Mary Anne Nielsen, Director
Diagnostic Center, North

Carole Bence, Director
Diagnostic Center, Central

Valerie Johnson, Director
Diagnostic Center, South

DIAGNOSTIC CENTERS
End of The Year Report
2008-2009

Diagnostic Centers

Mission Statement

Unique to the state of California, the Diagnostic Centers are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students.

We provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance.

We are committed to improving educational outcomes for special education students with complex needs and fostering collaboration among educators and families.

California Department of Education's Diagnostic Centers provide high quality services to special education students, their families and school districts. Authorized by the California legislature in 1944 and established regionally, the three centers are located in Los Angeles, Fresno, and Fremont. Services are provided by expert interdisciplinary teams of diagnostic professionals, including educational specialists, speech and language specialists, psychologists, pediatricians and other specialists who address the unique educational needs of California's most difficult to serve students.

Services include: comprehensive, state-of-the-art assessment and educational planning services to assist local school districts in determining the needs of their most complex students, technical assistance and consultation in program and instructional design, and professional development opportunities for teachers, administrators, special education staff, families and service agency personnel, including presentations at state, national and local conferences and workshops.

Referrals for assessment services must be made by the student's school district, County Office of Education, or SELPA. Eligible students include those enrolled in special education who are not progressing, despite local school efforts; who present a complex learning and/or behavioral profile; and for whom the district requires additional diagnostic information to assist in defining the most appropriate educational goals and teaching strategies.

Requests for technical assistance, consultation services, and professional staff development must be made by local district special education administrators, SELPA directors, County Office of Education administrators, members of Regional Coordinating Councils, and local colleges and universities. Diagnostic Center services are provided at no charge.

Assessment Services

The Diagnostic Center consistently gives school districts an excellent service that enables us to better educate students with disabilities and prepare them for adult life

-Teacher-Southern

We have a better understanding of our son. He is no longer a mystery. This is a big turning point for him.

-Parent-Southern

We learned a lot about our daughter and ourselves too! We will be better parents because of our experience at the Center.

-Parent-Central

The experience with the Diagnostic Center strengthened school and parent relationships.

-Administrator-Central

Districts who have directed available resources to serve a child often have unanswered questions and request the Diagnostic Centers' assistance. Questions most frequently asked are in the areas of significant behavior challenges, diagnosis and level of functioning, communication, socio-emotional status and accessing curriculum and instruction.

To address these questions, the Assessment Teams develop individual assessment plans by serving the child at the school site, at the Diagnostic Center, or at both school and Center sites.

Field Based Assessments are conducted over a span of one to three days at the student's school. School personnel and the family are involved in the assessment planning and process. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. **67.5%** of Diagnostic Center assessments were provided in the field.

Center Based Assessments are conducted at the Diagnostic Center over a span of two to five days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. **5%** of Diagnostic Center assessments were conducted at the Diagnostic Center.

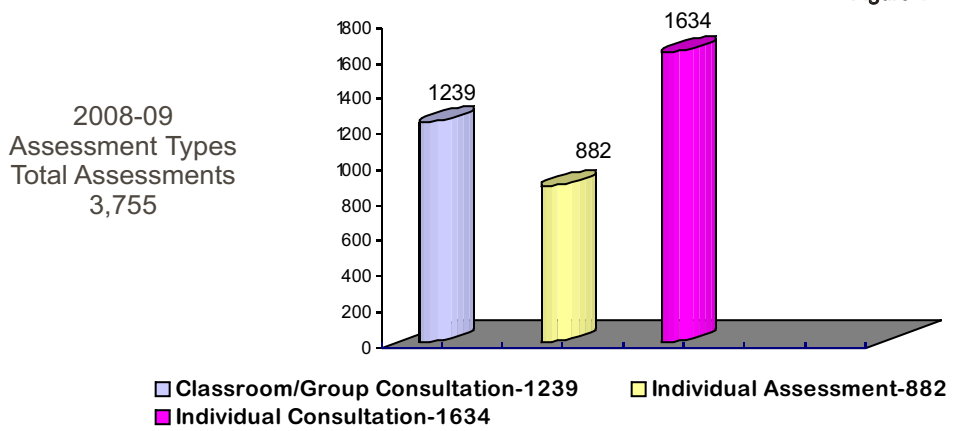
Combination Assessments are conducted at the school and Diagnostic Center sites over a period of three to five days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. **27.5%** of Diagnostic Center assessments were Combination Assessments.

