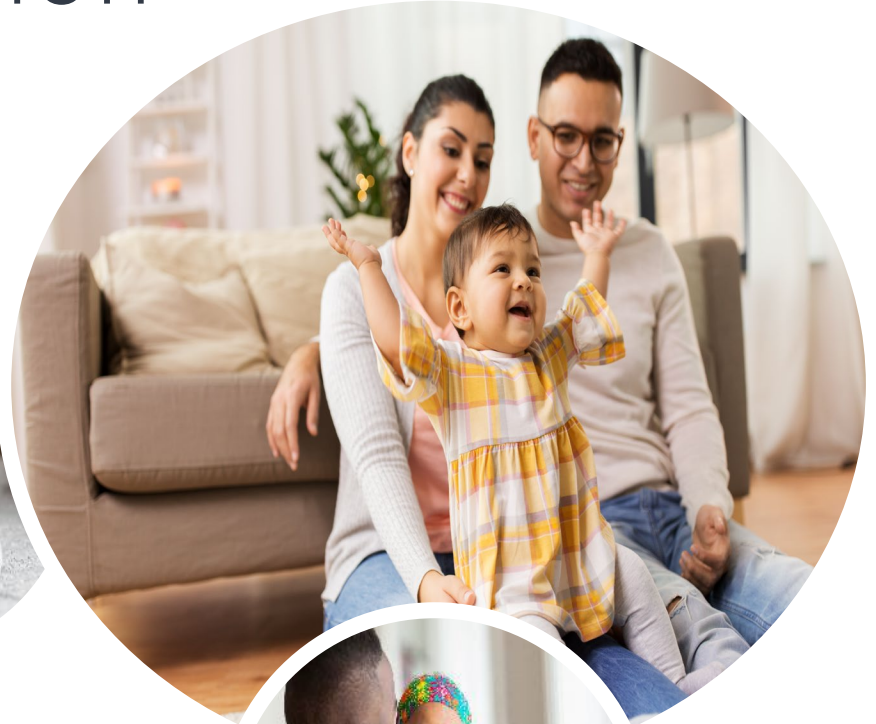


Interagency Coordinating Council (ICC) on Early Intervention

Quarterly Meeting

May 7, 2026



HOUSEKEEPING



Interpretación en español: haga clic en el globo blanco en la parte inferior de la pantalla con la etiqueta "Interpretation." Luego haga clic en "Spanish" y seleccione "Mute original audio."



ASL interpreters have been "Spotlighted" and live closed captioning is active

- Raise hand, say first name and **speak slowly**



This meeting is being recorded



Materials are available at: <https://www.dds.ca.gov/services/early-start/state-icc-on-early-intervention-overview/>



Submit written comment via email to: earlystart@dds.ca.gov



HOUSEKEEPING-INTERPRETATION SERVICES

ASL INTERPRETERS

- ASL interpreters will be spotlighted during the meeting.

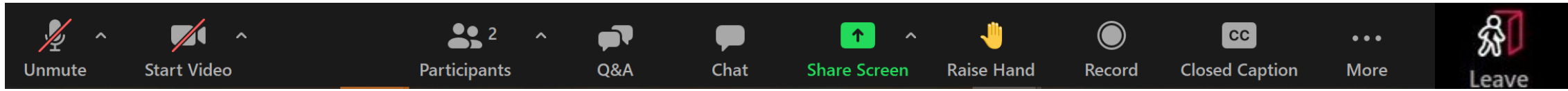
WHEN SPEAKING

- Please introduce yourself by stating your full name and who you represent.

PLEASE SPEAK SLOWLY

- To support our interpreters with accurately interpreting the information discussed during the meeting, please speak slowly.

ZOOM TIPS



Unmute mic only when it's your turn to speak



Turn your webcam on/off

Chat is available for all attendees; send chats to "Everyone"

During public comment, please use the raise hand feature

Leave the webinar at the end of the meeting

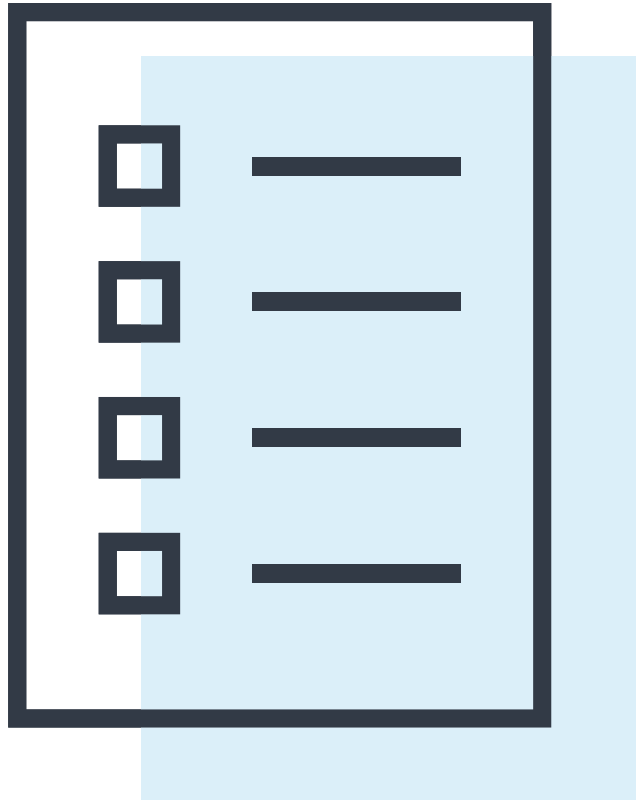


- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants

ROLL CALL



AGENDA



- Welcome, Housekeeping Items, and Roll Call
- Review Agenda
- Approval of Minutes
- Review ICC Mission and Purpose
- Introduction of Meeting Theme: **Transitions**
- Public Input
- Life Outcomes Improvement System (LOIS)
- **Break**
- DDS Updates
- Voices from the Field
- **Lunch**
- ICC Council Reports
- Announcement of Committee Composition and Goals
- Committee Meetings

APPROVAL OF MINUTES



ICC MISSION AND PURPOSE



To promote and strengthen a coordinated system of services and supports for infants and toddlers, birth to three years old, who have or are at risk for a disability and their families. We are committed to a relationship-based, family-centered approach that fosters meaningful partnerships between families and professionals and encourages effective interagency collaboration.

ICC MISSION AND PURPOSE

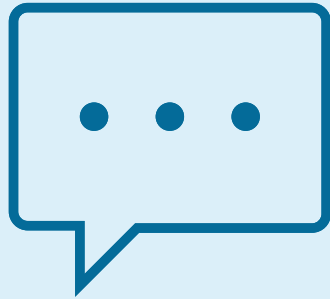


As an advisory body to the California Department of Developmental Services (DDS), the Interagency Coordinating Council (ICC) seeks input and guidance from a diverse group of stakeholders. By incorporating a wide range of lived experiences and perspectives, we aim to ensure that our recommendations are inclusive, culturally responsive, accessible, and reflective of the needs of all communities we serve.

MEETING THEME

Transitions





PUBLIC INPUT

Public Input Guidelines

Comments Can be in Writing or Spoken

All comments are published as part of the public record and posted on the ICC website in the form of meeting minutes

Each Person has 2 Minutes to Comment

We want to make sure there's time to hear from everyone. Longer comments? Submit them in writing to ensure your full message is shared

Commenting on Behalf of Others

One person is welcome to share input from others, please just be mindful of time, summarize key points and turn in any written statements

Please Be Specific

A clear statement-including specific suggestions for addressing any concerns you may have- is most helpful

Want to share a PowerPoint or Video as Part of Your Public Comment at a Future Meeting?

Email EarlyStart@dds.ca.gov at least 14 days in advance with any audio/visual needs



Housekeeping-Interpretation Services

ASL INTERPRETERS

- ASL interpreters will be spotlighted during the meeting.

WHEN SPEAKING

- Please introduce yourself by stating your full name and who you represent.

PLEASE SPEAK SLOWLY

- To support our interpreters with accurately interpreting the information discussed during the meeting, please speak slowly.

DDS Life Outcomes Improvement System (LOIS) Project

ICC: Early Intervention
Thursday, May 7, 2026



Agenda

1. DDS LOIS Project
2. LOIS Resources
3. Feedback Survey
4. Caring for the Caregiver



What is the Life Outcomes Improvement System?

The **Life Outcomes Improvement System (LOIS) Project** is a transformational and essential information technology modernization initiative to implement an integrated, data first, cloud-based solution(s) to support comprehensive case management, financial management, service delivery operations, and program management and oversight.



LOIS: The Woman Behind the Name

Introducing Lois Curtis

- At 27 years old, Lois was the lead plaintiff in an important case for the disability community – the case is called, *Olmstead v. L.C.*
- Lois Curtis, along with Elaine Wilson, argued that unnecessarily forcing people with disabilities to live in institutions violated the Americans with Disabilities Act (ADA).
- On June 22, 1999, the court ruled in her favor—a major victory for disability rights.
- Lois Curtis started to use art to express herself and used her story to inspire others; she even gifted one of her paintings to President Barack Obama in 2011.



LOIS Project Objectives

LOIS Project Objectives:

1. Enhance service delivery and experience
2. Streamline access and intake processes
3. Strengthen communication, collaboration, and insight
4. Increase operational efficiency and fiscal accuracy
5. Advance transparency, standards, and data accessibility
6. Leverage tools for continuous improvement

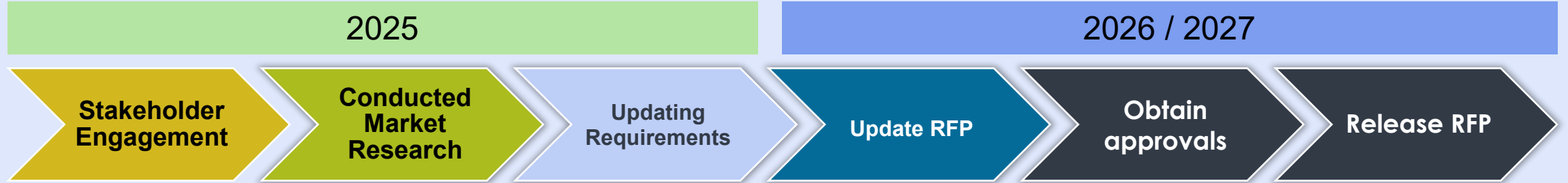


LOIS Project Summary of Goals



From the LOIS Project Input Update: [LOIS Project Input Update Webinar October 2025](#)

LOIS Project Timeline



LOIS Project Areas of Interest

LOIS Project Areas of Interest

1. Streamlined referral process
2. User friendly intake process
3. Improved accessibility to individual information and records
4. Enhancements to existing financial and billing system
5. Improved communication tools



LOIS Community Engagement

DDS Internal Programs (January to April 2025)

- LOIS Project Overview and Brainstorming
- “Reimagining Sessions”
- Follow up capture operational pain points and concerns

Regional Center Outreach – Day in the Life (2024 - ongoing)

- Technical Architecture/Data Architecture Survey Update
- Semi-Monthly Open Houses
- FOCUS Visits (April 2026 -)

Townhall Meetings (August – October 2025)

Public Town Halls for Individuals and Their Families

- Sacramento
- Berkeley
- Central Valley
- Los Angeles
- San Diego
- Very Northern CA (Virtual)
- 3 Virtual Town Halls

Service Provider Town Halls – all virtual

- Residential Services
- ILS, SLS, & Personal Care Employment
- Employment Services Providers
- Specialized Therapeutic & Professional Services
- Day Services
- SDP Vendors of Respite, Employer of Record & Participant Direction
- Early Start & Infant Development
- Transportation

Note: This list is a sampling and not exhaustive; it does not include the 300+ meetings RCs

Current Outreach and Engagement

LOIS Project and Regional Center FOCUS Visits

Field Observation for Collaboration, Understanding, and Solutions (FOCUS)

FOCUS visits will be an essential touchpoint with regional centers, state-operated facilities, and family resource centers.

Purpose:

- Deeper understanding of a regional center's current processes
- Highlight opportunities for additional support
- Ensure we are fully aligned with project goals
- Share information
- Ask questions
- Learn from their experience
- Listen for understanding

LOIS Project Resource Links

DDS LOIS Project Website Links

- DDS: [DDS Website](#)
- LOIS: [DDS Initiatives: Life Outcomes Improvement System \(LOIS\)](#)
 - Downloadable Documents
 - [LOIS Project Information Sheet \(PDF\)](#)
 - [LOIS FAQs \(PDF\)](#)

LOIS Project Overview: Recordings and Slide Decks

LOIS Project Kickoff July 30, 2025

- [Kick off Recording](#)
- [Kick off Presentation](#)

Townhall Summary October 30, 2025

- [Townhall Conclusion Recording](#)
- [Townhall Conclusion Presentation](#)

Alex & Marty's Message about LOIS

Marty & Alex share why they believe LOIS can better support Californians with intellectual and developmental disabilities; and Marty reflects on his friendship with disability rights activist Lois Curtis and how her legacy inspires building the online system the right way.

[Alex & Marty's Message YouTube Video](#)



Bridges Newsletter

Each issue of Bridges lifts up the voices and lives of Californians with intellectual and developmental disabilities. Receive stories that reflect our community, along with the latest from the Department straight into your inbox every month.

Click on the link to view the webpage and sign-up for the newsletter:

[DDS Bridges Newsletter Webpage](#)

Highlight



What's Next for LOIS Project?

November 20, 2025

The Life Outcomes Improvement System (LOIS) is moving into its next phase by asking technology companies to share ideas for building the new, online system. LOIS will be a project that will make it easier to...



How Can We Best Support You?

