



2025 FALL NEWSLETTER

A Note From Our Executive Director



As we enter this season of gratitude, the UC|CSU Collaborative for Neuroscience, Diversity, and Learning extends heartfelt appreciation to all of California's educators. This is a time to pause, reflect on progress, and celebrate the dedication, creativity, and care you bring every day. Thank you for cultivating classrooms of inclusion, support, and confidence for all learners.

Our mission—to transform education through research-informed policy, practice, and preparation—has never been more vital. We share your commitment to helping every student thrive, connecting the latest research on learning and development with the lived experiences of California's diverse learners.

Explore [Arraya Learning](#), our research-based hub offering flexible online modules, videos, and tools for pre-service and in-service educators. Each resource turns evidence into practical, inclusive strategies for the classroom.

We're grateful to be in this work with you. Wishing you a restorative, joyful season—and continued inspiration in the meaningful work ahead.

FEATURED PARTNER

[California Council on Teacher Education \(CCTE\)](#) — CCTE is a group of people committed to improving education at every level through fostering teacher development and growth opportunities. Their members include deans, higher education faculty, TK-12 teachers and teacher associations, induction leaders, CTC affiliates, graduate students, field coordinators, policy advocates, district administrators, county office of education representatives, and educational consultants.

They recognize teacher educators, across the educator continuum, as experts, leaders, and co-learners. Their organization promotes professional conversations around educator preparation, giving opportunities for diverse perspectives to be heard and engaged, both at conferences and through their multiple publications.

Their policy committee focuses on staying current on important legislation impacting TK-12 students, educators, and educator preparation and collects data around focal priority areas to inform legislative work.

All our best,

Alison Yoshimoto-Towery
Executive Director

Stay in the loop!

Subscribe to our **newsletter** to stay informed about the latest resources, strategies, and insights for supporting neurodiverse students.



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Upcoming Events

How an Expanded Understanding of Foundational Skills Informs the Teaching of Reading and the Screening of our Children

November 6, 2025 | 3:30 to 4:30 p.m.

Please join Drs. Maryanne Wolf and Sue Sears for a discussion of an expanded understanding of foundational literacy skills. Learn how “POSSUM”, an acronym that represents the multiple linguistic processes that contribute to word recognition and fluency, is supported by emerging research on the reading brain and the heterogeneity of dyslexia and other reading disabilities.

How an Expanded Understanding of Foundational Skills Informs the Teaching of Reading and the Screening of our Children

 **UC|CSU Collaborative**
for Neuroscience, Diversity, and Learning

[Register Now!](#)

Screening for Literacy Success: Using the New Reading Screener within the California MTSS Framework

December 4, 2025 | 3:30 to 4:30 p.m.

This session discusses the new reading screener requirements and highlights how universal screening serves as a cornerstone of Tier 1 instruction and data-based decision making within the California Multi-Tiered System of Support (CA MTSS) framework. Through a concise blend of research, state guidance, and practical application, the session will demonstrate how screening data connects directly to instructional action, moving from identification to support.

Screening for Literacy Success: Using the New Reading Screener within the California MTSS Framework



[Register Now!](#)

UC|CSU Collaborative 2025 Summit - Investing in Inclusive PK-3 Education



This year's virtual summit brought together educators, administrators, and researchers in child development to explore both the importance of inclusive PK-3 education and practical strategies to maximize its impact. By bridging research and practice, this conference aims to empower educators and decision-makers with the knowledge and strategies needed to maximize over \$5 billion in annual federal and state funding toward early childhood education—ensuring that resources translate into lasting impacts for young learners.

The recordings from the summit are now live on Arraya Learning — view the opening remarks, keynote, and sessions at your leisure!

