Oregon Early Childhood Inclusion

Meredith Villines, MS
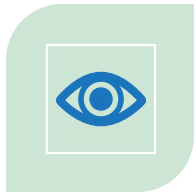## October 2022

Welcome and Connection

- Turn and Talk:
    - Introduce yourself
    - On a notecard complete the sentence: *Inclusion Is...*
    - What are your hopes and dreams for this initiative? What do you want the State Leadership Team to know?

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Outcomes for today's time together

OREGON
EARLY CHILDHOOD INCLUSION

👁
INCREASED AWARENESS OF OREGON'S EARLY CHILDHOOD INCLUSION INITIATIVE

✔
UNDERSTAND IMPLEMENTATION COMPONENTS AND PARTNERSHIP WITH EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTER

💬
FAMILIARIZE SELF WITH CURRENT TOOLS, AND SCOPE OF WORK

🛠
LEAVE WITH ACTION ITEMS TO TAKE BACK TO YOUR COMMUNITY

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Oregon's Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes.

This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Who We Serve

570,000 PK-12 Students

More than 200 languages spoken

75,807 Educators

Staff of Color

- 11.4% of Teachers
- 12.3% of Administrators
- 16.4% of Counselors
- 21.1% of Educational Assistants
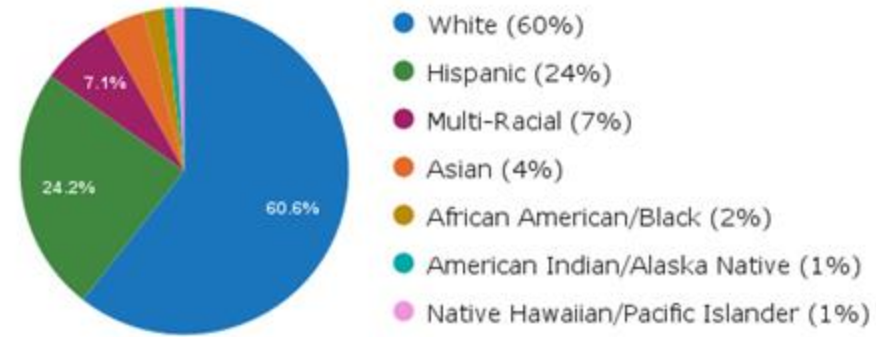
197 Districts

1,257 Schools

133 Charter Schools
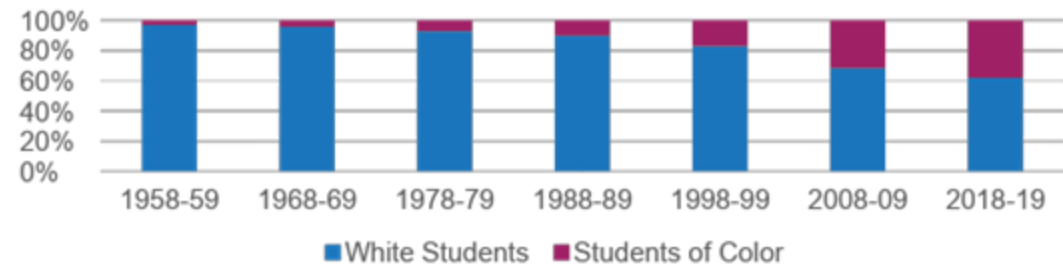
19 Education Service Districts

Oregon Department of Education, 2020-21 School Year

Student Diversity

- Economically Disadvantaged: 53%
- Ever English Learners: 18%
- Homeless: 3%

- Lesbian/Gay /Bisexual: 12.6%
- Mobile Students: 11%
- Students with Disabilities: 15%

Pie chart:
- White (60%) — 60.6%
- Hispanic (24%) — 24.2%
- Multi-Racial (7%) — 7.1%
- Asian (4%)
- African American/Black (2%)
- American Indian/Alaska Native (1%)
- Native Hawaiian/Pacific Islander (1%)

Rapidly Diversifying Population

Bar chart showing years 1958-59, 1968-69, 1978-79, 1988-89, 1998-99, 2008-09, 2018-19

■ White Students   ■ Students of Color

Defining Inclusion

ABCs of Inclusion, Dr. Phil Strain PELE Center

"**Inclusion**" means the values, policies, and practices that create opportunities for all young children and their families to participate in a broad range of activities and be supported to engage as full members of families, communities, and society. The defining features of inclusion that are used to identify high quality early childhood programs and services are **access**, **participation**, and **supports**.