Your Voice Matters! We want to hear your unique perspectives on the LOIS Project. Please scan the QR code or click on the link and fill out a 5-minute survey.



[LOIS Project
Feedback
Survey](#)



Care for the Caregiver

Take time for Self-Care!

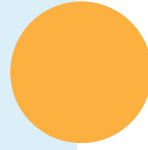
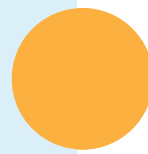


How do you care for and recharge yourself?



Thank you!





BREAK

Return by 10:15 am

DDS UPDATES



CURRENT STATUS



Regulations Update

Grant Application

Early Start Partners Symposium

Service Coordinator Day

DIFFERENTIATED MONITORING AND SUPPORT (2.0)

- The Office of Special Education Programs (OSEP) conducts monitoring visits for all states receiving Individuals with Disabilities Education Act (IDEA) funds.
- Goals:
 - Improve outcomes and results for infants, toddlers, children and youth with disabilities and their families
 - Ensure compliance with the Individuals with Disabilities Education Act (IDEA)
- Areas of Focus:
 - Monitoring and Improvement
 - Data
 - including the State Performance Plan (SPP) and Annual Performance Report (APR)
 - Fiscal Management
 - Dispute Resolution

ANNUAL PERFORMANCE REPORT July 2024 to June 2025



KEY TERMS

State Performance Report/Annual Performance Report (SPP/APR) - A report submitted annually to the Office of Special Education Programs (OSEP) providing information on the progress of California's Early Start program in meeting the established targets for each of the indicators.

Individuals with Disabilities Education Act (IDEA) - A law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children, supports early intervention services for infants and toddlers and their families, and awards competitive discretionary grants.

- **Part C of IDEA** - California's early intervention program, known in California as Early Start.
- **Part B of IDEA** - Special Education

Early Start Report (ESR) - Database containing data on progress and outcomes on children being served in the Early Start Program. The data is entered by regional center personnel.

Individualized Family Service Plan (IFSP) - A document that describes a child's current level of development, goals developed by the team, and what types of services the child will receive.

KEY TERMS

Federal Fiscal Year (FFY) - The 2024-2025 fiscal year is from July 1, 2024, to June 30, 2025.

Targets – A target is a goal. It sets an expectation for performance on the indicator against which states can measure the impact of the improvement strategies being implemented.

Compliance Indicators: In the SPP/APR, indicators where 100% compliance is the requirement.

Results Indicators: In the SPP/APR, those indicators that focus on system and child and family outcomes.

State Systemic Improvement Plan (SSIP) - Measures the state's progress on the development and implementation of a multi-year plan that targets increasing the capacity of the state to improve specific outcomes for children with IFSPs.

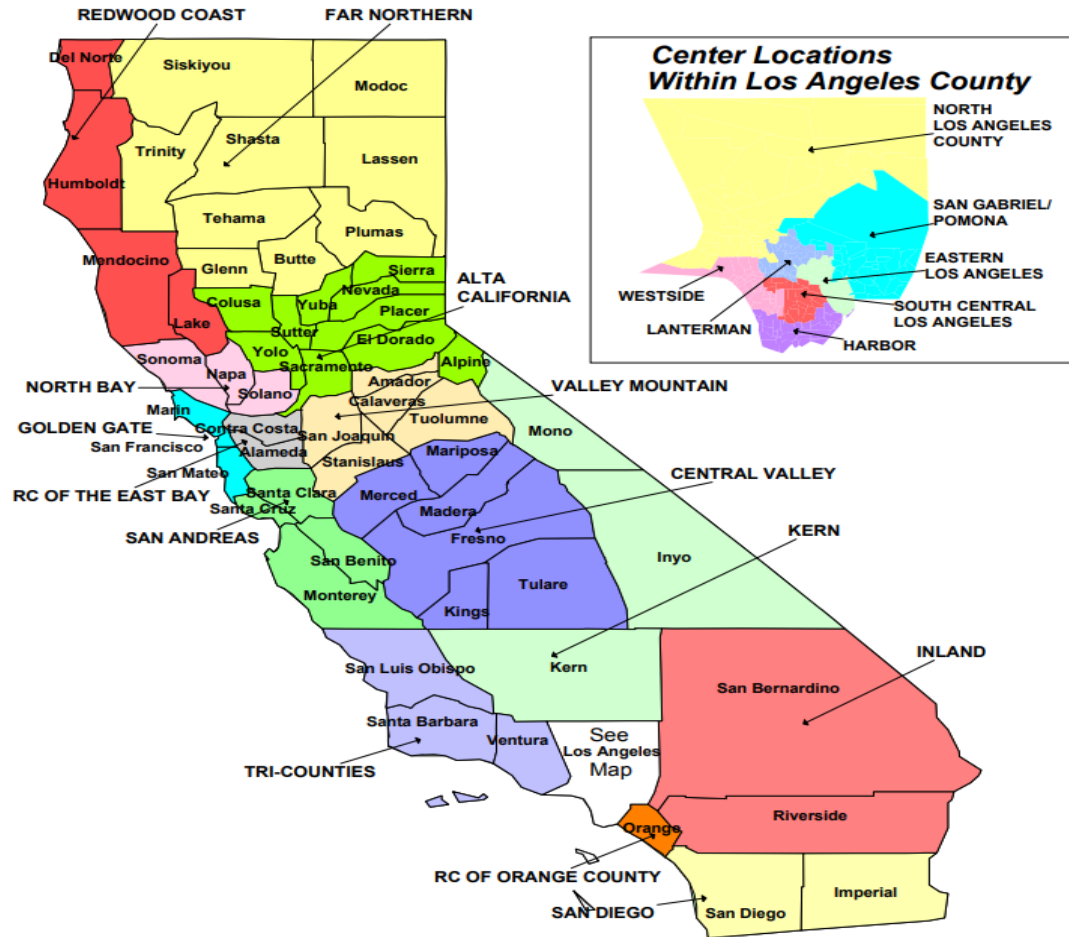
*This is not a comprehensive list of important terms in early intervention

BACKGROUND

The Individuals with Disabilities Education Act (IDEA) requires each state receiving federal funding to develop an Annual Performance Report (APR) that evaluates their efforts to implement the requirements and purposes of Parts C of the IDEA and reports annually on their performance. This report is submitted to the Office of Special Education Programs by February 1st each year.

The APR includes indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA.

FFY 2024 MONITORING CYCLE



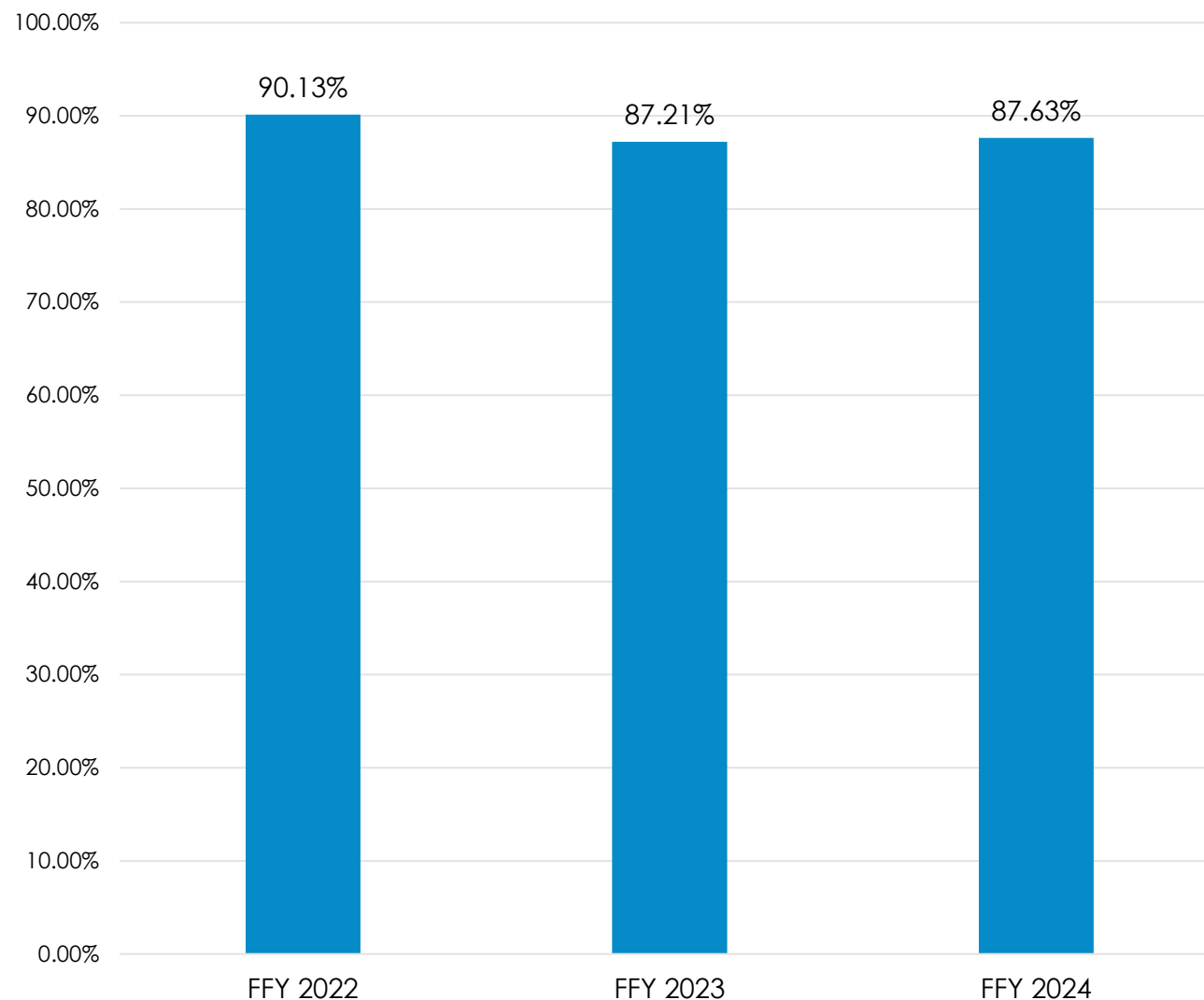
- 1. San Andreas Regional Center (SARC)
- 2. North Los Angeles County Regional Center (NLACRC)
- 3. Golden Gate Regional Center (GGRC)
- 4. South Central Los Angeles Regional Center (SCLARC)
- 5. Tri Counties Regional Center (TCRC)
- 6. San Gabriel/Pomona Regional Center (SGPRC)
- 7. Redwood Coast Regional Center (RCRC)
- 8. Inland Regional Center (IRC)
- 9. Regional Center of the East Bay (RCEB)
- 10. Westside Regional Center (WRC)
- 11. Central Valley Regional Center (CVRC)
- 12. Local Educational Agencies (29) (LEAs)

INDICATOR 1: TIMELY PROVISION OF SERVICES

What it is: The child begins services within 45 days of the signing of the IFSP

How we are measured: The number of children who receive services within 45 days of consent compared to the total number of infants and toddlers with IFSPs

California's Target: 100%



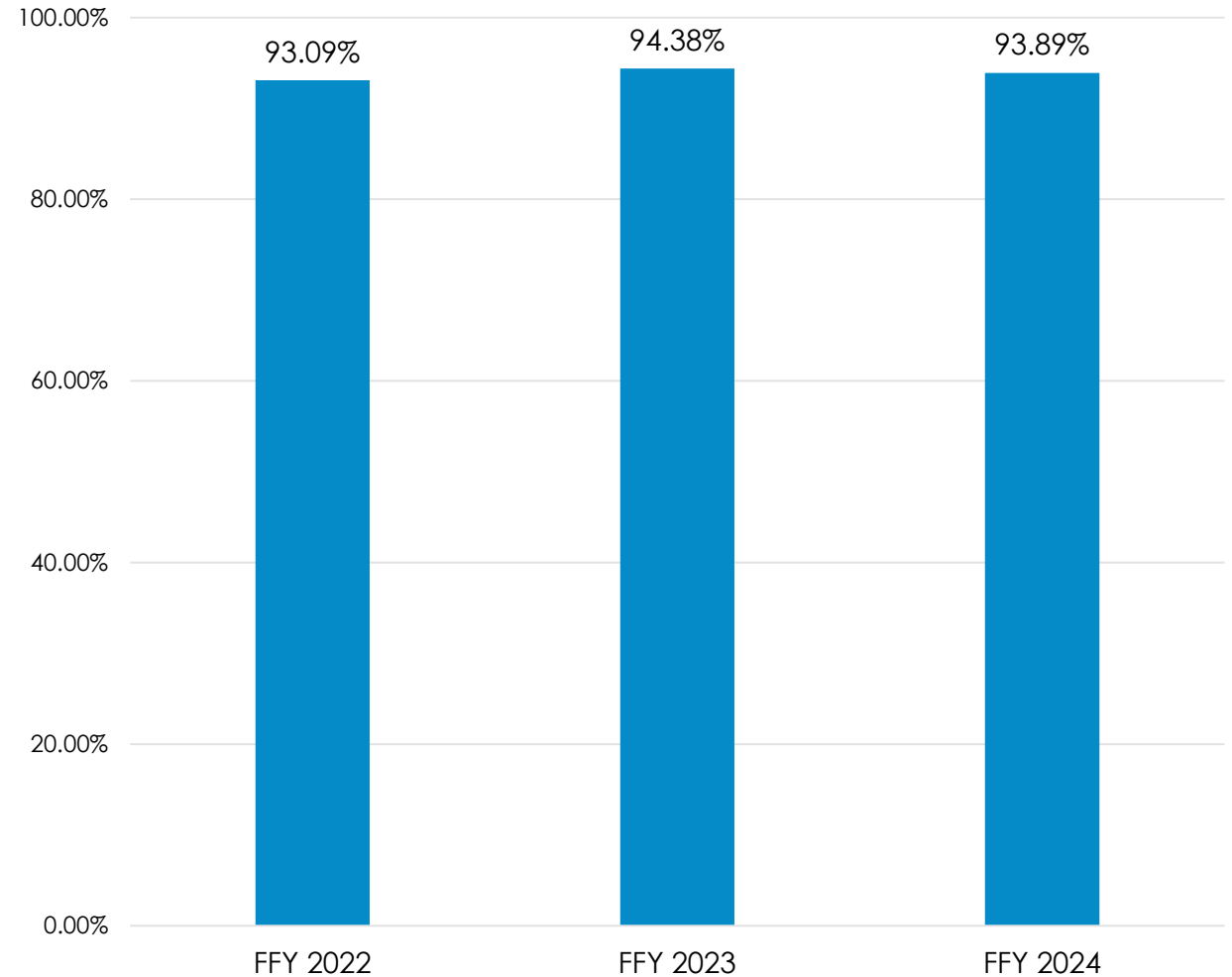
Data Source: FY 2022 – Early Start Monitoring review of 7 Regional Centers
FY 2023 10 Regional Centers
FY 2024 – 11 Regional Centers + 29 LEAs (Preliminary)