Consultation services are provided to previously assessed students at the request of the local school district. These services range from telephone consultation to visits at the school site. 1634 follow-up consultations were provided.

In addition, the Diagnostic Centers provided consultation services to identified groups of students. Based on district need, Assessment Teams worked directly with **1239** students and addressed such issues as Literacy, Transition, Adapting Curriculum for Severely Disabled Students and Autism Spectrum Disorders.

During 2008-09 school year, **3,755** students were provided services. (**Figure 1 illustrates the assessment services provided.**)

Figure 1



Referral Trends

Thank you for helping me help my child to learn. And thank you for helping me better understand ways to teach him.

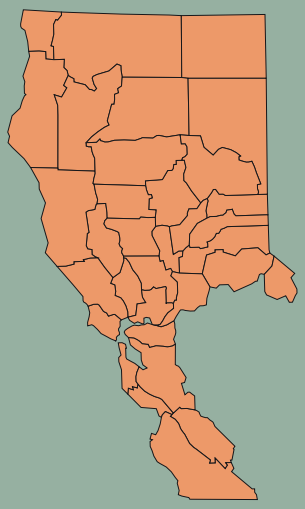
-Parent-Southern

We wish all parents could have the benefit of your services.

-Parent-Central

It was obvious that the Diagnostic Center highly values collaboration of the adults as an essential component needed for a child's success and it truly makes a wonderful difference!

-Parent-Central



Diagnostic Center, North

Requests for assessment services continue to be in demand and indicate that the Diagnostic Centers are serving LEAs' most difficult-to-serve students. Reasons for requesting assessment assistance vary district to district, region to region. Data is collected to identify referral trends and develop programs to better meet the current needs of LEAs.

Figure 2

Reason for Referral to Diagnostic Center	Percent of all Referrals
Instructional Strategies/Programming	81%
Behavior	58%
Communication	46%
Diagnosis	38%
Autism	36%
Impact of Medical Conditions on Education	30%
Conflict Resolution	26%
Mental Health	18%
Secondary Issues	12%

By collecting and analyzing trend data, the Diagnostic Centers adjust their assessment delivery models and develop trainings and technical assistance packages for local educational agencies. Furthermore, Special Projects are designed and implemented for local educational agencies based on local needs. Descriptions of Special Project activities are found beginning on page 8.

Evaluation of Assessment Services

We have been able to define and secure the services he needs to succeed. Our boy is making progress! Kudos to the entire organization!

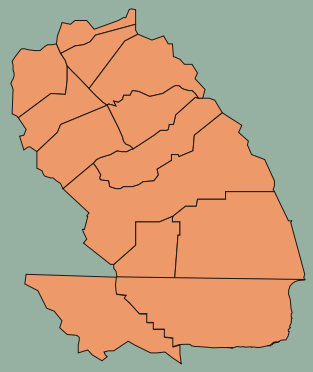
-Parent-Southern

I always appreciate the practical strategies I can share with others.

Program Specialist Northern

We reference your report frequently to ensure appropriate research-based instructional practices are in evidence.

Administrator-Central



Diagnostic Center, Central

The effectiveness of the services provided by the Diagnostic Centers are measured by surveying school staff and parents of students assessed. An initial survey is collected immediately following each assessment. A second survey is distributed and collected six months following the assessment. The LEA ratings of assessment surveys are completed by teachers, program specialists, DIS staff, and administrators. A total of **815** surveys were returned from school staff and **322** parent surveys were returned. Their responses indicated that:

- **95%** of administrators reported positive outcomes for the students as a result of the assessment.
- **90%** of teachers and specialists reported that the assessment services were useful in developing educational programs for students.
- **94%** of parents reported that the Diagnostic Center responded to their concerns.
- **94%** of parents reported that the assessment provided them with new information.

