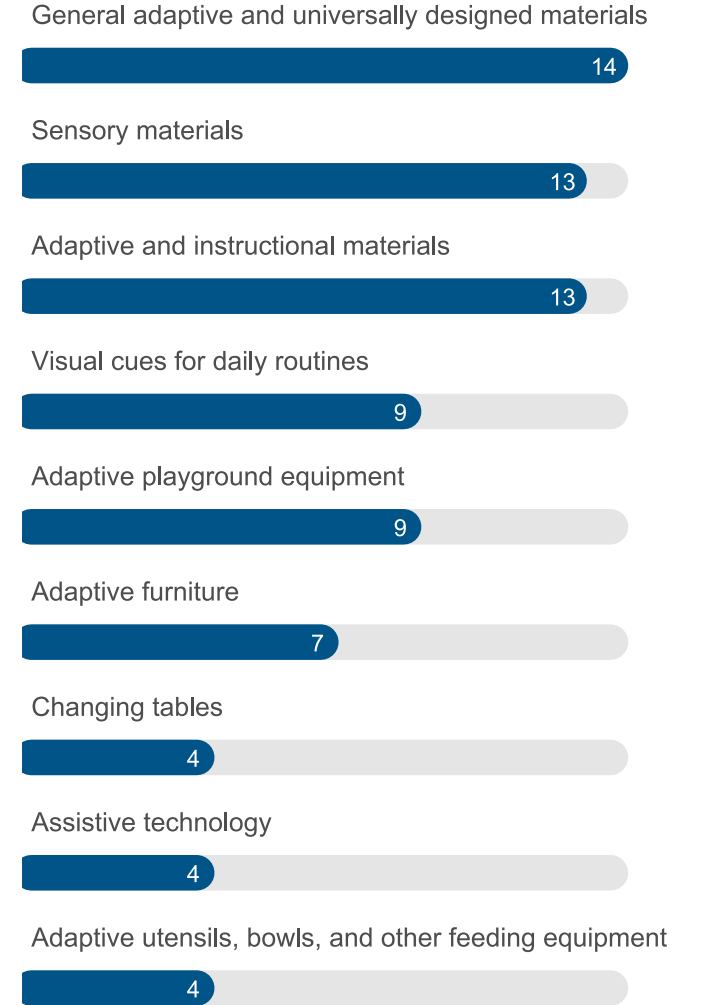
# ADAPTIVE EQUIPMENT

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

## Types of environment that adaptive equipment was purchased for



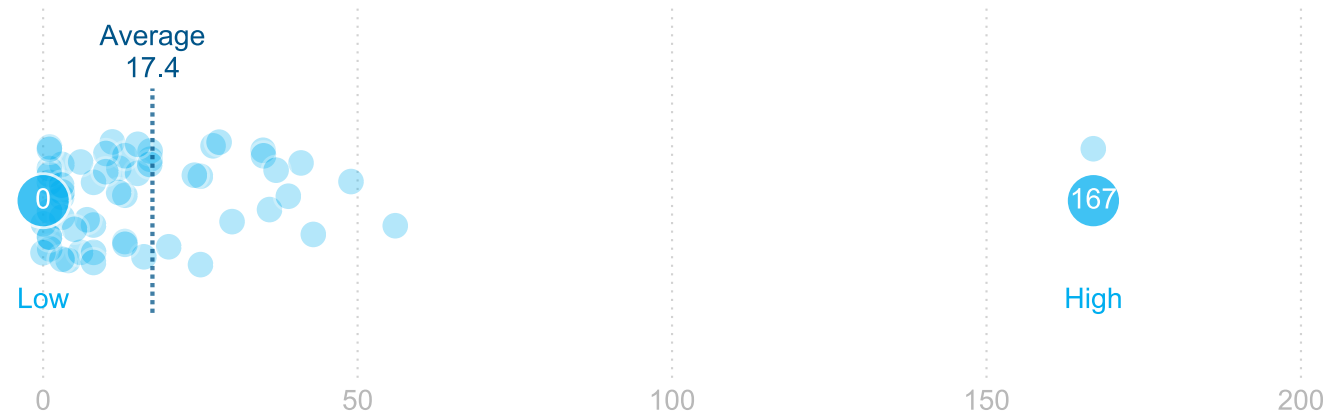
## Types of adaptive equipment that was purchased