INDICATOR 2: SERVICES IN THE NATURAL ENVIRONMENT

What it is: The child receives services in the Natural Environment

How we are measured: The number of children who primarily receive early intervention services in the home or community-based settings compared to the total number of children with IFSPs

California's Target for FFY 2024: 94.20%



INDICATOR 3A: CHILD OUTCOMES – SOCIAL EMOTIONAL DEVELOPMENT

What it is: Children displaying positive social – emotional skills (including social relationships)

How we are measured:

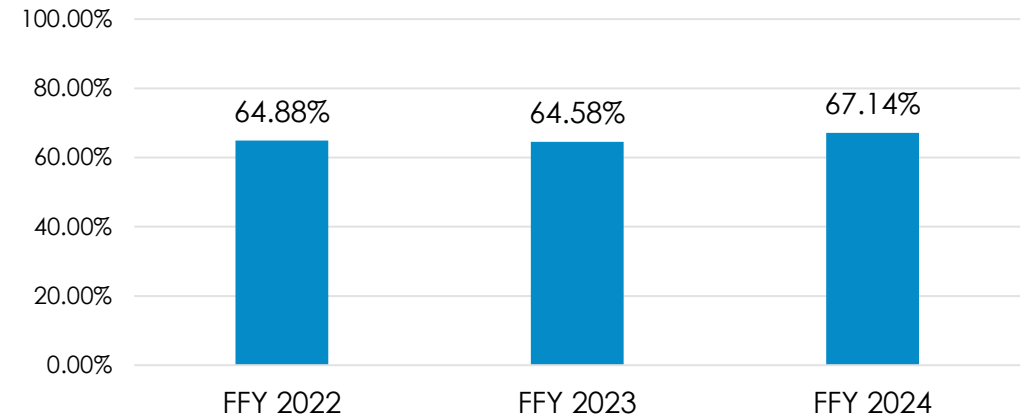
- **“Summary Statement 1” (SS1) – Children** who entered early intervention below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program
- **“Summary Statement 2” (SS2) – Children** who were functioning within age expectations in each Outcome by the time **they exited** the program

California’s Target for FFY 2024:

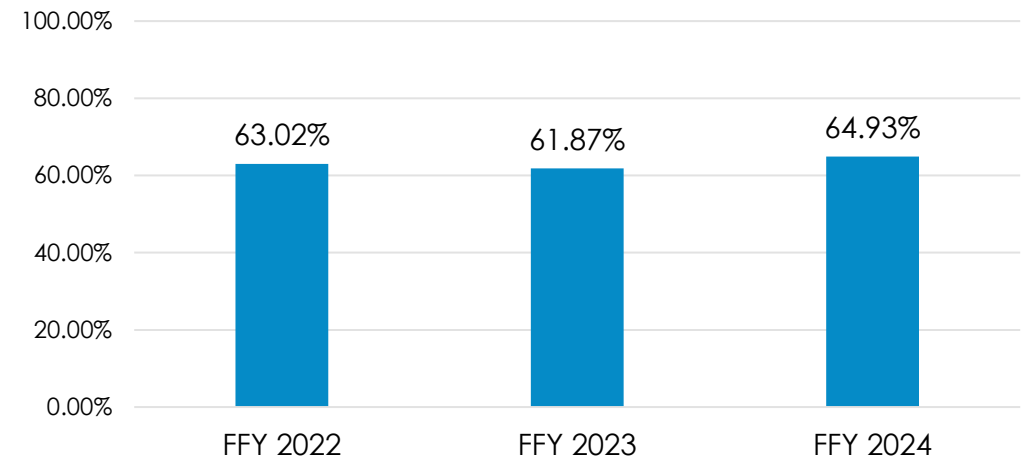
SS1 – 68.25 %

SS2 – 67.40%

Summary Statement 1



Summary Statement 2



Data Source: DDS Early Start Report (ESR) and Data Submitted by CDE

INDICATOR 3B: CHILD OUTCOMES – KNOWLEDGE AND SKILLS

What it is: Children acquiring and using knowledge and skills (including early language/communication)

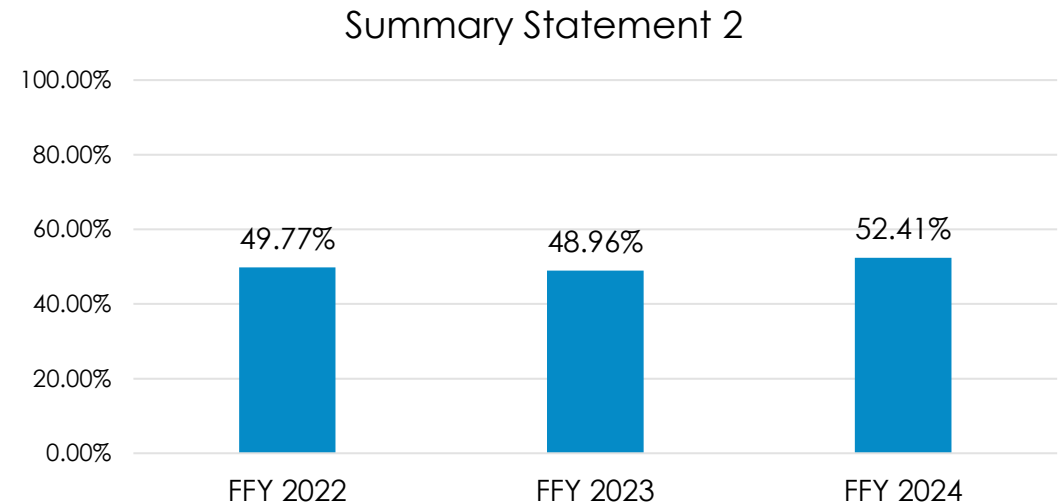
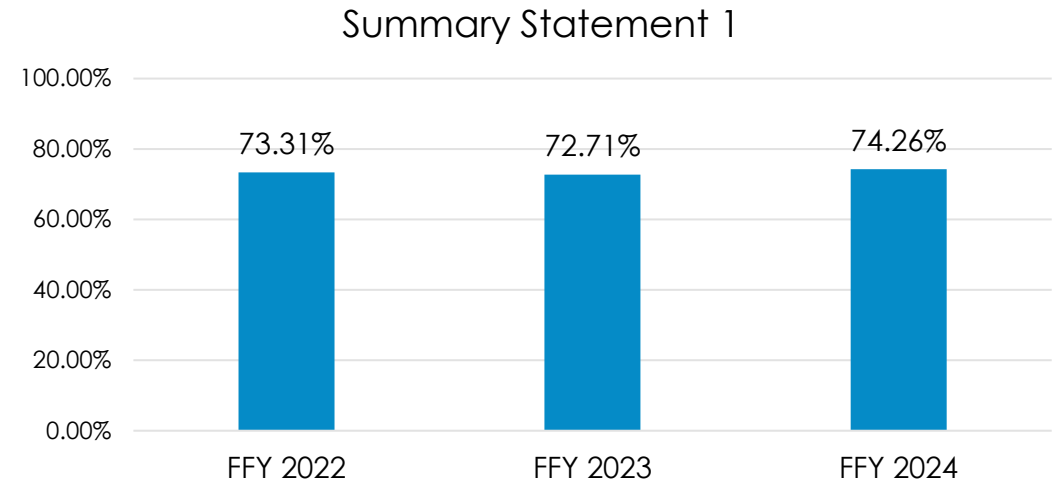
How we are measured:

- **“Summary Statement 1” (SSI) – Children** who entered early intervention below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they **exited** the program
- **“Summary Statement 2” (SS2) – Children** who were functioning within age expectations in each Outcome by the time they **exited** the program

California’s Target for FFY 2024:

SS1 – 77.00 %

SS2 – 53.54%



Data Source: DDS Early Start Report (ESR) and Data Submitted by CDE

INDICATOR 3C: CHILD OUTCOMES – BEHAVIORS TO MEET NEEDS

What it is: Children using appropriate behaviors to meet their needs.

How we are measured:

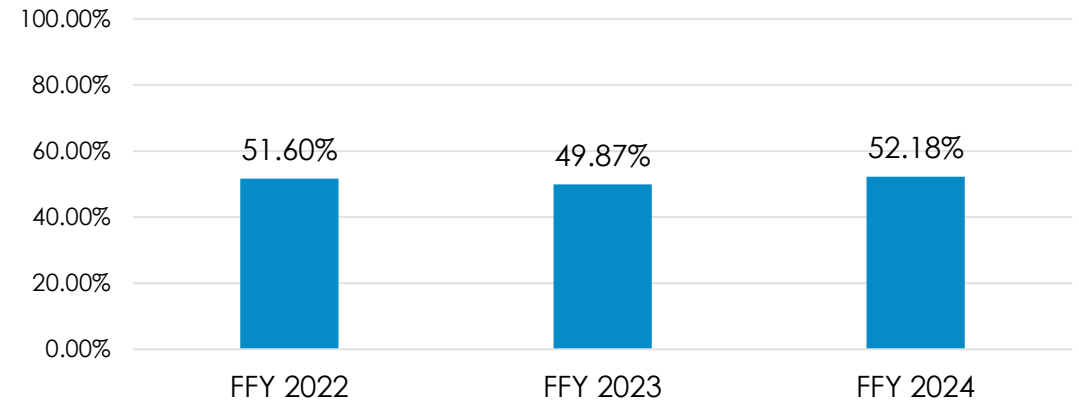
- **“Summary Statement 1” (SS1) – Children** who entered early intervention below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program
- **“Summary Statement 2” (SS2) – Children** who were functioning within age expectations in each Outcome by the time they exited the program

California’s Target for FFY 2024:

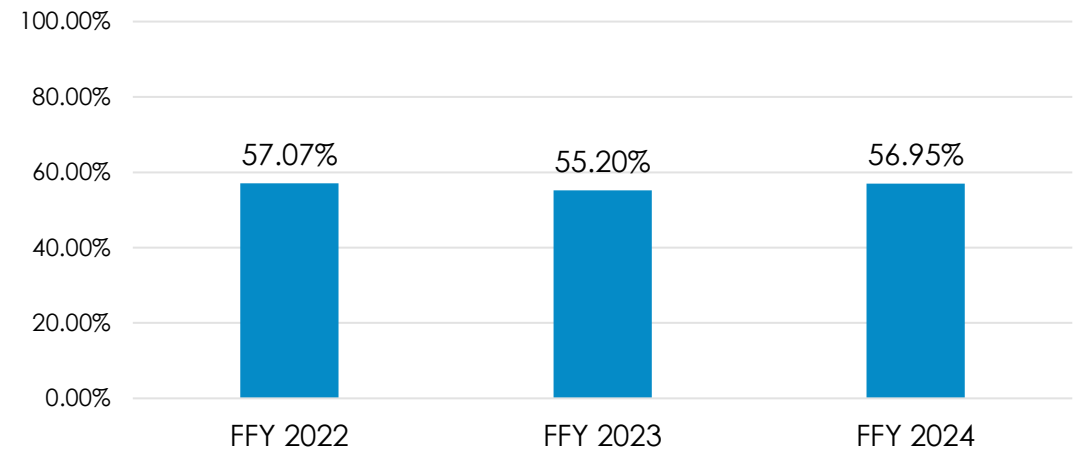
SS1 – 58.75 %

SS2 – 61.10 %

Summary Statement 1



Summary Statement 2



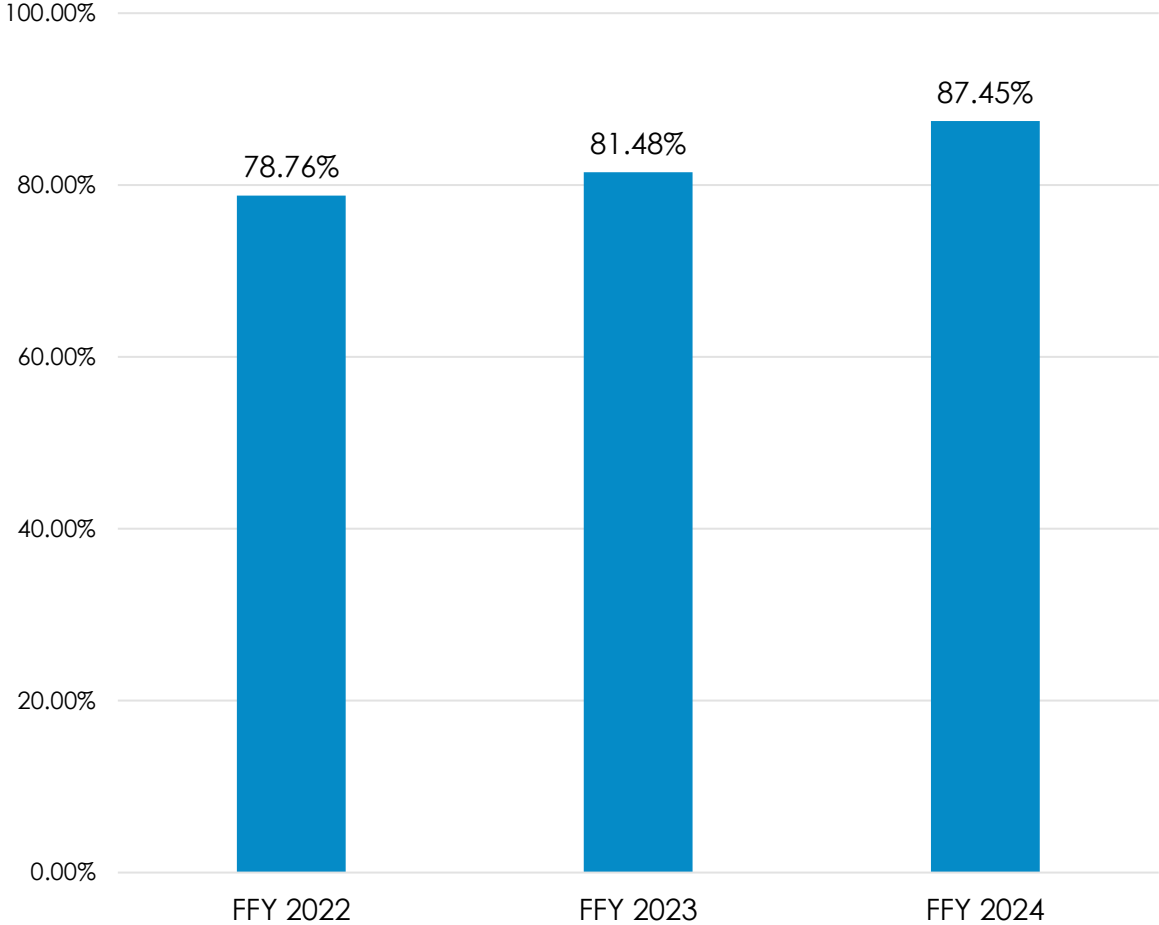
Data Source: DDS Early Start Report (ESR) and Data Submitted by CDE

INDICATOR 4A: FAMILY OUTCOMES – KNOWING THEIR RIGHTS

What it is: Early Start families reporting that Services helped them know their rights.

How we are measured: Surveyed families reporting services have helped them know their rights compared to the total family survey responses.

California’s Target for FFY 2024: 72.50%



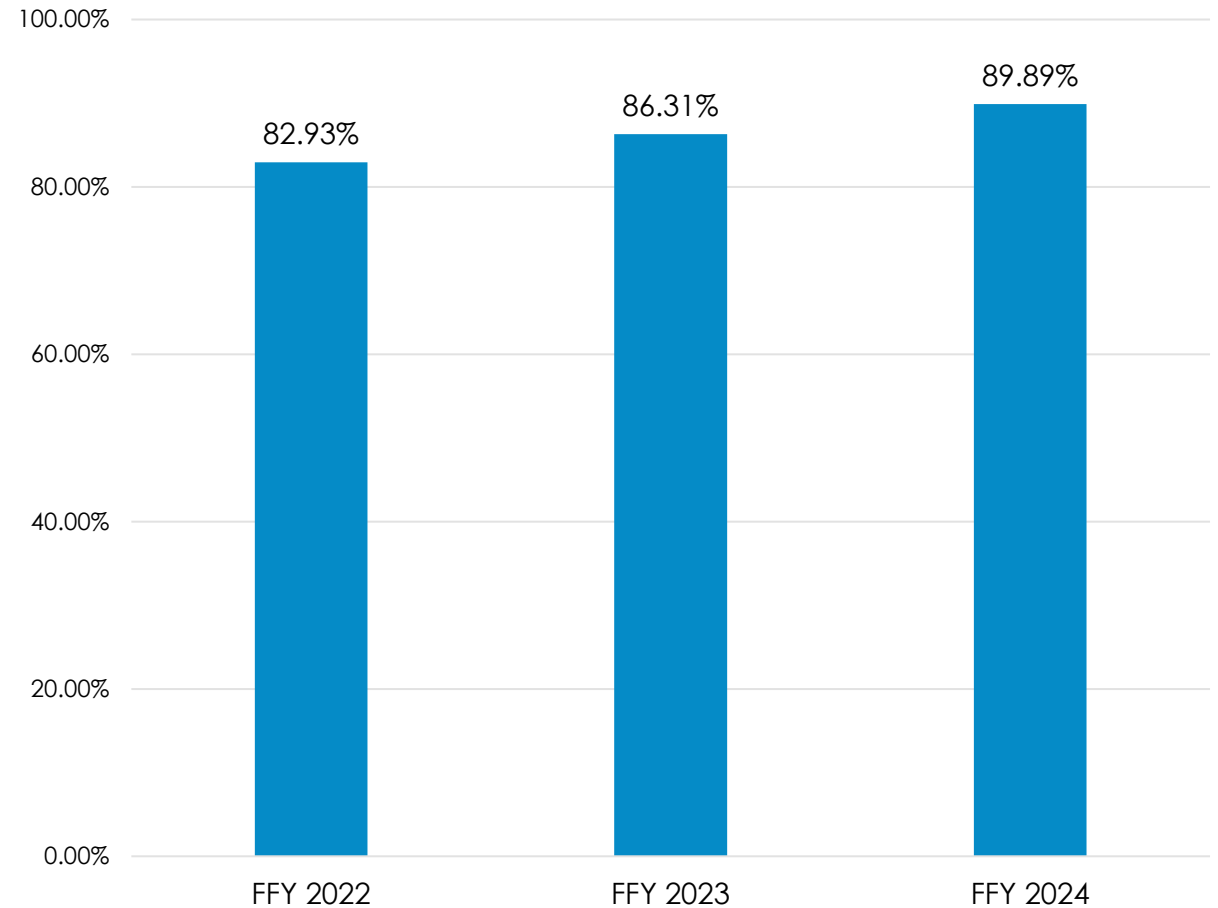
Data Source: Family Outcome Survey

INDICATOR 4B: FAMILY OUTCOMES – EFFECTIVELY COMMUNICATING THEIR CHILD’S NEEDS

What it is: Early Start families reporting that Services helped them effectively communicate their child’s needs.

How we are measured: Surveyed families reporting services have helped them communicate their child’s needs compared to the total family survey responses.

California’s Target for FFY 2024: 84.34%



Data Source: Family Outcome Survey

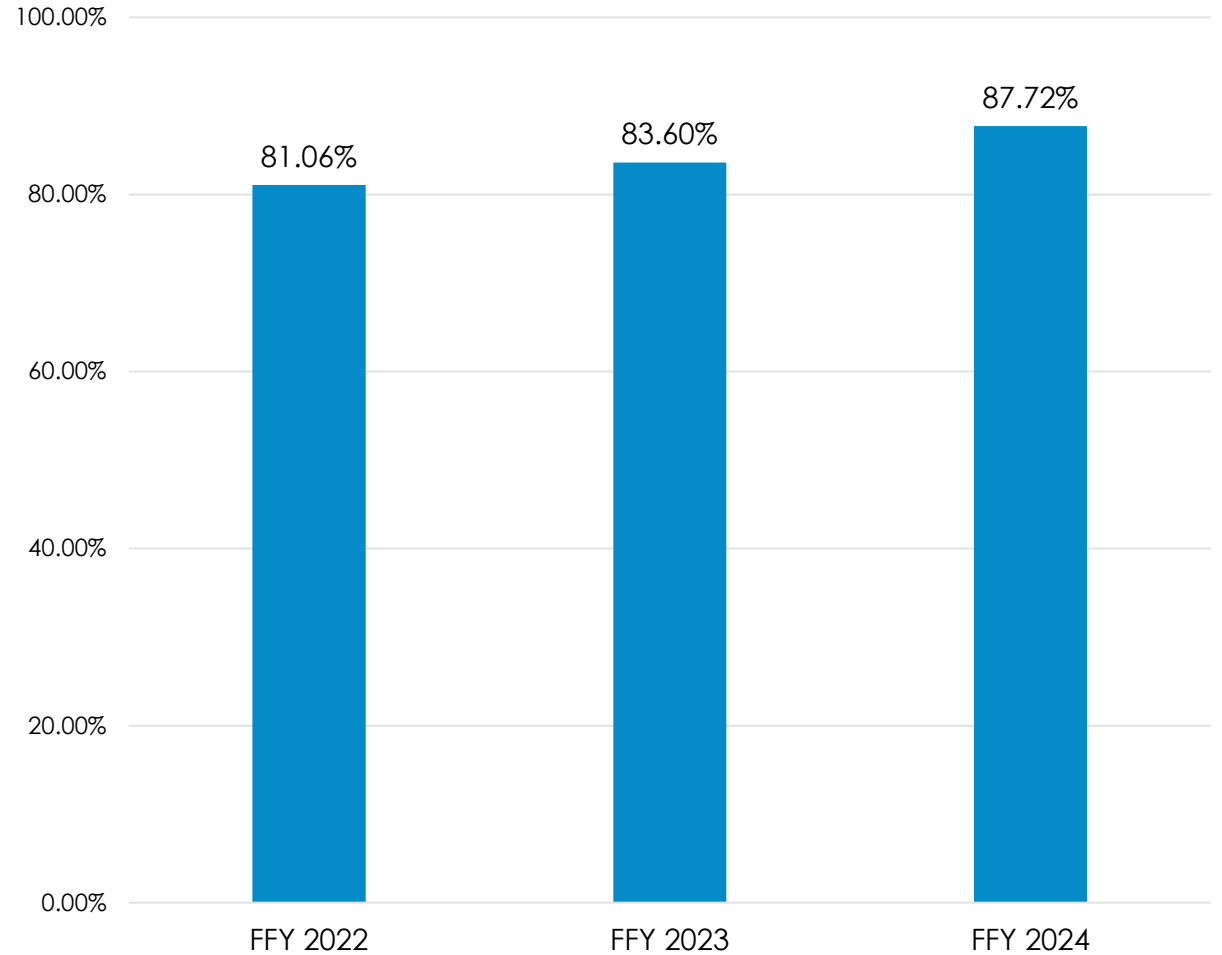
INDICATOR 4C: FAMILY OUTCOMES – HELPING THEIR CHILDREN DEVELOP AND LEARN



What it is: Early Start families reporting that Services helped them help their children develop and learn.

How we are measured: Surveyed families reporting services have helped them help their child learn compared to the total family survey responses.

California's Target for FFY 2024: 83.61%



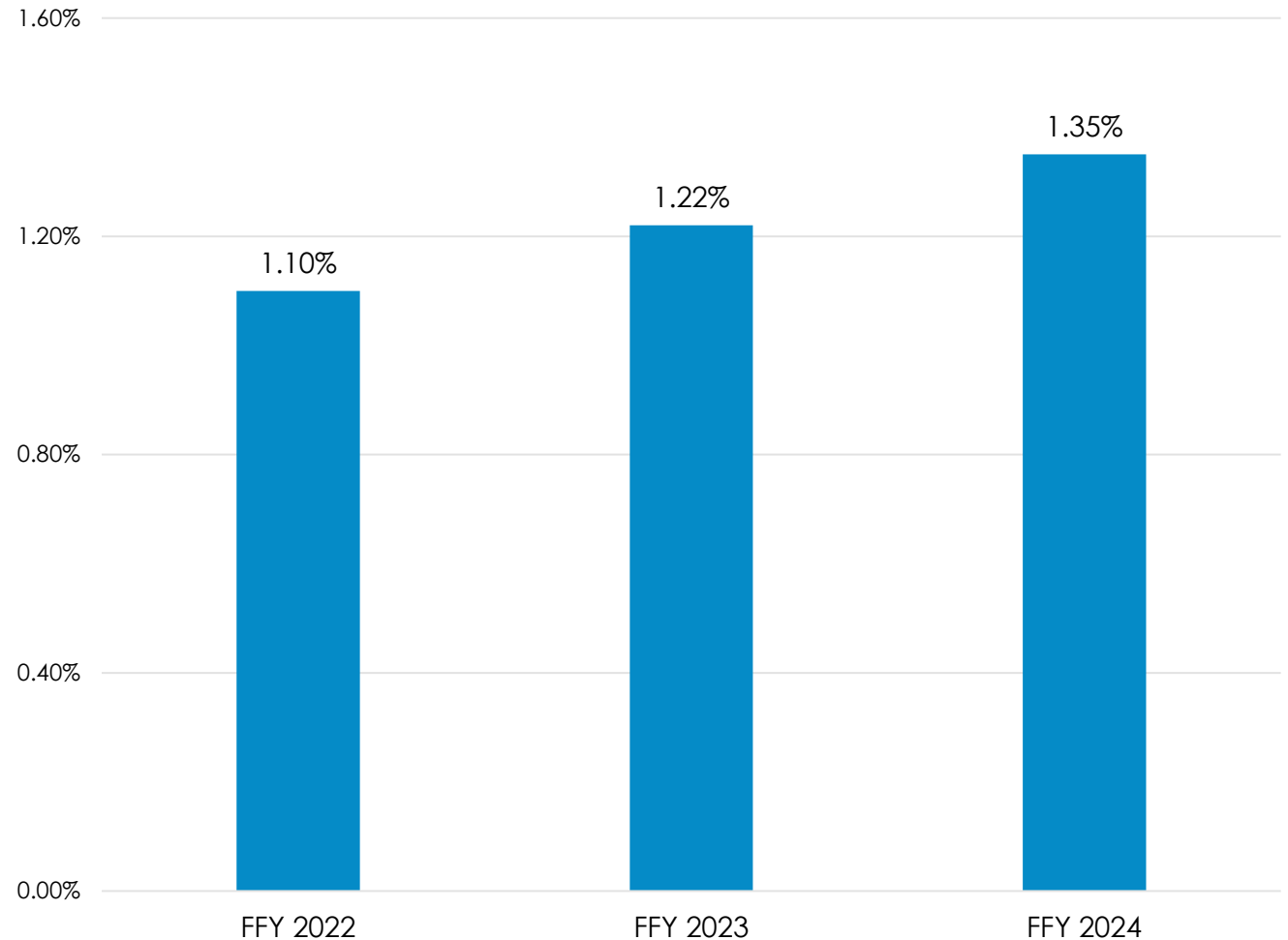
Data Source: Family Outcome Survey

INDICATOR 5: CHILD FIND (BIRTH TO ONE)