Figure 3

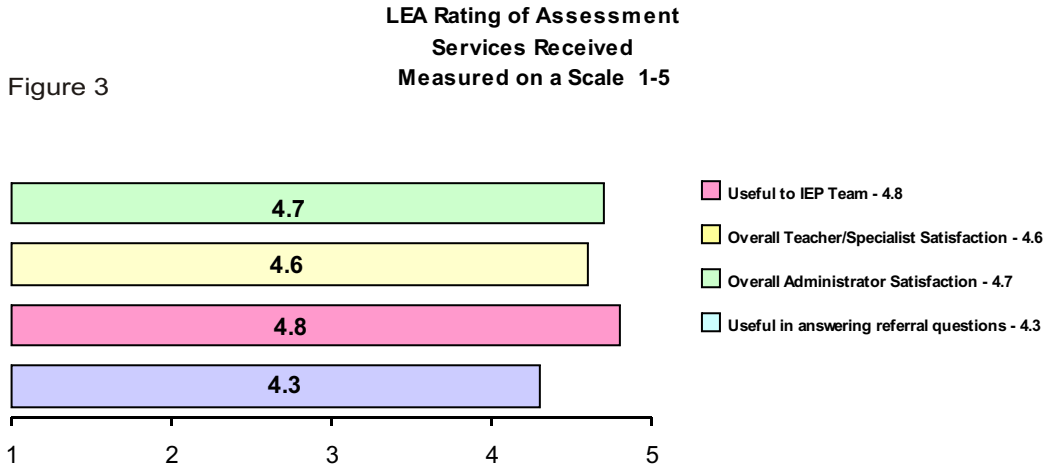
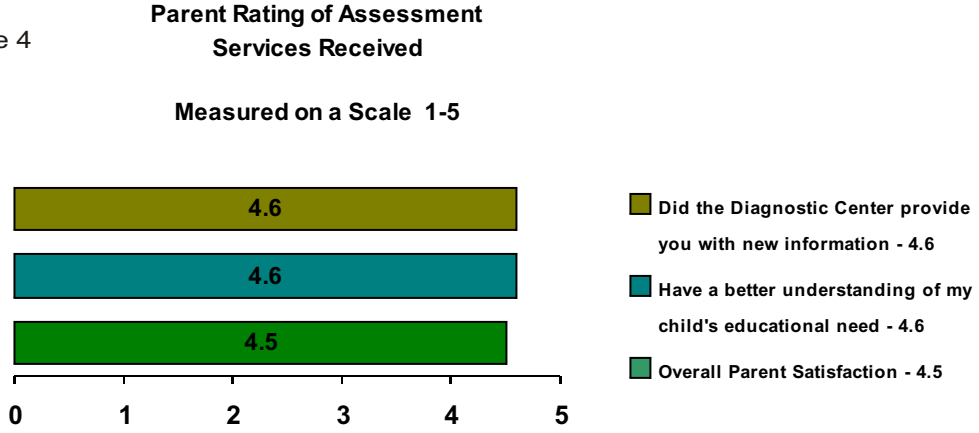


Figure 4



Professional Development

Sessions Provided

Regional Coordinating Councils
84

Districts
39

SELPAs
227

County Offices of Education
50

Colleges and Universities
8

State and National Organizations
31

Diagnostic Center Co-Sponsered Conferences9

9

Diagnostic Centers are recognized as leaders in professional development. Districts, SELPAs and County Offices of Education continue to request training opportunities for their staff. The demand for Diagnostic Center training is high and continues to increase. During the 2008 - 2009 school year; **452** presentations to **17,562** individuals were provided at local school sites, regional workshops, and state and national conferences. In addition, workshops were available to families and services agency personnel.

In an attempt to serve all LEAs equitably, trainings are available in a variety of formats, including one-day workshops, special projects [in-depth assistance including demonstration teaching], web-based trainings, and via videoconferencing.