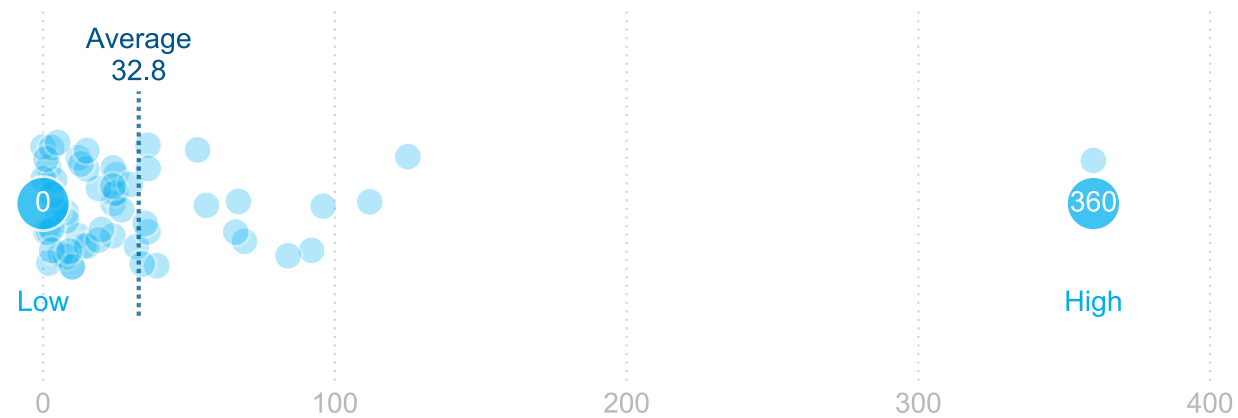
# INCLUSIVE EARLY LEARNING AND CARE (ELC) SITES

Data comes from all 58 grantees.

Number of ELC sites implementing inclusion



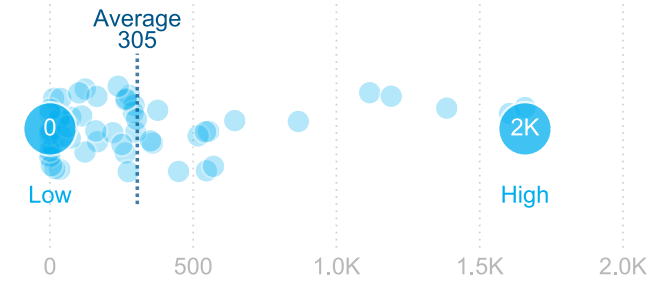
Number of ELC classrooms implementing inclusion



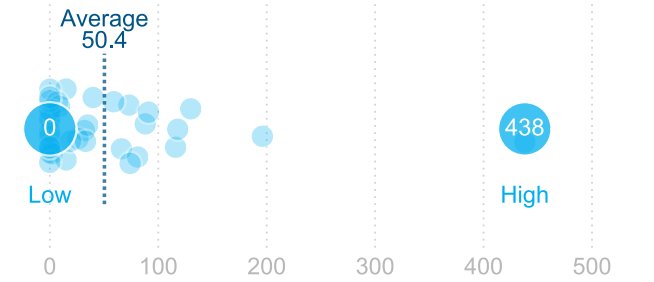
# CHILD ENROLLMENT TABLES: LOCAL EDUCATIONAL AGENCY

Data comes from 49 grantees.