What it is: Number of children who have an IFSP aged birth to one

How we are measured: The number of children birth to one with IFSPs compared population of infants and toddlers' birth to one

California's Target for FFY 2024: 1.11%

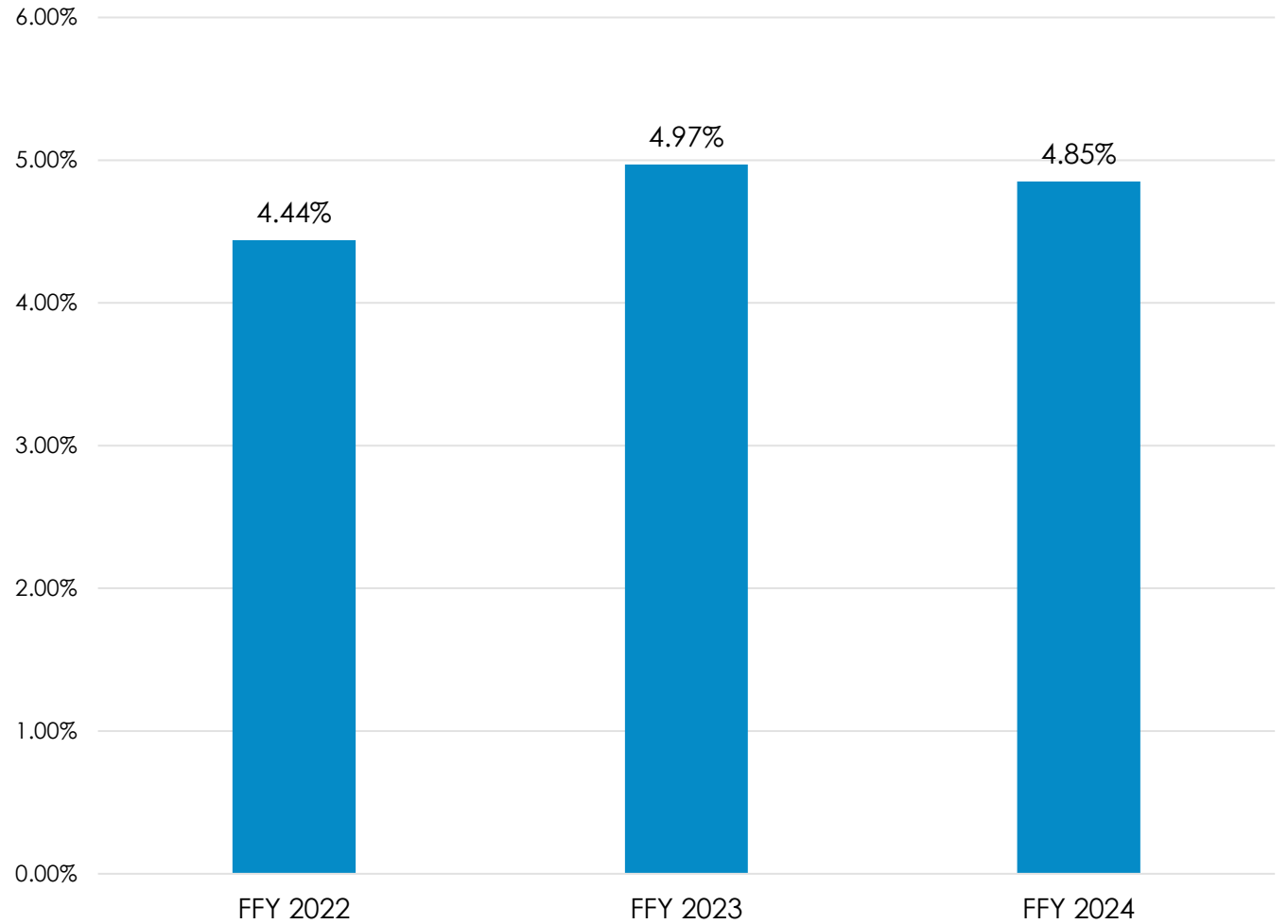


INDICATOR 6: CHILD FIND (BIRTH TO THREE)

What it is: Number of children who have an IFSP aged birth to three

How we are measured: The number of children birth to three with IFSPs compared population of infants and toddlers' birth to three

California's Target for FFY 2024: 3.49%

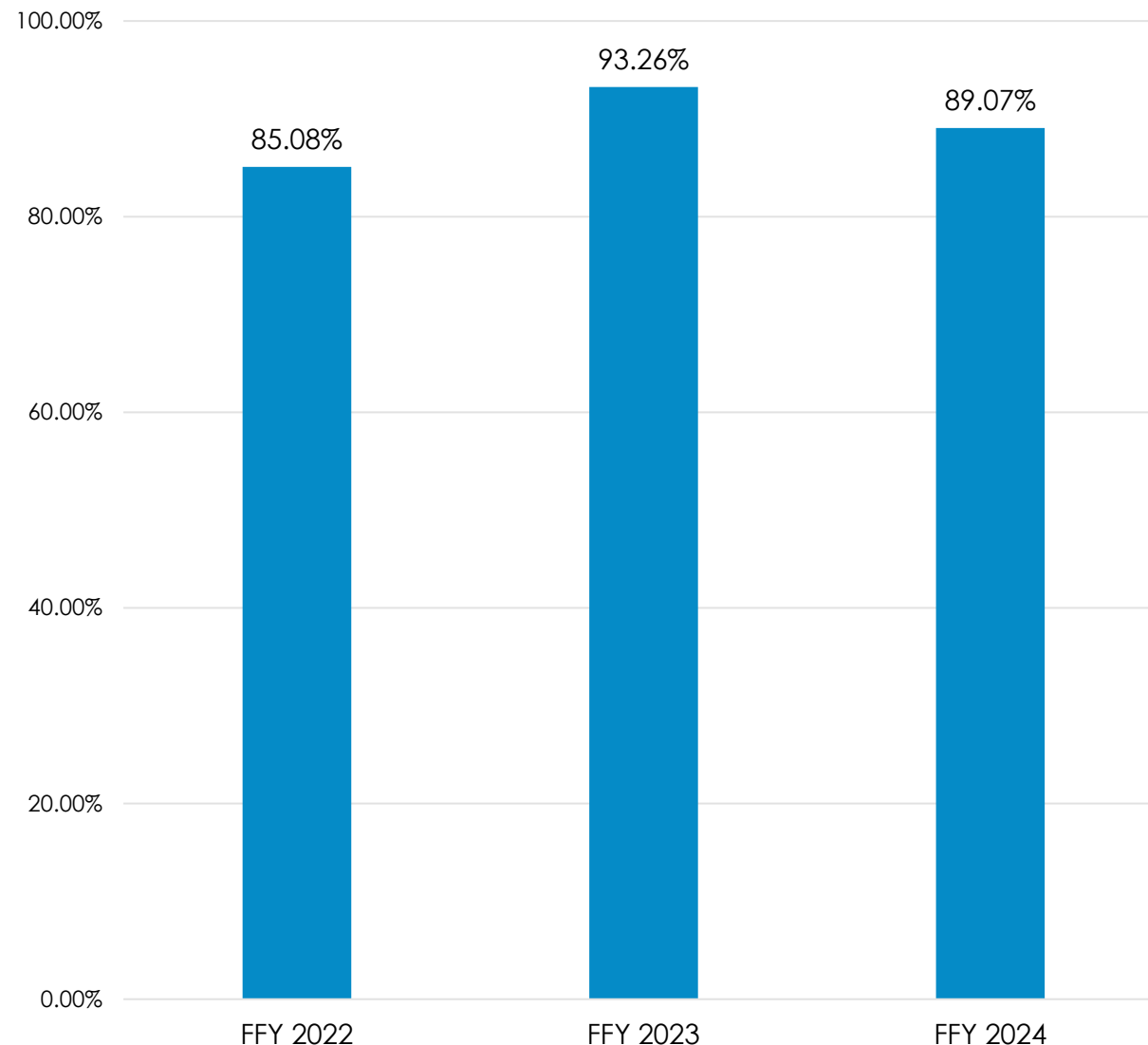


INDICATOR 7: TIMELY INITIAL IFSP

What it is: The number of children who received an initial IFSP within 45 days from the date of referral

How we are measured: The number of children whose initial evaluation, initial assessment and an initial IFSP meeting were conducted within 45 days compared the number of children who were evaluated, assessed and an initial IFSP meeting was required to be conducted.

California's Target: 100%

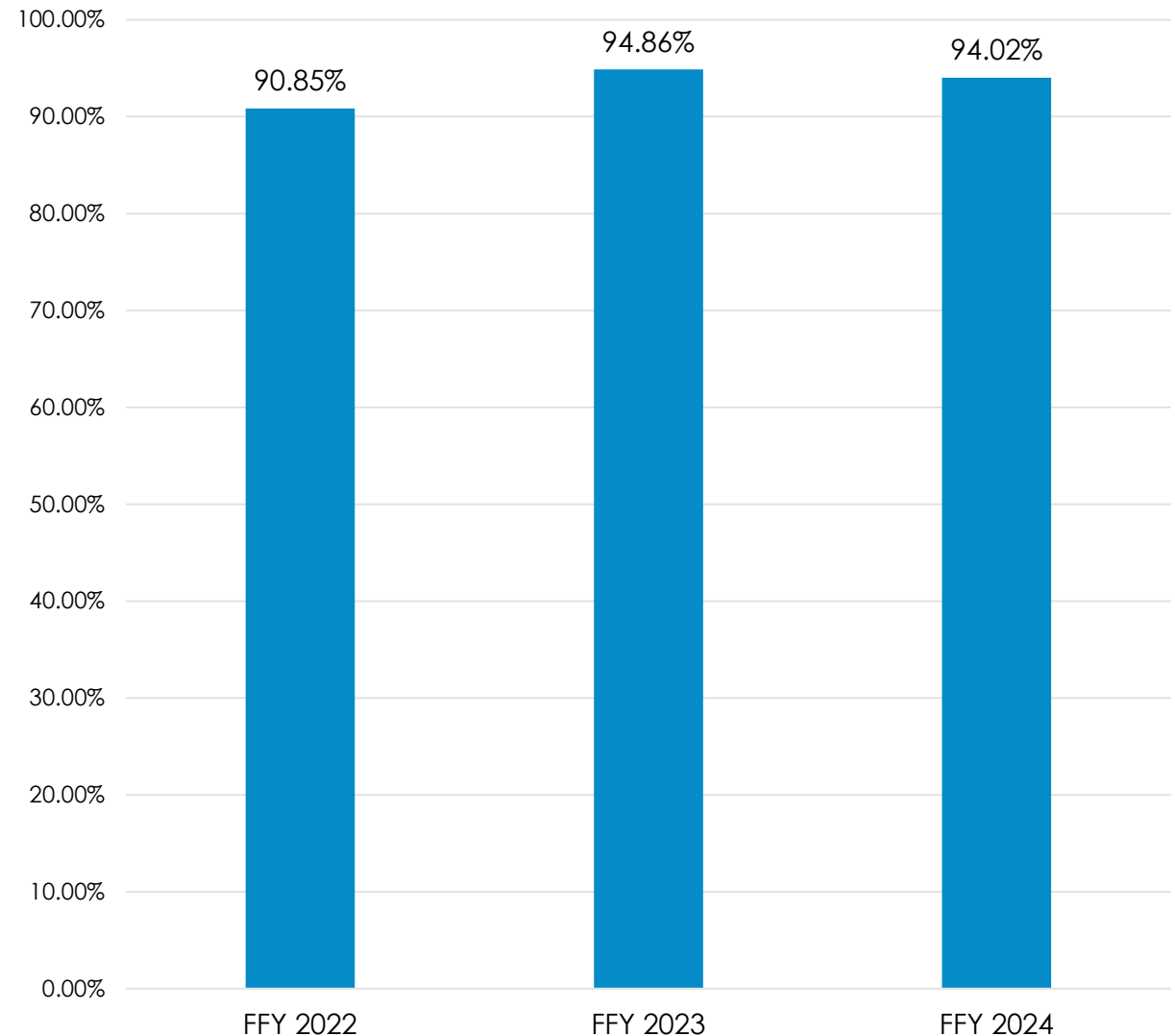


INDICATOR 8A: TIMELY IFSP WITH TRANSITION STEPS AND SERVICES

What it is: The number of children who received an IFSP with transition steps and services at least 90 days prior to the toddler's third birthday.

How we are measured: The number of children exiting early start who have an IFSP with transition steps and services at least 90 days prior to their third birthday compared to the number of children exiting.