Trainings are developed by the Diagnostic Center staff in response to local and statewide needs. All three Diagnostic Centers disseminate a syllabus describing training opportunities available throughout the regions. Out of the 452 presentations provided statewide, the most frequently requested topics are those dealing with:

- **Instructional Strategies - 165 sessions**
- **Autism Spectrum Disorders - 163 sessions**
- **Behavior Support - 52 sessions**
- **Improving Para-professional Skills and Expertise - 52 sessions**
- **Assessment Issues and Strategies - 51 sessions**
- **Transition Planning for Secondary Students - 21 sessions**
- **ADHD - 20 sessions**
- **Teaching Students with Moderate to Severe Disabilities - 15 sessions**
- **Mental Health Issues - 13 sessions**

In addition to these formal presentations, school districts, SELPAs and County Offices of Education have requested assistance with their special education classes and service delivery models. Comprehensive Professional Development Projects were developed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation. Pages 8-13 describe those collaborative projects.

Training Evaluation

The workshop information increased my competence and self-confidence as teacher!

Teacher-Central

The presentation was very clear, organized and full of useful information. This training really got to the heart of the information.

Psychologist-Northern

I appreciate the wealth of evidence-based practices that are always abundant in Diagnostic Center presentations, enhanced by real-life experiences of the presenter in the classroom.

Teacher-Central

I learned something that I can use immediately and I appreciated the explanations of special education terms because I am always trying to improve my understanding.

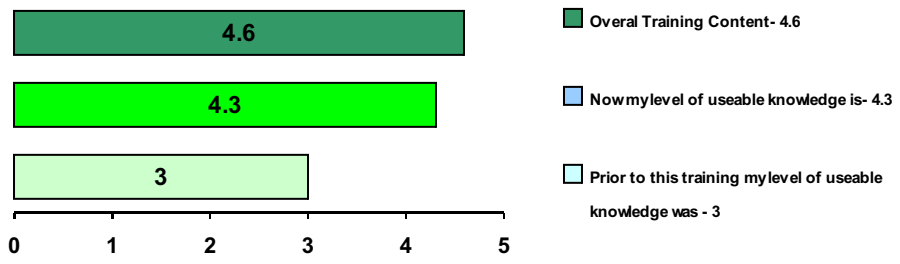
Paraeducator-North

The effectiveness of the professional development services offered by the Diagnostic Centers are measured by collecting and analyzing Training Evaluation Surveys. Surveys are provided to all participants. Of the 452 formal presentations, 10,251 surveys were completed. Highlights from the ratings:

- The trainings received high overall ratings of 4.6.
- Participants reported a 1.3 point average gain in knowledge

Participants' Rating of Training Received

Measured on a 5 Point Scale



Average Attendees per Sessions	Percentage
Teacher: Special Education	25.5%
Paraprofessional	23.3%
Other Certificated	20.7%
Other	12.3%
Teacher: General Education	9.2%
Administrator: Special Education	2.7%
Program Specialist	2.4%
Administrator: General Education	2.2%
Family	1.7%

I especially appreciated being able to watch the presenter actually model the instructional strategies, so I feel ready to implement new ideas tomorrow!

Teacher-Central

This was a practical yet interactive training. I now have many strategies to use with any students.

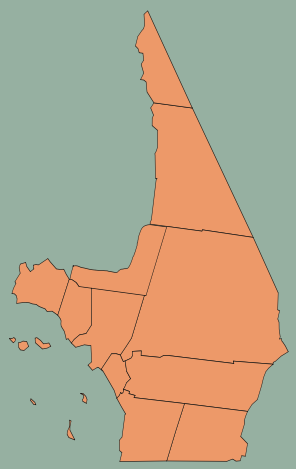
Teacher- Southern

I can't wait to share the information with my colleagues.

Teacher- Southern

This was an informative training that really helped me to better understand my students and what they understand and need to succeed.

Teacher- South



Diagnostic Center, South

Technical Assistance

In addition to the formal professional development training, the Diagnostic Centers provide technical assistance to individual teachers, administrators, specialists and families. Technical assistance requests range from questions that are answered by telephone or the internet,(i.e., resources or referral information, to on-site demonstration teaching and the Ask a Specialist web based discussion forum). 754,631 individuals were provided with technical assistance.