Barriers to Inclusion: The Root Causes

Confusion across the system about roles of each agency

Lack of cross-system collaboration

Lack of access to high quality early learning environments

Lack of resources to support personnel

"Othering" of children experiencing disability

Lack of cross-system understanding or use of effective practices to support inclusion

The Data…

Federal Reporting Data regarding Free Appropriate Public Education (FAPE), Least Restrictive Environment and Child Outcomes (2019)

EI/ECSE Community Engagement Report (2022)

ELC Community Listening Sessions (2022)

PDG Household Survey (2020)

The Data: FAPE, LRE, and Child Outcomes (2019)

As of 2019, percent of preschoolers with disabilities:

Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program: **48.16%**

Attending a separate special education class, separate school or residential facility: **24.52%**

Functioning within age expectations for positive social-emotional skills: **52.12%**

Who substantially increased their acquisition and use of knowledge and skills (including early language/communication and early literacy: **71.99%**

Who substantially increased their use of appropriate behaviors to meet their needs: **75.7%**

The Data: EI/ECSE Community Engagement Report (2022)

We have the lowest of low income in our community, so if they have a flat tire or the kids get sick and they don't come, way too often it can turn into four to six months before they even get an eval [evaluation]. –ECE provider

We spend a lot of time talking to families who have no idea they've been referred or think they've been referred to something that we aren't. If we have consent from the get-go, we could loop in their referral coordinators to help when we are struggling to make contact with parents. –Intake coordinator

(Translated from Spanish) *As a mother of four children I never knew that the early intervention program existed. Nobody notified me that it was an opportunity, not from the pediatrician, not from [health care organization] special services and in my school—don't think even think about it—there we are never notified of any services, and if we know it exists and we ask for it, we are put on a waiting list*. –Parent

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EI/ECSE Community Engagement Report, Cont.

My child was originally referred for a significant speech delay at the age of two by her pediatrician; however, the referral was not explained to me, and I declined the offer to be evaluated. –Parent

What I found in talking to families... is that once their children were asked to leave a program it is nearly impossible for them to find another program. And it's not just talking about being inclusive, it is any program because childcare is so in need right now –ECSE provider

I am full on ready for an inclusive model but our teachers are only one person. They have two and a half staff for a full school day and if you have a kiddo who needs more prompting and support to get through the day... it's not the best practice because they're not going to get the quality they need. –ECE provider

The Data: ELC Community Listening Sessions (2022)

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Special Education: Reflected that children in foster care with Special Education services have similar experiences to the families' experiences. Increasingly school districts are struggling with staffing shortages, which have impacted services to these children.

Behavior Management: Schools have been removing students from the classroom, due to behaviors in young children (dysregulation, trauma, pandemic stress), which results in a shortened school day or putting students on in-home tutoring plans, instead of being in the classroom. This has been especially difficult for working parents. School staffing issues are likely to continue into next year, how can we better support students in the classroom?

Barriers to ECE Expansion: Growing quality ECE requires a multi-agency response. Barriers include: facilities, co-location, K12 involvement in preschool, state-funded early learning programs, and state-owned facility development.

Consistent Parent Concerns: Concerns raised in these listening sessions are similar to what emerged from the EI/ECSE broader community engagement process across the state. Heard specifically from Black communities about how outreach and service delivery could be improved.

Facilities: Use SSA to build classrooms and additions to community preschools – there is a lack of space or safe places for all children (playgrounds, buildings, etc.)