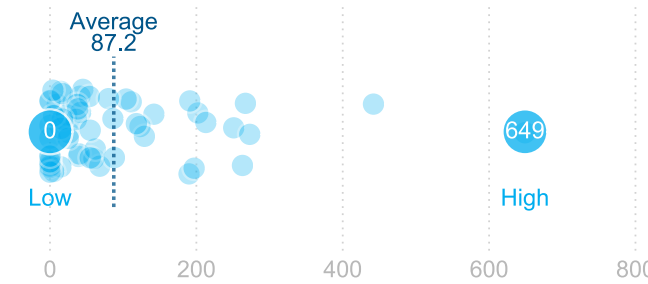
Total enrollment for preschoolers with and without disabilities



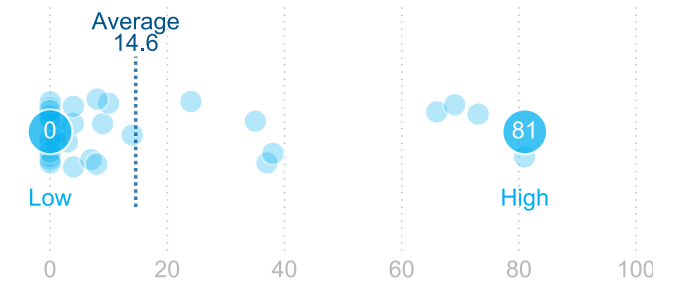
Total enrollment for toddlers/infants with or without a disability



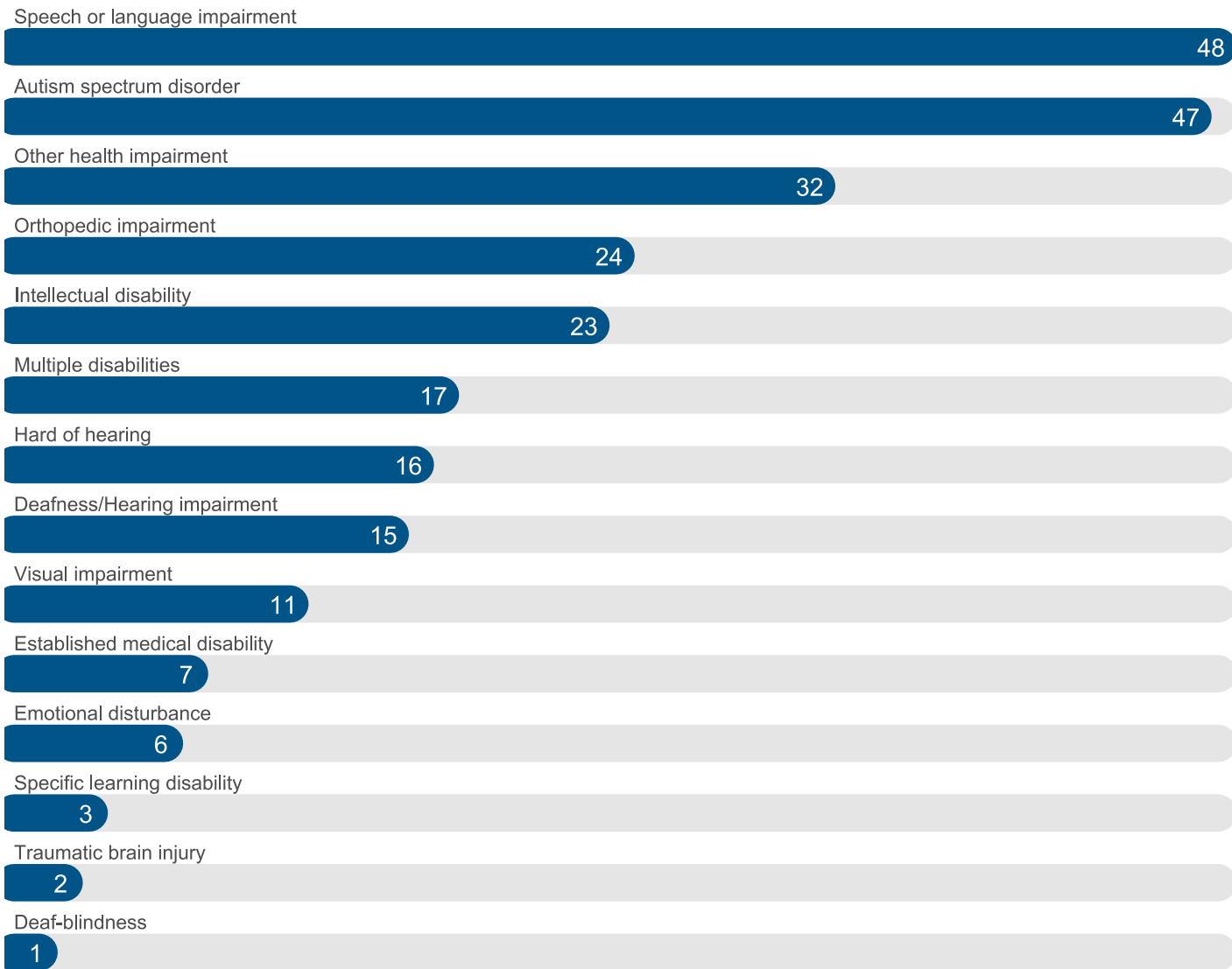
Enrollment of preschoolers with a disability