The Diagnostic Centers sponsor or co-sponsor regional and statewide professional conferences. 611 individuals participated in these presentations.

Technical assistance is provided statewide and nationally. Projects have included presentations and collaboration with school districts, County Offices of Education and SELPAs (*reported on page 8*), colleges and universities, (*reported on page 13 and 14*), various education and service agencies and organizations, including the California Association of School Psychologists, American Speech and Language, Hearing Association, and California Interagency Autism Planning Group.

2008-2009 Technical and Resource Assistance

502 demonstration teaching sessions were provided to 2,380 school personnel

5,988 individuals were provided direct resource and consultation assistance

Internet and On-line trainings provided to **745, 738** individuals

Total Participants: 772, 193

Comprehensive Professional Development

The Diagnostic Centers continue to provide curriculum leadership to LEAs and SELPAs. The Comprehensive Professional Development Projects are designed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation services. During 2008-2009 school year districts, County Offices of Education and SELPAs were selected to develop model programs highlighting best practices and teaching strategies. Each project was designed to be easily replicated. A sampling of the projects include:

- **Arcadia Unified School District, Los Angeles County** requested assistance with restructuring for RtI models at elementary school sites. The Diagnostic Center specialist provided specific training: REACH: Corrective Reading-Decoding and Comprehension and then met regularly for strategic planning and problem solving sessions and assistance and support for the REACH program implementation. Classroom visits and feedback sessions occurred, along with follow up meetings for program fidelity reinforcement. This is a multiyear project.

- **Bellflower Unified School District, Los Angeles County** participated in a week-long project that focused on the district's classes for students with moderate and severe disabilities. The project included classroom observations and consultation on targeted students.

- **Butte County SELPA** requested assistance for improving outcomes for students with ADHD. Trainings, followed by classroom observation and demonstration teaching, and feedback sessions were provided. Individual students were assessed and data collection supported the success of this project. Parent training was also provided.

- **Fresno Unified School District, Fresno County** requested assistance in planning, curriculum development and lesson implementation for the Summer 2008 Autism Leadership Academy. Students with autism spectrum disorders were enrolled in the academy, a public school program. The curriculum focused on increasing student engagement in "social thinking" and flexibility in thinking and problem solving. Support was provided through consultation and technical assistance, as well as demonstration teaching, coaching and problem solving sessions.

- **Fresno Unified School District, Fresno County** also requested assistance in developing an effective and intensive social skills program for K-12th grade students with Aspergers Syndrome or high functioning autism. The project included inclusion teachers, paraprofessionals and 90 students. The program components included: trainings, planning and collaboration with administrators, development of a framework for assessment, goal setting and lesson planning, development of a comprehensive curricular guide, forms, procedures, and a handbook for teacher.

- **Glendale Unified School District, Los Angeles County** requested assistance in the area of communication for their classes for students with moderate and severe disabilities. The project included training for classroom teams, on-site follow-up and individual student consultation focusing on supporting the communication development.

- **Livingston Unified School District, Merced County** requested a school-wide project project to better serve the growing population of students with autism. The project focused on strategies, supports, interventions and/or accommodations that are appropriate for students with autism who receive academic instruction within general education classrooms. All staff participated in a series of formal training. Each training was followed by observations, consultation and technical assistance.

Comprehensive Professional Development

•**Lynwood Unified School District, Los Angeles County** requested training and assistance in the area of transition. This Transition Project included 32 middle school students and teachers. Teachers and students completed numerous activities which culminated in the development of a transition portfolio emphasizing their career interests, learning preferences, and individual strengths.

•**Madera County Office of Education** requested assistance to address the needs of students with severe disabilities. Trainings, observations, student assessments, lesson modeling and consultation/technical assistance were provided. Trainings focused on curriculum development though the identification of appropriate instructional approaches, curriculum resources and /or classroom management strategies.

•**Madera Unified School District, Madera County** requested assistance to increase student engagement and classroom management. Informal training, classroom-based technical assistance, demonstration teaching and coaching were provided.