California's Target: 100%

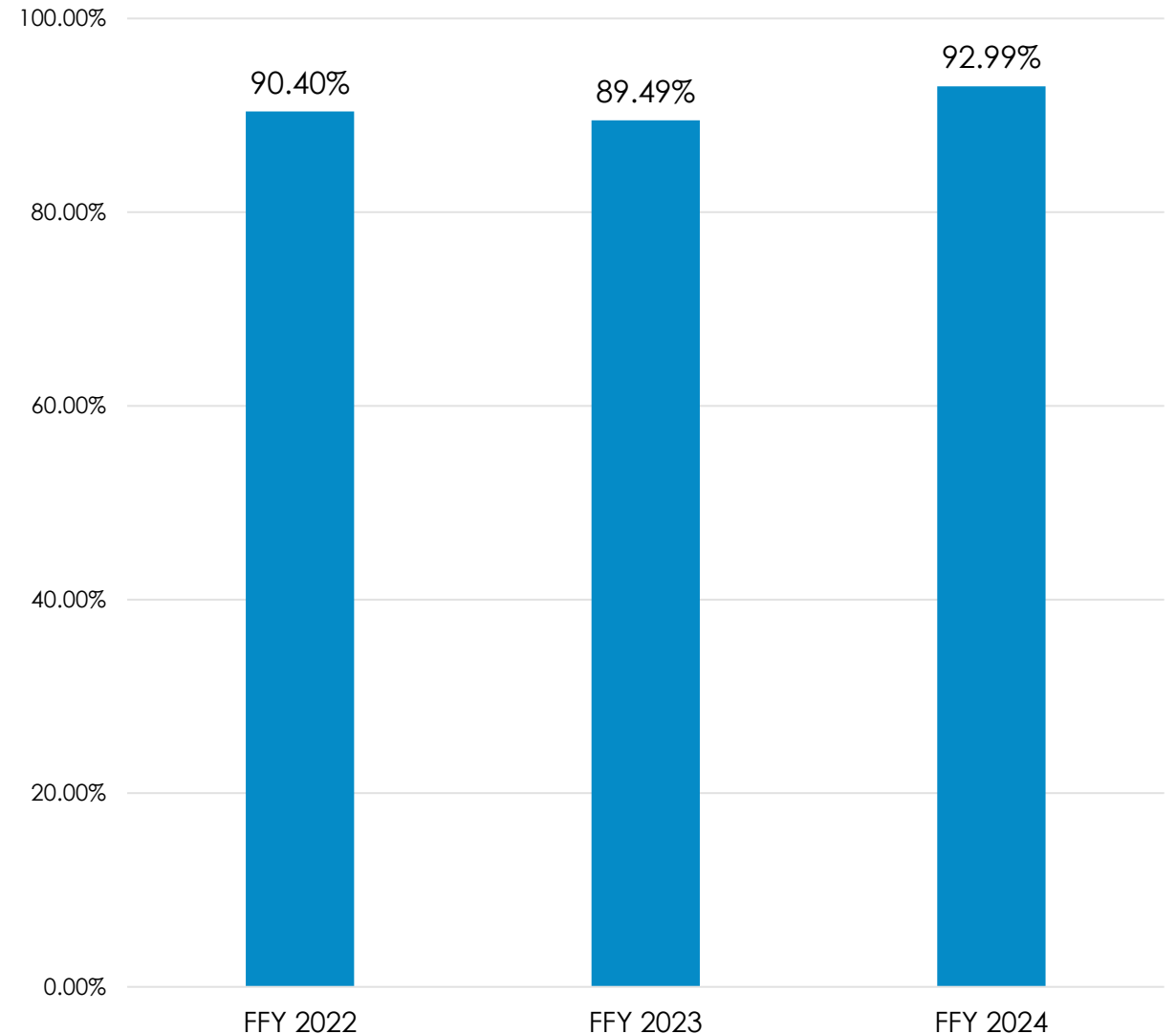


INDICATOR 8B: TIMELY NOTIFICATION TO THE LEA

What it is: The LEA has been notified at least 90 days prior to the child's third birthday of a potentially eligible child residing in the LEA area

How we are measured: The number of children where the LEA was notified at least 90 days prior to the turning 3 of a potentially eligible child compared to the number of children exiting.

California's Target: 100%

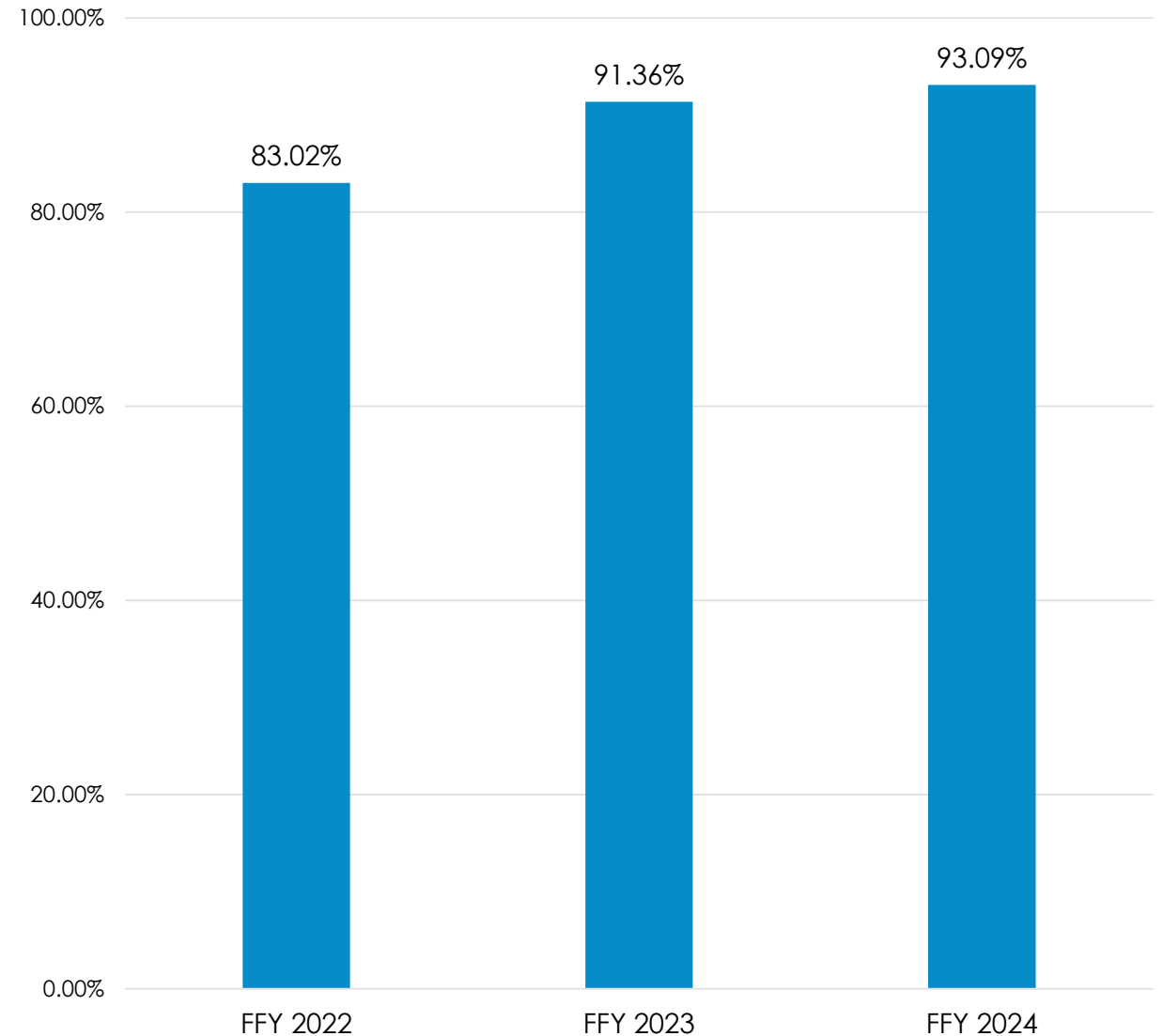


INDICATOR 8C: TIMELY TRANSITION CONFERENCE

What it is: The child has a transition conference at least 90 days prior to the third birthday and the LEA was invited.

How we are measured: The number of children transition conference occurred at least 90 days prior to the toddler's third birthday for toddlers potentially eligible compared to the number of children exiting.

California's Target: 100%



ADDITIONAL INDICATORS

- Indicator 9 – Resolution sessions
 - Applicable to a state when process follows Part B procedures
 - Not applicable to California as procedures followed are defined in California Early Intervention Services Act (Title 14, Government Code (GC), Section 95000 et seq.)
- Indicator 10 – Mediations
 - Data related to mediations held that resulted in mediation agreements
 - Reporting is required when mediations exceed 10 for a FFY
 - California is below 10 for FFY 2023
- Indicator 11 – SSIP
 - A comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities and their families.
- Indicator 12 – General Supervision (New Federal Indicator)
 - New federally required indicator that looks to examine general supervision responsibility related to compliance and correction of noncompliance when identified.



Q&A



For more information, please contact
the BABYLINE: 1-800-515-BABY (2229)
earlystart@dds.ca.gov

Voices from the Field Updates



- Fran Chasen
Infant Development Association of CA
- Marty Omoto
CA Disability Community Action Network
- Yvette Baptiste
Family Resource Center Network of CA





**FAMILY RESOURCE
CENTERS NETWORK
OF CALIFORNIA**

FRCNCA

Voices from the Field

ICC May 7-8, 2026

Collaborations & New Initiative

- FRC Family Support Personnel Community of Practice Convening
- Collaboration with Heluna Health to offer information about CHW Medi-Cal benefit (PAID program) billing to FRCs and other community agencies
- Partnership with DDS to create an e-learning course to increase the capacity of service coordinators to support children and families think about and practice self advocacy, self determination and supported decision making from an early age.
- FRCNCA participated in the statewide convening for Child Abuse Prevention.

New Initiatives

2 New Initiatives

- SAE Grant to develop a statewide e-learning course for individuals, families, and community to gain essential skills for system navigation, especially those who are Spanish speaking.
- VALOR is a new initiative and long-time desire of FRCNCA to support families particular Latino families to understand and participate in the program improvement and policy landscape of just not Early Intervention but other programs supporting individuals with disabilities in CA.

LUNCH
Return by 1:30 pm





ICC Council Reports

- Gigi Ostrowsky, Department of Education
- Heidi Brahms, CDE Homeless Education
- Michelle Dove, Head Start Agency
- Pamela Riley, Department of Health Care Services
- Karen Chang, Department of Social Services
- Shanice Orum, Dept of Social Services Community Care Licensing
- Susan Ducore, Indian Health Service
- Amanda Levy, Department of Managed Health Care



CALIFORNIA
DEPARTMENT
OF EDUCATION

Tony Thurmond
State Superintendent
of Public Instruction

Council Report May 2026 (1 of 2)

Special Education Division:

- The California Early Childhood Special Education Network (CaIECSE) fourth annual symposium will be held on October 20-21 in Burlingame.
 - Registration Information: <https://www.calecse.org/symposium2026>
- The Desired Results Developmental Profile (DRDP) updates and revisions are now complete. Please find the following DRDP resources below:
 - Desired Results (DR) Access website: <https://www.draccess.org/>
 - California Department of Education: <https://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>
 - California Department of Social Services/Child Care and Development Quality Initiatives website: <https://www.desiredresults.us/>
 - WestEd: <https://www.desiredresults.us/desired-results-system/drdp-2025-instrument-and-forms>

Community Outreach & Constituent Resources

Annual Performance Report (APR)

Audience: Parents & Families

Purpose: Distribute performance handouts and collect vital feedback.

[SEEDS of Partnership](#)

Access: Find handouts and feedback forms online.

Seeds of Partnership

Audience: Parents, Educators & Administrators

Purpose: Family Outreach Webinar Series (4th Thursday of the month).

Access: Register online via Seeds of Partnership.

Contact:
contact@seedsofpartnership.org

Constituent Support Services (SEDCO)

Audience: Families & Educational Partners

Purpose: Dispute resolution and systems guidance.

Contact: 800-926-0648 |
SEDCO@cde.ca.gov



CALIFORNIA
DEPARTMENT
OF EDUCATION

Tony Thurmond
State Superintendent
of Public Instruction

Council Report May 2026 (2 of 2)

Early Education Division:

- Information on the Inclusive Early Education Expansion Program (IEEEP) can be found at:
 - <http://www.wested.org/resource/inclusive-early-education-expansion-program/>
 - For questions regarding IEEEP please contact: IEEEP@cde.ca.gov
- To access Inclusion Toolkits please visit: https://drive.google.com/drive/folders/13pxxzW6BA5bcExq_V1inhUySHXRDaymA?usp=sharing
- Best Practices Recorded Webinars are available on the Inclusive Early Education Resources webpage: <https://www.cde.ca.gov/sp/cd/op/ieeresources.asp>
- The Spring Inclusion Newsletter is now available. To access current newsletters and other inclusion resources please visit: <https://www.cde.ca.gov/sp/cd/op/ieeresources.asp>



TONY THURMOND
State Superintendent
of Public Instruction

Homeless Education and Early Intervention

CALIFORNIA DEPARTMENT OF EDUCATION

MAY 2026



Technical Assistance: Webinars

Big Impact: What's Working for Young Children Experiencing Homelessness Series of Four)

Host: SchoolHouse Connection

Date and time: Register for each session separately:

Webinar objectives: In this lunch-and-learn series, SchoolHouse Connection will spotlight programs that make a real difference. Participants will hear practical examples from the field and learn replicable strategies that can strengthen identification, enrollment, and support for young children experiencing homelessness in a range of community settings.

Webinars (con't.)