Enrollment of infants/toddlers with a disability



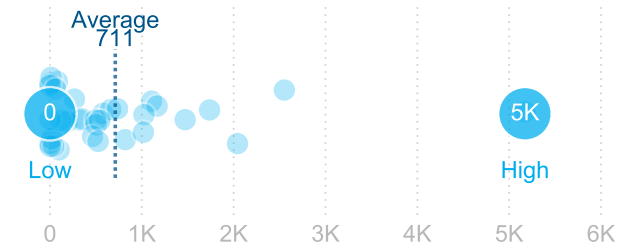
## Grantees serving disability types



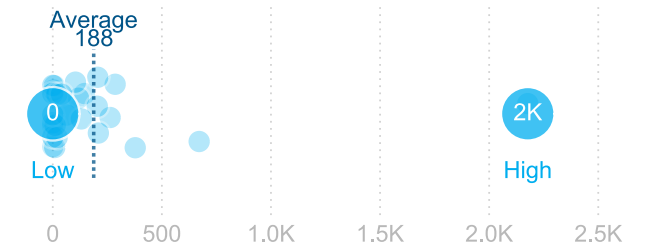
# CHILD ENROLLMENT TABLES: CONSORTIUM

Data comes from 30 grantees.

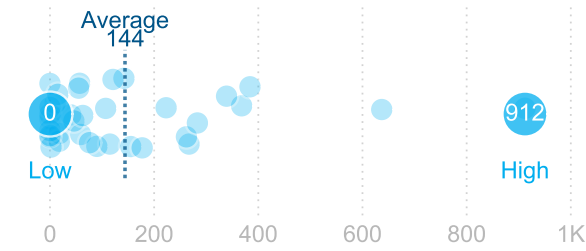
Total enrollment for preschoolers with and without disabilities



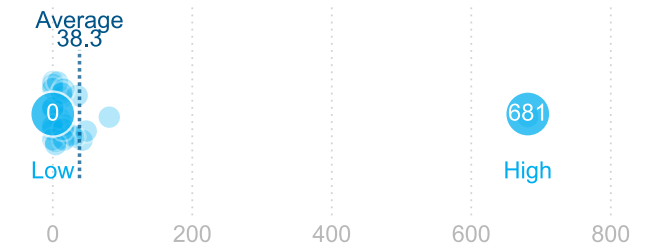
Total enrollment for toddlers/infants with or without a disability