•**Madera COE SELPA** also requested training for elementary special educators that focused on evidence-based strategies and interventions to maximize student learning. Coaching, problem solving sessions and technical assistance were provided.

•**Martinez Unified School District, Contra Costa County** requested assistance in further developing their classes for students with mild to moderate disabilities, with a focus of increased inclusion opportunities. Consultation, demonstration teaching, individual student assessment, coaching and problem solving sessions were provided.

•**Oakland Unified School District, Alameda County** requested assistance in implementing the Middle and High School Transition Portfolios. This project focused on self-awareness, self-advocacy and addressing the California Language Arts Standards. Demonstration teaching, coaching, resource/technical assistance and individual student assessments were provided.

•**Orcutt Union School District, Santa Barbara County** The Diagnostic Specialist met regularly with an administrator for brainstorming and problem solving specific to RtI restructuring and planning. Coaching and problem solving sessions were provided to teachers, instructional assistants, and administrative staff in order to improve student performance and outcomes related to the *Corrective Reading Mastery* programs. This was the final year of this project.

•**Pasadena Unified School District, Los Angeles County** requested assistance for programs for students with autism. This project included classroom observations and program consultation. District staff were provided information related to evidence-based interventions and resources for staff development.

•**Placentia Yorba Linda Unified School District, Orange County** In the third year of this project, all elementary schools implemented RtI models. Based upon universal screening and progress monitoring data, appropriate student interventions were implemented. The Diagnostic Center specialist provided assistance with such things as reviewing school site plans, visiting sites and providing feedback, providing resources and materials, and assisting with data analysis.

•**Pomona Unified School District, Los Angeles County** requested training in the area of moderate/severe disabilities. Six classroom teams participated in The Educator Academy (TEA), an intensive five day training conducted by Diagnostic Center Staff. The training was followed by 2 days of onsite consultation with participants.

- **San Luis Obispo County Office of Education** requested assistance in improving the engagement of students with special needs. Trainings, classroom observation, consultation and technical assistance were provided.

- **Sanger Unified School District, Fresno County** requested a project titled the "Paraprofessional and Student Success Project." The project focused on the differentiated assessment and identification of appropriate instructional strategies to meet individual student needs. The project included trainings, observations, consultation sessions and group assessments.

- **Santa Ana Unified School District, Orange County** requested assistance with RtI planning and restructuring. Eleven elementary schools were selected as field study sites for RtI implementation. All sites administered DIBELS as a universal screening tool and began using DIBELS data for progress monitoring. The Diagnostic Center Specialist worked with the district RtI task force in supporting the field study schools as they developed and implemented site plans. This is a multiyear project.

- **Santa Clara County Office of Education** requested assistance in the redesign of their special education programs. This first year of a multi-year project focused on strategic planning with the county's administrative staff. Strategic planning and problem solving sessions were provided.

- **Santa Cruz County SELPA** requested assistance for Resource Specialists focusing on math instruction and aligning math support and interventions to the California Standards. Coaching, consultation, demonstration teaching, individual student assessment, and problem solving session were provided.

- **Santa Maria-Bonita School District, Santa Barbara County** In final year of this multi-year project a continued emphasis was placed on: a) the implementation of th State Adopted Reading Intervention Programs; and Reading Mastery programs, and b) training coaches within the district. Coaching and problem solving sessions wee conducted with district teachers, instructional assistants, and district administrative staff in order to improve student performance and outcomes. Coaches attended a yearlong Advanced Direct Instruction Coaching Institute which focused on all aspects of coaching and implementation of Direct Instruction programs.

- **Santa Maria Valley Direct Instruction Steering Committee, Santa Barbara County** [Members: Orcutt Union School District, Santa Maria-Bonita School District, Santa Maria Joint Union High School District, Santa Barbara County Education Office] continued its efforts in sponsoring and providing training, teaching clinics, Direct Instruction Coaching Institute, and inter/intra district communication regarding Direct Instruction program implementations across the Santa Maria Valley. Districts hosted visitors at model sites, providing opportunities for cross-district networking and training. This was the final year of this project.