Workforce: Lack of workforce contributes to all other concerns and barriers. Lack of workforce in general, lack of higher education programs (whole pipeline), and lack of workforce that includes people of color. Need a 5-year plan, not a 1- or 2-year plan.

Perception of a lack of special education services – Confusion about is ECSE a place or a service? There is also a problem of local programs saying to families, "take this package at our location, or nothing else is available."

Service/System navigators – could all the sectors that support families and use system or service navigators align or share to help families across service delivery systems?

The Data: PDG Household Survey (2020)

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"Parents/caregivers were also asked to indicate if they had experienced challenges finding a provider who could support their child's needs related to a physical or other disability... 40.5% indicated that this had been a challenge. Thus, for families whose children are experiencing a disability, this is clearly a frequent challenge."

"Families in both frontier and rural regions were more likely to say that it was a challenge to find a provider who could support the needs of a child with a physical or other disability than were parents/caregivers in urban regions (41% and 49% vs. 35%, respectively)."

"Families in both frontier and rural regions were also likely to have difficulty finding a provider who could support the needs of a child with a physical or other disability. Interestingly, once they found care, parents/caregivers in frontier regions were the most likely to say that they would not change anything about their current care arrangements (61.8%). This suggests that there is a need for more training of more potential providers to ensure not only availability of care but also to improve their capacity to work with children with a variety of needs."

The Data: OECI Initiative Annual Report (2022)

We have always thought of ourselves as doing very well in terms of inclusion in the community. The National Indicators for Community Inclusion Teams has helped us to identify gaps. It has the potential to be a game-changer for us. -CIT Leader in Multnomah County

The work on the inclusion rollout/project this year has helped us improve our current (ongoing) community collaborations around supporting kids eligible for ECSE being successful in their community placements. -Lincoln Program Coach

We would like to include other coaches in the county that support childcare programs and Head Start programs so that we can expand the work in the future, strengthen partnerships, and take advantage of the training opportunity. -CIT Member

I love that you included "of their choice"!!! Families have expressed that they often feel railroaded into designated settings so having this in the forefront is powerful! -Family member and Community Trainer

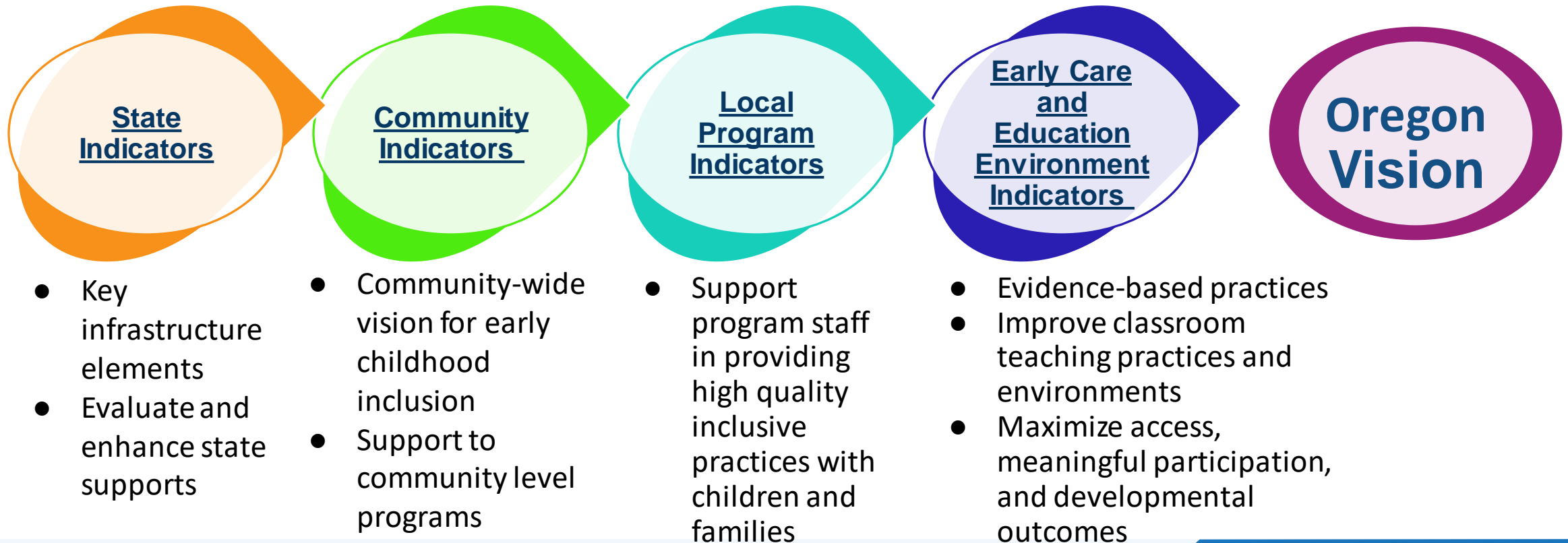# Oregon Early Childhood Inclusion Indicators Initiative