[May 5, 2026](#) (1:00-1:45 pm Eastern) [Registration Link](#)

In this kick-off session of our new series, join in conversation with Jamila Larson, LICSW, Executive Director and co-founder of the Playtime Project in Washington, D.C. Playtime Project supports the developmental needs of children experiencing homelessness by providing and expanding access to transformative play experiences. Playtime's vision is to help break the cycle of homelessness by ensuring all children have the opportunity to play, heal and learn.

[May 19, 2026](#) (1:00-1:45 pm Eastern) [Registration Link](#)

In the second session of our series, join in conversation with Steven Bartholomew, Executive Director of New Legacy Charter School in Aurora, Colorado to learn more about New Legacy's innovative two-generation model for serving parenting high school students experiencing homelessness and their young children.

Webinars (con't.)

[June 2, 2026](#) (1:00-1:45 pm Eastern) [Registration Link](#)

In the third session, join in conversation with Robin Jacob and Cherie Ross of the Maternal Infant Health Program (MIHP) in Michigan. Learn how MIHP home visiting prioritizes families experiencing homelessness through service delivery, and what they have learned from early data collection and reporting.

[June 16, 2026](#) (1:00-1:45 pm Eastern) [Registration Link](#)

In the fourth session of the series, join in conversation with Melanie Richardson, LMSW, Co-Founder and Executive Director of Training Grounds in New Orleans, Louisiana. Learn how their WE PLAY centers have helped families experiencing homelessness gain greater access to play opportunities, parent education, and critical community resources and supports.

National Center for Homeless Education Briefs

- [Early Care and Education for Young Children Experiencing Homelessness \(Summer 2018\)](#)
- [Supporting Young Children Experiencing Homelessness: Spotlight on State Coordination for Early Childhood Education \(April 2024\)](#)

Resources

- California Department of Education's Homeless Education web page at <https://www.cde.ca.gov/sp/hs/>
- Homeless Education Program California Department of Education
Toll-free Number 1-866-856-8214 Email: HomelessEd@cde.ca.gov
- Nation Center on Homeless Education general website at <http://nche.ed.gov/>
- SchoolHouse Connection <https://schoolhouseconnection.org/>



Head Start Update

California Interagency
Coordinating Council

April 2026

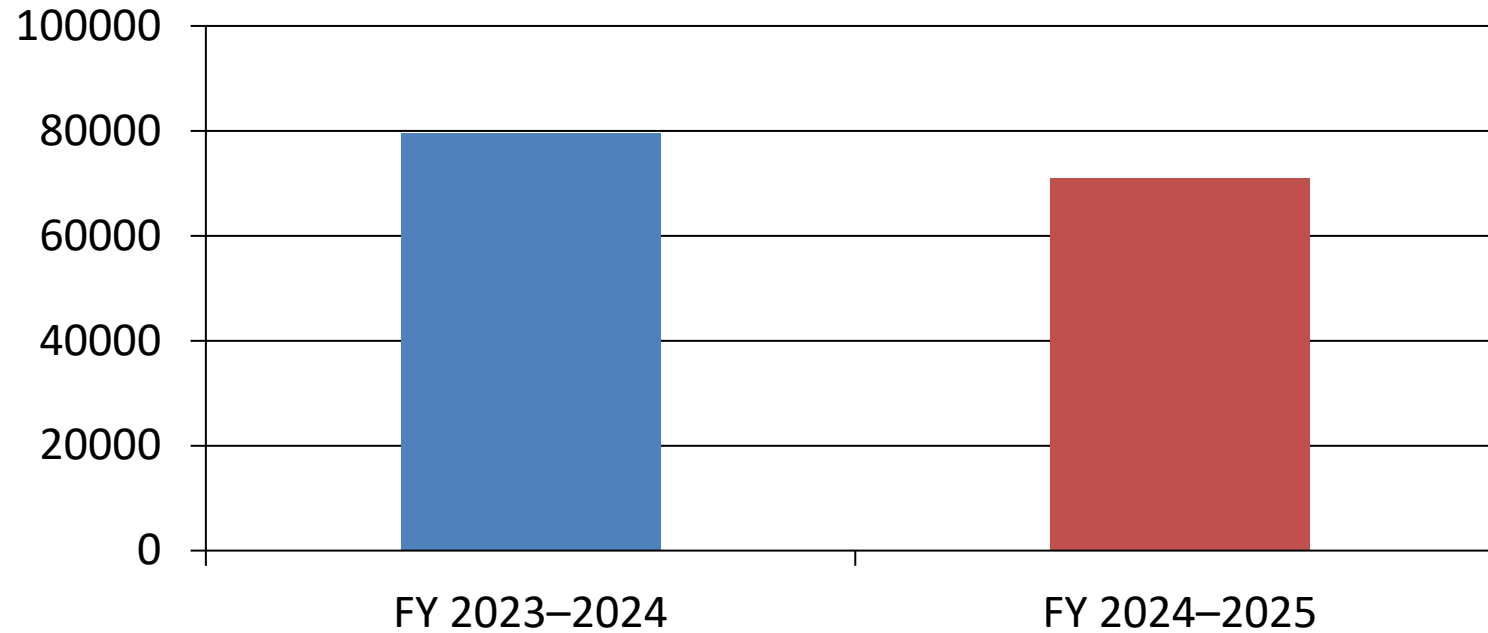
Overview

- Enrollment, capacity, and IDEA collaboration trends
- Comparison:
FY 2023–2024 vs FY 2024–2025