Comprehensive Professional Development

•**Twin Rivers Unified School District, Sacramento County** requested assistance in implementing Curriculum Relevant Therapy throughout the district. Speech and Language Pathologists were provide with training and coaching in how to use a Classroom Based Language Assessment and implement interventions relevant to the classroom curriculum and California Standards.

A second project involved one elementary school focusing on supporting students with orthopedic impairments, improving communication and increasing participation in general education. Training, student assessment, consultation and technical assistance were provided.

•**Tuolumne County Office of Education** requested a comprehensive project of training and assistance for staff who work with students with autism. The Diagnostic Center Central provided 4 days of training followed by observation and coaching sessions to provide in-class support, consultation, technical assistance and individual student assessment.

•**Vallejo Unified School District, Solano County** requested assistance to meet the needs of students with Aspergers and High Functioning Autism. Training and guidance was provided to develop a common framework to understand student behavior, implement intervention strategies and improve student success. Monthly consultation, coaching, demonstration teaching, and problem solving sessions were provided.

Comprehensive Professional Development

In addition, the Diagnostic Centers' Comprehensive Professional Development Projects to LEAs, regional and statewide projects are developed and implemented. A sampling of these projects includes:

The Diagnostic Center, Southern California (DCS) offered an intensive Assistive Technology training. This multiday training focused on preparing district staff to assess the assistive technology needs of students with high incidence disabilities. This year's pilot group of twenty-two participants was composed of RSP teachers, speech/language pathologist, school psychologist, program specialists, and occupational therapist from San Diego, Orange, Riverside, and Los Angeles Counties. Participants attended six days of training over a period of three months. Participants gained knowledge and expertise in a range of technology tools and software programs that can be used to help struggling student succeed. Participants were required to demonstrate their knowledge through the completion of assistive technology assessments for several of their students

DCS completed its seventh year of directing and supporting the Positive Environments, Network of Trainers (PENT). The PENT Website, www.pent.ca.gov/ received 599,264 hits this year. This resource is being used daily by educators across California for resources and training materials to aid in the development of individual, class wide and school wide behavior support.

The PENT Cadre, 300 SELPA Directors-nominated trainers and consultants, met at the 2009 annual PENT Forums. All materials from the 2008-09 Forums are posted at www.pent.ca.gov/newinfo.htm.

The Diagnostic Center, Central California (DCC) continued their four-year partnership with CalSTAT in the Effective Reading Intervention Academy (ERIA), providing year-long support to twenty districts/school within the San Joaquin Valley. The multi-year project focused on developing a system-wide model of effective literacy instruction for elementary and older struggling readers. The project involved formal and informal training, on-site coaching, teleconferences, on-line progress charting and an on-line environment for providing consultation to more then two hundred teachers involved in the project.

Full-day trainings were provided to all general and special education staff, including administrators and paraprofessionals. The focus on reading instruction for struggling readers included:

- Curriculum design and instructional strategies
- Core and support reading instructional materials
- Assessment design, including selection, scheduling, and recording
- Progress monitoring
- Building academic vocabulay

DCC also provided Kern County Office of Education assistance in developing highly qualified and highly trained paraprofessionals who could provide quality support for students with autism. This was a year-long, intensive SELPA Certification Program for paraprofessionals currently working with students with autism. A cadre of paraprofessionals attended sixty hours of professional development, completed assignments and engaged in on-site observation and consultation sessions.

Comprehensive Professional Development

The Diagnostic Center, Northern California (DCN) completed its final year with Hayward Unified School District building capacity within schools and among the district's special education staff. Assistance and leadership in the redesign of the district's special education program, a clearly articulated pre-K-Adult special education program reflecting best practices was the primary focus.