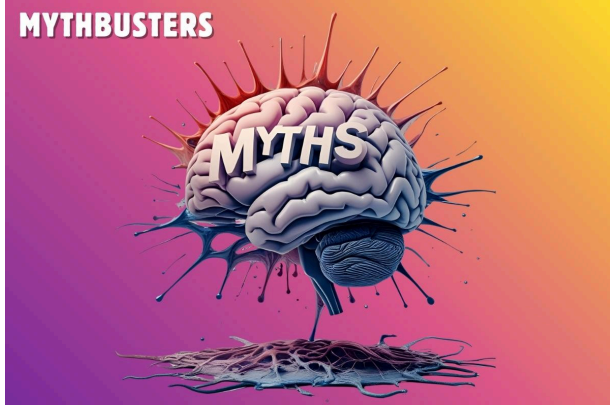
[View 2025 Summit Video Collection](#)

Featured Series: Mythbusters: Understanding the Brain, Learning, and Development



This video series takes on common myths about learning and development—beliefs that may be widespread in classrooms but aren't supported by science. From learning styles to dyslexia, from social media to math anxiety, each episode unpacks where these myths come from, why they persist, and what current research actually tells us.

MYTHBUSTERS



[Introduction](#)

[Learning Styles](#)

[Dyslexia](#)

[Teens and Social Media](#)

Increasing Our Reach

CSU Liason Campuses, Led by [Kate Esposito](#), Our Faculty Director at CSU Dominguez Hills



CSU, Dominguez Hills



CSU, Stanislaus



California Polytechnic State University, San Luis Obispo



CSU, Monterey Bay



CSU, Northridge



California Polytechnic State University, Pomona



CSU, Los Angeles & CSU, Los Angeles College of Education



CSU, Chico



San José State University



CSU, Long Beach

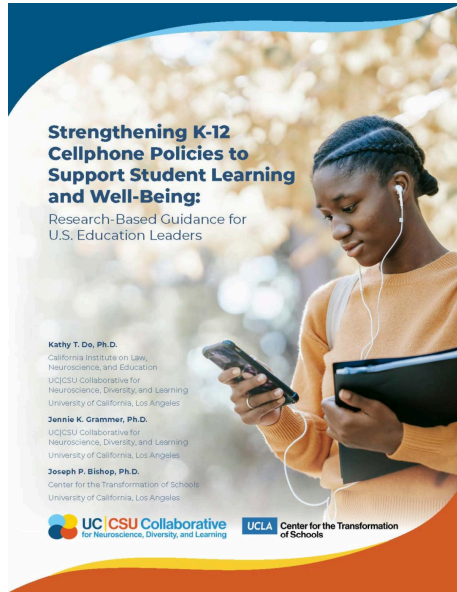


CSU, San Marcos



CSU, Fresno

Research Brief: Strengthening K-12 Cellphone Policies to Support Student Learning and Well-Being: Research-Based Guidance for U.S. Education Leaders



Cellphones have become part of students' daily lives—powerful tools for learning, connection, and self-expression. At the same time, their use in schools can raise concerns around attention, stress, and safety. With more U.S. states moving toward regulation, education leaders have both a challenge and an opportunity to develop school cellphone policies that promote healthy, equitable, and effective technology use. This research brief translates developmental science and policy trends into evidence-based recommendations for K-12 leaders to support focused learning, healthy digital habits, and safer school environments.

[View Research Brief](#)

Featured Article: Cellphone polices should be flexible, help build healthy phone habits



[View Article](#)

[EdSource](#) spotlighted our new brief on K–12 cellphone policies, developed in partnership with the [UCLA Center for the Transformation of Schools](#). The article underscores the report's key finding that effective cellphone policies must be age-appropriate, flexible, and designed in collaboration with students, educators, and families to support both learning and well-being. It also highlights growing national attention to this issue, with 42 states now exploring or implementing school cellphone guidelines informed by research like ours.

In Case You Missed It: Watch Our Summer Webinar Series!

UC|CSU Collaborative Summer 2025 Webinar Series

Summer 2025 Webinar Series

Supporting Self-Regulation:
Developmentally Informed Tools for a
Strong School Start



This summer speaker series highlights the power of developmentally appropriate practices in fostering self-regulation—the foundation of students' learning, relationships, and well-being. Self-regulation skills, including managing attention, emotions, and behavior, develop over time and require intentional support through environments that are responsive to students.

[View Summer Webinar Series Here](#)

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