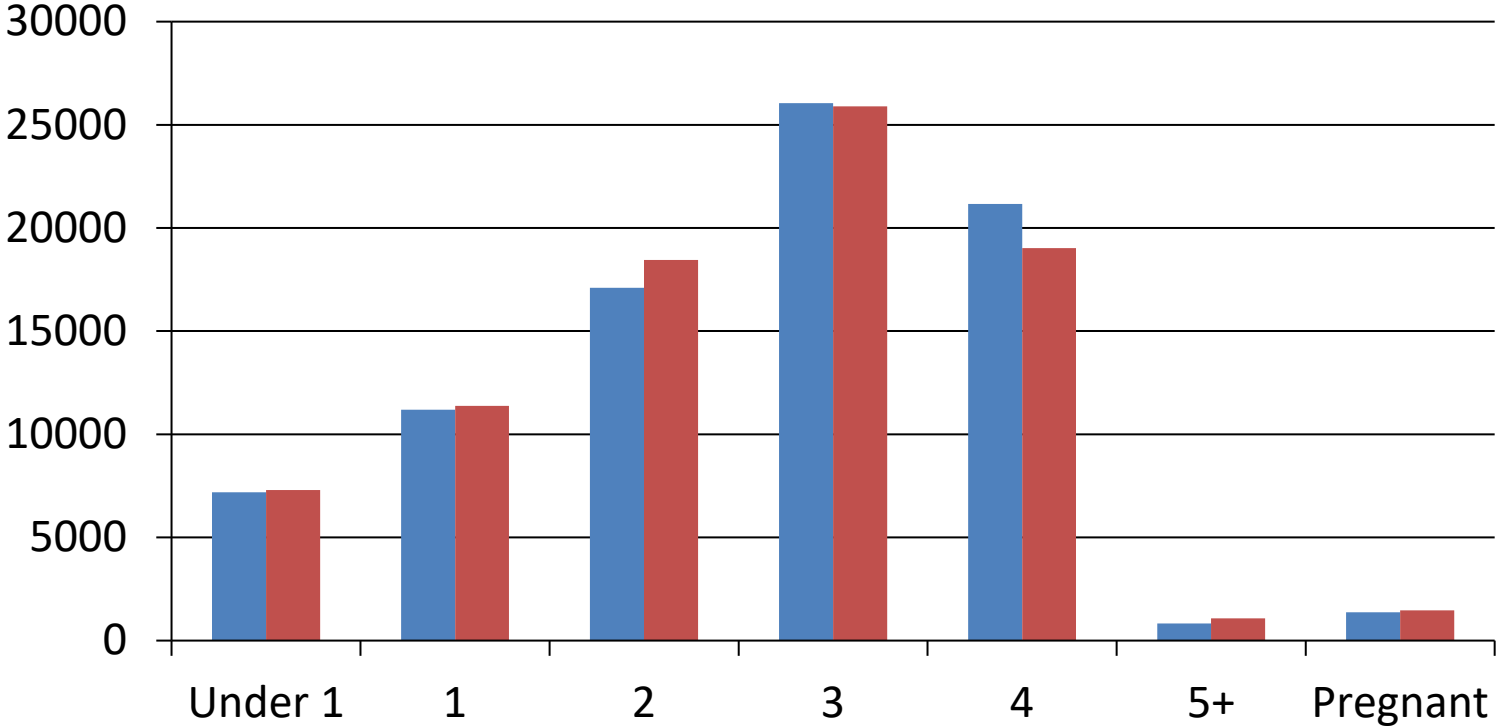


Head Start Funded Slots

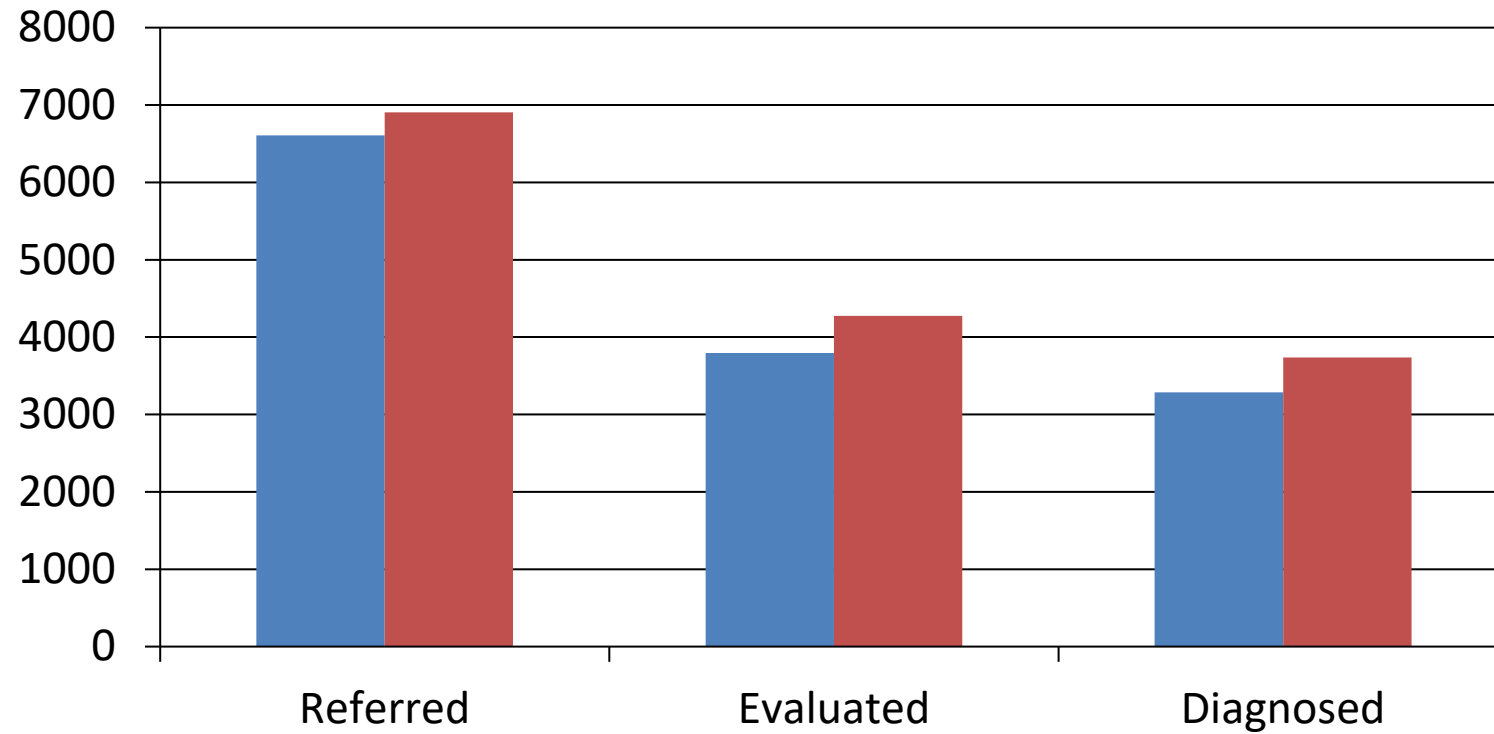
Total Funded Slots



Cumulative Enrollment by Age – Trend

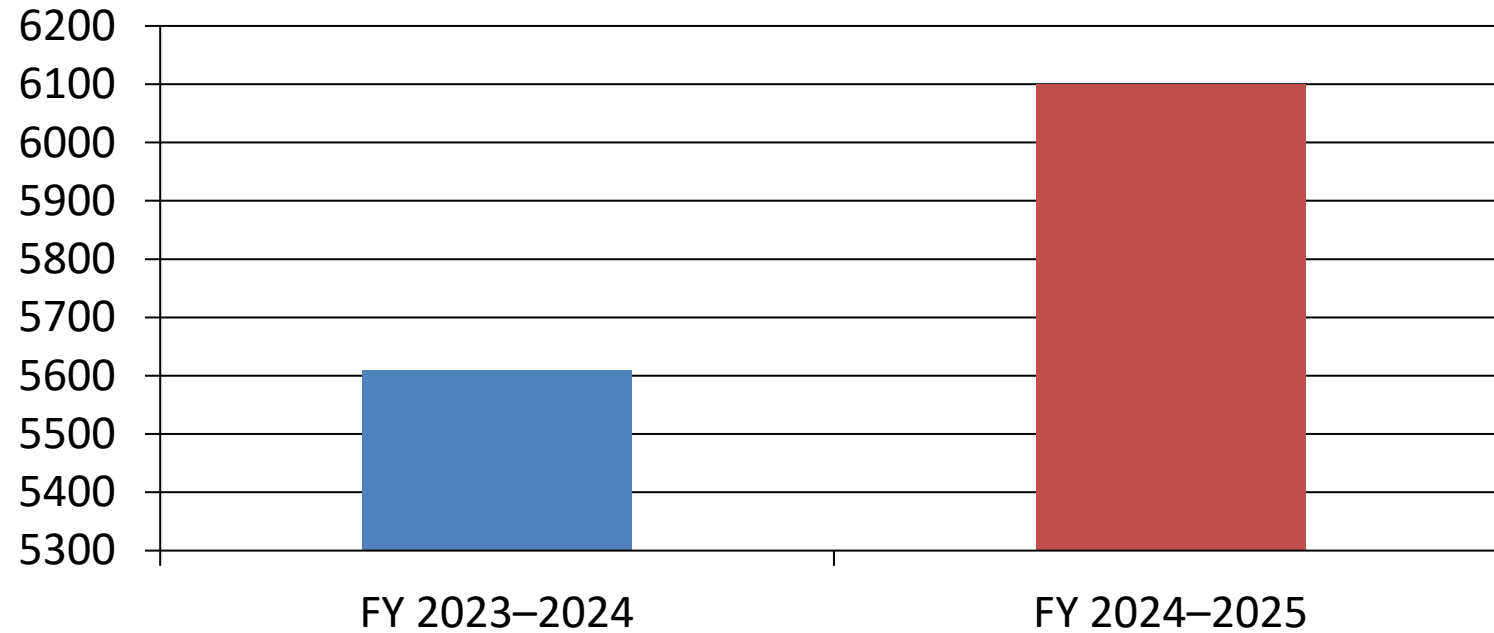


IDEA Referrals and Evaluations



Children Enrolled with IFSPs

Children with IFSPs



Why Some Evaluations Were Not Completed

Most Common

- Evaluations pending
- Parent refusal remains a key factor
- Other reasons include disenrollment or family moves



Proposed Updates to the Program Information Report (PIR)

January 2026, OHS published a Federal Register notice requesting public comments on the following proposed areas of expansion:

- More detail on why children with IFSPs/IEPs did not receive services
- Collection of data on children with Section 504 plans
- Clarification of disability –related reporting categories



Expected Changes to Head Start Performance Standards

Key Proposed Changes

Led by Alex Adams, Assistant Secretary for Administration for Children and Families (ACF)

- **Head Start regulations:** plans to loosen or eliminate long-standing rules, including child-to-staff ratios, nutrition standards, health requirements, and definitions of program quality.
- **Subsidy payment rules:** Proposed changes would shift child care subsidy payments from enrollment-based (paid in advance) to attendance-based reimbursement, increasing cash-flow risk for providers.

Expected Changes to Head Start Performance Standards- Continued

- **Access protections:** Requirements to reserve child care slots for children with disabilities would be eliminated.
- **Eligibility and verification:** Adams is pursuing stricter identity and spending verification for subsidy recipients and has explored limiting access for children whose parents are not U.S. citizens.

Key Takeaways

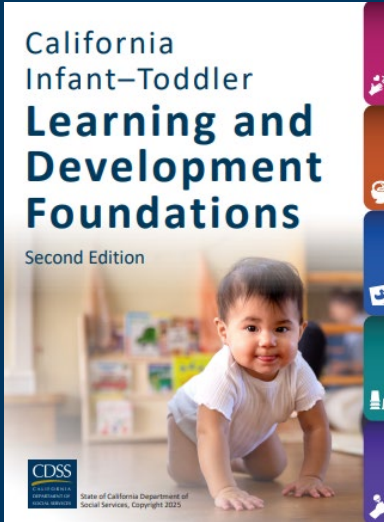
- Head Start continues to serve children across a wide developmental spectrum
- Head Start completes developmental screening within 45 days of enrollment
- Head Start supports children and families transitioning from early intervention and preschool special education systems.
- IDEA coordination remains strong and improving
- Early intervention partnerships are essential



Child Care and Development Division

Updates for the Interagency Coordinating Council

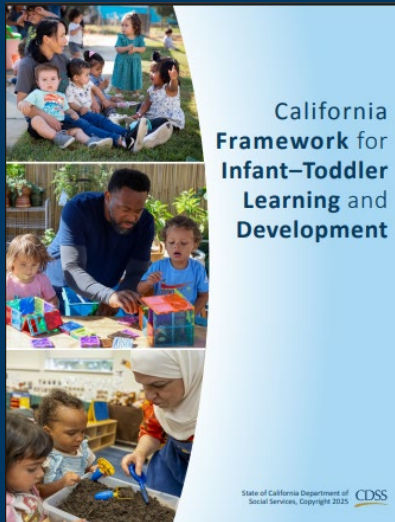
May 7, 2026

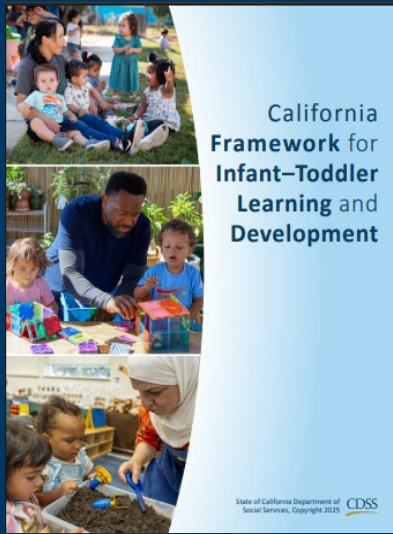
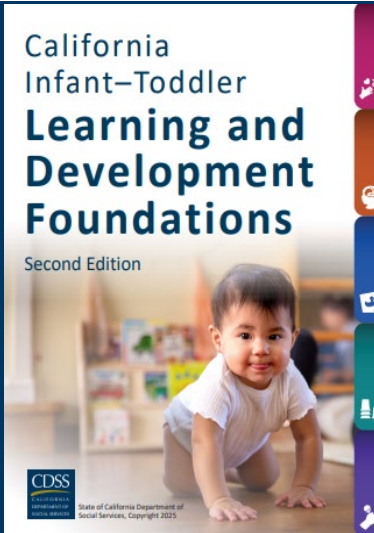


1. California Infant-Toddler Foundations and Framework

The Infant-Toddler Learning and Development Foundations and Framework for Infant-Toddler Learning and Development were recently released

- Available in English, Spanish, Simplified Chinese, and Traditional Chinese
- Available on the California Department of Social Services (CDSS) Publications webpage





2. California Infant-Toddler Foundations and Framework

Program for Infant Toddler Care (PITC) Webinars

- Exploring the California Framework for Infant-Toddler Learning and Development's Approach to Planning and Individualization
- May 27, 2026 and June 3, 2026
- Register at [Program for Infant Toddler Care website](#)

Beginning Together and Teaching Pyramid & Pyramid Model Updates for 2026-27

- Beginning Together series of 5 webinars on inclusion topics (Fall 2026)
- Beginning Together Inclusion Facilitator Institute (Spring 2027)
- Teaching Pyramid for Family Child Care (Fall 2026)
- Pyramid Model Training of Trainers (Fall 2026)
- Access to Pyramid Model / ePyramid online learning modules (Fall 2026)

1. Multilingual Learners and Inclusion Section Child Care and Development Division (CCDD)

Section Overview:

The **Multilingual Learners and Inclusion Section**, led by Jawid Azin, supports inclusive early care and learning environments through two focus areas:

- Prevention of Suspension and Expulsion
- Dual Language Learners (DLL)

2. Multilingual Learners and Inclusion Section Child Care and Development Division (CCDD)

Team Introductions:

Jawid Azin

Multilingual Learners and Inclusion Section Chief

Jawid.Azin@dss.ca.gov

Kami Kincheloe

Inclusion Specialist

Kami.Kincheloe@dss.ca.gov

Valerie Sanchez

Dual Language Learners Specialist

Valerie.Sanchez@dss.ca.gov

1. Preventing Suspension and Expulsion

From Exclusion to Inclusion: Nurturing Behavior Through Support

CCDD Webinar on November 3, 2025

- CCDD hosted a statewide webinar for child care and development programs aligned with **Assembly Bill 2806** requirements
- Provided **policy guidance and technical support** focused on developmentally appropriate, inclusive, and trauma-informed practices to reduce suspension and expulsion
- Over **400 participants** attended from across the early learning and care field
- **Resources available** at CCDD webpage: [Creating Positive Early Learning Environments](#)

2. Preventing Suspension and Expulsion

Changing the Lens: From Exclusion to Inclusion

CCDD & CDE Collaborative Webinar on March 24, 2026

- CCDD partnered with the California Department of Education (CDE) to support early learning professionals in shifting from exclusion to inclusion
- Participants explored **behavior through a supportive lens**, examined **bias and perception**, and identified **preventive, inclusive practices**
- Highlighted **developmentally appropriate, culturally responsive strategies**, including supporting boys and boys of color and strengthening continuity across early learning, transitional kindergarten, and early grades
- Nearly **400 participants** attended

1. Preventing Suspension and Expulsion: Upcoming Webinar

*Early Childhood Wellness and Inclusion Team (ECWIT)
From Call Home to Collaboration: Partnering with Families
Before Exclusion
June 23, 2026*

- The Early Childhood Wellness and Inclusion Team (ECWIT) will host a webinar focused on strengthening partnerships with families to prevent suspension and expulsion
- This webinar will highlight proactive, relationship-based strategies to support children experiencing challenging behaviors before exclusion is considered



2. Preventing Suspension and Expulsion: Upcoming Webinar

- Participants will explore approaches to engage families as partners, strengthen communication, and support children in inclusive early learning environments
- The webinar will provide practical strategies and promising practices aligned with AB 2806 and Executive Order N-31-25
- Registration and additional information will be shared through the CCDD listserv and posted on the CCDD Creating Positive Early Learning Environments webpage



Dual Language Learners Overview

CDSS is implementing **Assembly Bill (AB) 393** (Chapter 435, Statutes of 2023), which codified Welfare and Institutions Code (WIC) 10209.6 and requires:

- The identification of DLLs and support efforts in general child care and development programs (CCTRs) and migrant child care and development programs (CMIGs)
- Data driven decision making to allocate resources effectively and uplift multilingual children across the state
- Linguistic and developmental support for DLLs and their families



Dual Language Learners Implementation

- **Child Care Bulletin (CCB) 25-13:** Guidance for Implementation of AB 393 for DLLs
 - Family Language Instrument
 - Family Language and Interest Interview
- **First Webinar:** Identification of DLLs in Child Care and Development Programs
- **Second Webinar:** Strategies for Supporting DLLs in Child Care and Development Programs

Dual Language Learners Updates

In April 2026, CCB 26-07 Guidance for Reporting Dual Language Learner Data was published

- Provides directives on reporting the DLL data to the CDSS
- Goes into effect beginning July 1, 2026

Thank you



Community Care Licensing Division, Child Care Program



Shanice Orum

Assistant Deputy Director

Child Care Program, Community Care Licensing Division

May 7th, 2026

Child Care Program Metrics

Proudly serving 44,252 Child Care facilities

Child Care Centers (CCC)

- ❖ 13,640 licensed
- ❖ Maximum capacity to serve 764,778 children

Family Child Care Homes (FCCH)

- ❖ 30,608 licensed
- ❖ Maximum capacity to serve 327,447 children

Fiscal Year 24/25

- ❖ 51,172 field visits
- ❖ 23,476 were Annual Inspections

Fiscal Year 24/25 Complaints

- ❖ 5,046 Complaints received
- ❖ 5,171 Complaints closed



Legislative updates

Chaptered Legislation Affecting Child Care Facilities

- [Provider Information Notice \(PIN\) 26-02-CCP](#)

Assembly Bill (AB) 495

Family Preparedness Plan Act 2025

The California Attorney General's Model Policies were released April 1, 2026, and must be adopted by July 1, 2026.

- AB 495, Chapter 664, Statutes of 2025
- Promoting Safe Early Childhood Education for All
- Attorney General Guidance to Child Care Providers Relating to Immigration Enforcement Actions

Senate Bill (SB) 568

Epinephrine Delivery Systems: School Sites and Child Care Programs

Senate Bill (SB) 568, Chapter 322, Statutes of 2025

- Requires epinephrine delivery systems to be stored at each school site.
- Expands who may administer epinephrine.

Coming
Soon!



 Community Care Licensing Website
Redesign

 Quarterly Child Care Licensing Webinars
[June 23, 2026](#)

 AB 262 Children's Camp Workgroup

Thank You



[Regional Office Online Directory](#)



Please direct your questions, comments and suggestions to ChildCareAdvocatesProgram@dss.ca.gov



[Centralized Complaint and Information Bureau](#)

844-LET US NO (844-538-8766)

You can also email us at letusno@dss.ca.gov or use our [online complaint webpage](#).

COMMITTEE COMPOSITION AND GOALS

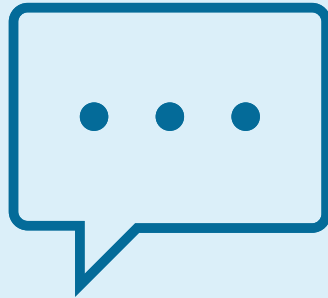




ICC Committee Meetings

- Improving State Systems Committee
- Communications Committee

CLOSING COMMENTS



For more information, please contact the
BABYLINE: 1-800-515-BABY (2229) or
earlystart@dds.ca.gov

For Children and Youth, please contact
childrenandyouthtransitions@dds.ca.gov