Four hundred and eleven consultation days were provided over the course of five years. Consultations, including demonstration teaching and resources assistance, were teacher specific, addressing teacher concerns and individual student needs. In addition, professional development opportunities were provided to teachers, paraeducators, special education administrators, and related services staff. Thirty-five workshops were presented addressing a range of topics. Concurrently, the HUSD Administrative Team met monthly with the DCN consultant and as a result:

- Developed Vision and Mission Statements
- Developed Standards for Special Education Teachers Based on the California Teaching Standards
- Developed Standards for Special Education Paraeducators, Standards for Special Education Related Services Staff, and Standards for Special Education Administrators
- Expectations of Parents of Students in Special Education

Attached to the Standards for Special Education Teachers are Rubrics for Teachers of Students with Moderate/Severe Disabilities. The standards and rubrics clearly reflected HUSD's mission and resulted in :

- Improved staff morale
- Improved district-family relations; decrease in due process cases
- Increased number of special education students included in general education classes and activities
- Decrease in the number of students referred to special education
- Decrease in the number of special education disciplinary issues
- Decrease non-public education enrollment
- Increase in professional development participation.

Interagency Collaboration

The Diagnostic Centers continue to collaborate with colleges and universities. Diagnostic Center staff served on advisory committees, provided clinical and demonstration teaching opportunities for teacher, school psychologist, and speech and language specialist candidates, provided formal presentations in teacher preparation and clinical programs, served on Level Two Credential Committees, and provided technical assistance and resource assistance to both general and special education departments of the colleges and universities listed below.

- Azusa Pacific University
- California State Polytechnic University, Pomona
- California State University, Dominguez Hills
- California State University, Fresno
- California State University, Fullerton
- California State University, East Bay
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Northridge
- California State University, Sacramento
- Chico State University
- Claremont University
- Fresno Pacific University
- Lehigh University
- Louisiana State University
- Loyola Marymount University
- Mt. St. Mary's College
- Portland State University
- San Diego State University
- San Francisco State University
- San Jose State University
- Texas A & M
- University of California, Davis
- University of California, Los Angeles
- University of California, Riverside
- University of Connecticut
- University of Maryland
- University of Oregon
- University of Texas
- University of Washington

Interagency Collaboration

Department of Education
1430 "N" Street, 5th Floor
P. O. Box 944272
Sacramento, CA 94244-2720

Jack O'Connell
California State Superintendent
of Public Instruction

Department of Education
1430 "N" Street, 5th Floor
P. O. Box 944272
Sacramento, CA 94244-2720

William Ellerbee, Jr.
Deputy Superintendent
Special Services and Support
Branch

Department of Education
State Special Schools and
Services Division
1430 "N" Street, Second Floor
Sacramento, CA 95814

Ron Kadish, Director

Diagnostic Center
Central California
1818 W. Ashlan Avenue
Fresno, CA 93705

Diagnostic Center
Northern California
39100 Gallaudet Drive
Fremont, CA 94538

Diagnostic Center
Southern California
4339 State University Avenue
Los Angeles, CA 90032

In addition to college and university involvement, Diagnostic Center staff provided consultation and technical assistance to various education and service agencies and organizations. The staff have served on Departmental advisory committees and work groups, interagency task forces, and consulted on various state projects. A sampling of Diagnostic Center participation includes:

- Alameda County Transition Interagency Committee
- ASHA Council for Clinical Certification
- ASHA Convention Committee
- ASHA Minority Student Leadership Program
- Advisory Committee - DDS: Autism Spectrum Disorders Guidelines for Effective Intervention
- California Administrative Law Judges
- California Association of School Psychologists
- California Consortium for Post-Secondary Options for People with Developmental Disabilities
- California Interagency Autism Planning Group
- California Speech-Language Hearing Association
- Central California Autism Society of America
- Central Valley Community Autism Partnership
- Children and Adults with Attention Deficit Disorder
- Commission on Teacher Credentialing Board of Reviewers
- Early Act Summit
- Family Alliance for Teacher Education
- Fresno Early Childhood Coalition
- Fresno Interagency Focus on Unity
- Improving Special Education Services (ISES) Committee
- International Dyslexia Association
- National Association of Speech, Hearing, and Audiologists
- National College Association of Teacher Education Accreditation
- National Alliance for Mentally Ill Community Task Force
- Physical Education Content Standards and APE Committee-CAHPERD
- Regional Coordinating Councils
- Santa Cruz County SHA
- SELPA Behavior Committee
- Southern California Autism Training Collaborative

Department of Education
Special Services and Support Branch
State Special Schools and Services Division