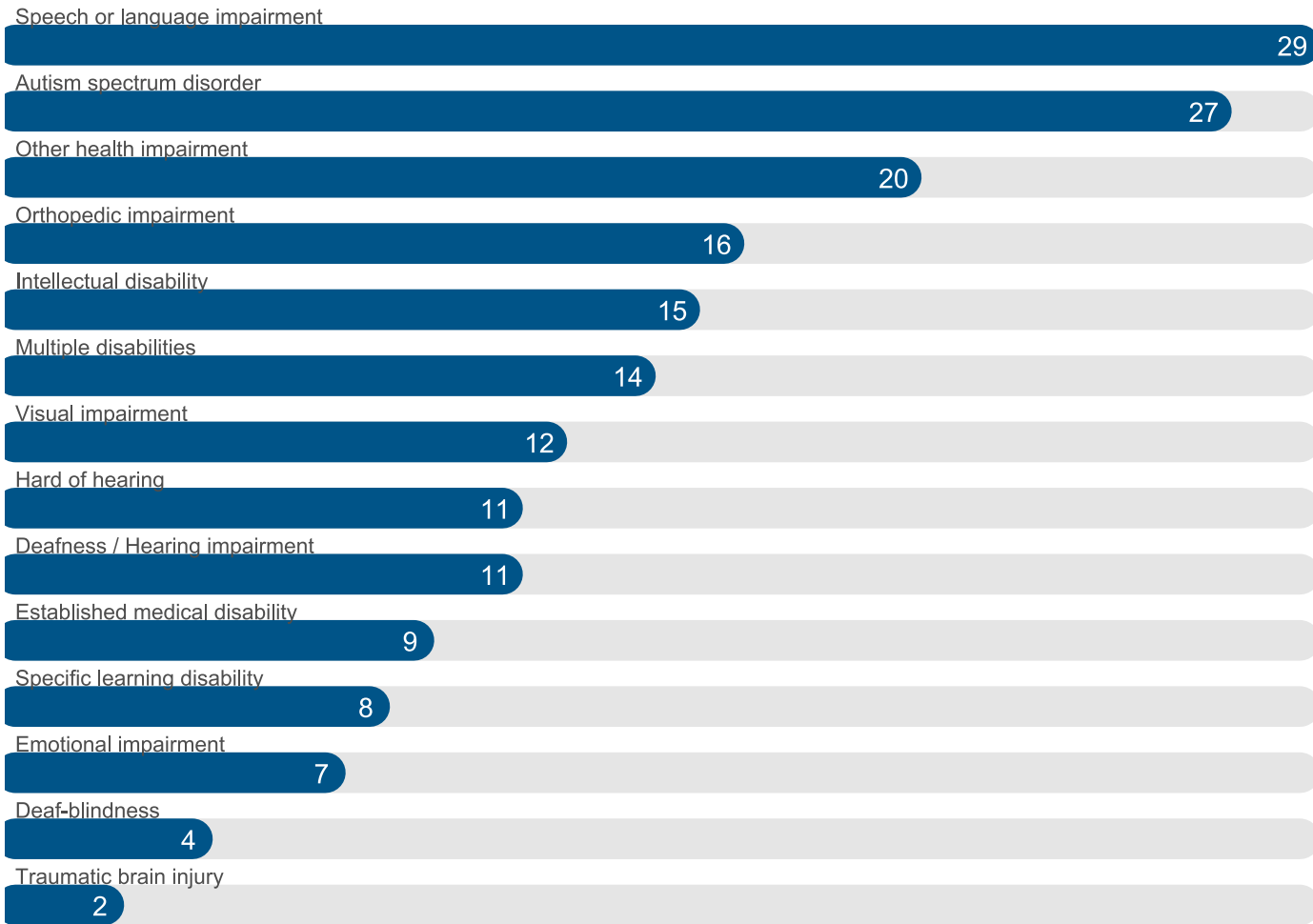
Enrollment of preschoolers with a disability



Enrollment of infants/toddlers with a disability



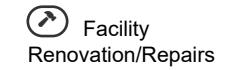
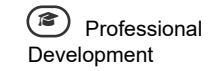
## Consortiums serving disability types

























































































































































































## 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
Los Banos Unified School District	LEA Consortium	Adaptive Equipment Professional Development Facility Renovation/Repairs	Infant/Toddlers Preschool

Grantee	Type	Contract	Ages
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	 	  	 
Shasta County Office of Education	 	  	 

Grantee	Type	Contract	Ages
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 July 2025 - December 2025 reporting period indicate that grantees are further progressing toward the IEEEP's intended outcomes. Greater levels of participation in professional development, the establishment of new partnerships to support inclusion, as well as the increase in completed renovations highlight the program's momentum. Additionally, all grantees report being on track to expand access, with nearly all grantees being on track to build partnerships and sustain inclusive practices beyond the life of the grant. Taken together, these findings point to a strong foundation for continued progress in advancing inclusive early learning across the state.

# 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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