Center	Centering equity, culturally responsive and identity-affirming practices
Prioritize	Prioritizing family voices
Provide	Providing supports that advance equitable outcomes
Evaluate	Evaluate data to guide action and improvement

Oregon Early Childhood Inclusion Initiative

OREGON **EARLY CHILDHOOD INCLUSION**

Mission: Co-Create a statewide, collaborative system that allows every child to be supported in an inclusive environment.

State Indicators

Community Indicators

Local Program Indicators

Early Care and Education Environment Indicators

Oregon Vision

- Key infrastructure elements
- Evaluate and enhance state supports

- Community-wide vision for early childhood inclusion
- Support to community level programs

- Support program staff in providing high quality inclusive practices with children and families

- Evidence-based practices
- Improve classroom teaching practices and environments
- Maximize access, meaningful participation, and developmental outcomes

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Grounded in shared values

We believe:

•Disability is to be appreciated as a natural part of the human experience that makes our families and communities stronger.

•Families have the right to enter into relationships with early care and education providers trusting their child will be welcomed, loved, and seen in all of their human dignity, including their culture, race or disability.

•All learning environments for young children and their families should be inclusive, culturally responsive, and identity affirming.

•Every child should learn and thrive together with their peers, friends, and neighbors. Children achieve their best self when nurtured by empowered families, providers, and communities.

•The Early Care and Education system is enhanced and strengthened through a network of professionals, parents and community members

"Individually we are a drop but together we are an ocean."
~Ryunosuke satoro

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Shared Goals and Commitments

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1 Establish Cross-Agency implementation teams at the state, local, and program level to address the needs young children experiencing disability

2 Strengthen partnerships with families so their vision for their child is fully realized.

3 Increase access to services and support through coordination of resources at the state and regional level.

4 Enhance and expand support to families, early learning personnel and early care and education programs through cross-disciplinary training and technical assistance.

5 Develop and strengthen regional networks of implementation and practitioner coaches

6 Develop and strengthen policies, procedures, funding, and other system infrastructure components needed support intentional implementation.

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Early Learning System Improvement Efforts

Raise Up Oregon

Student Success Act

Implementation of HB 3073 creating the Department of Early Learning and Care

Early Childhood Suspension and Expulsion Prevention Program

Early Learning Systems Initiative

Other Cross-System Continuous Quality Improvement Activities

High Quality Inclusion: Building State Capacity to Provide What Programs Need

State Leadership Team to plan and implement a sustainable, cross-agency, state infrastructure; develops sustainability and scale-up plans (Benchmarks of Quality)

A Professional Development Network of Program Coaches that support high fidelity use of inclusive practices in programs

Implementation and Demonstration Sites with Leadership Teams and practitioner coaches; demo sites to demonstrate effectiveness and to model for others

Data/Evaluation and data feed-back systems for: data-based decision making at all levels for PD, ensuring fidelity, demonstrating effectiveness, planning, implementing and tracking systems change and making system recommendations

Implementation Efforts Addressing High Quality Inclusion

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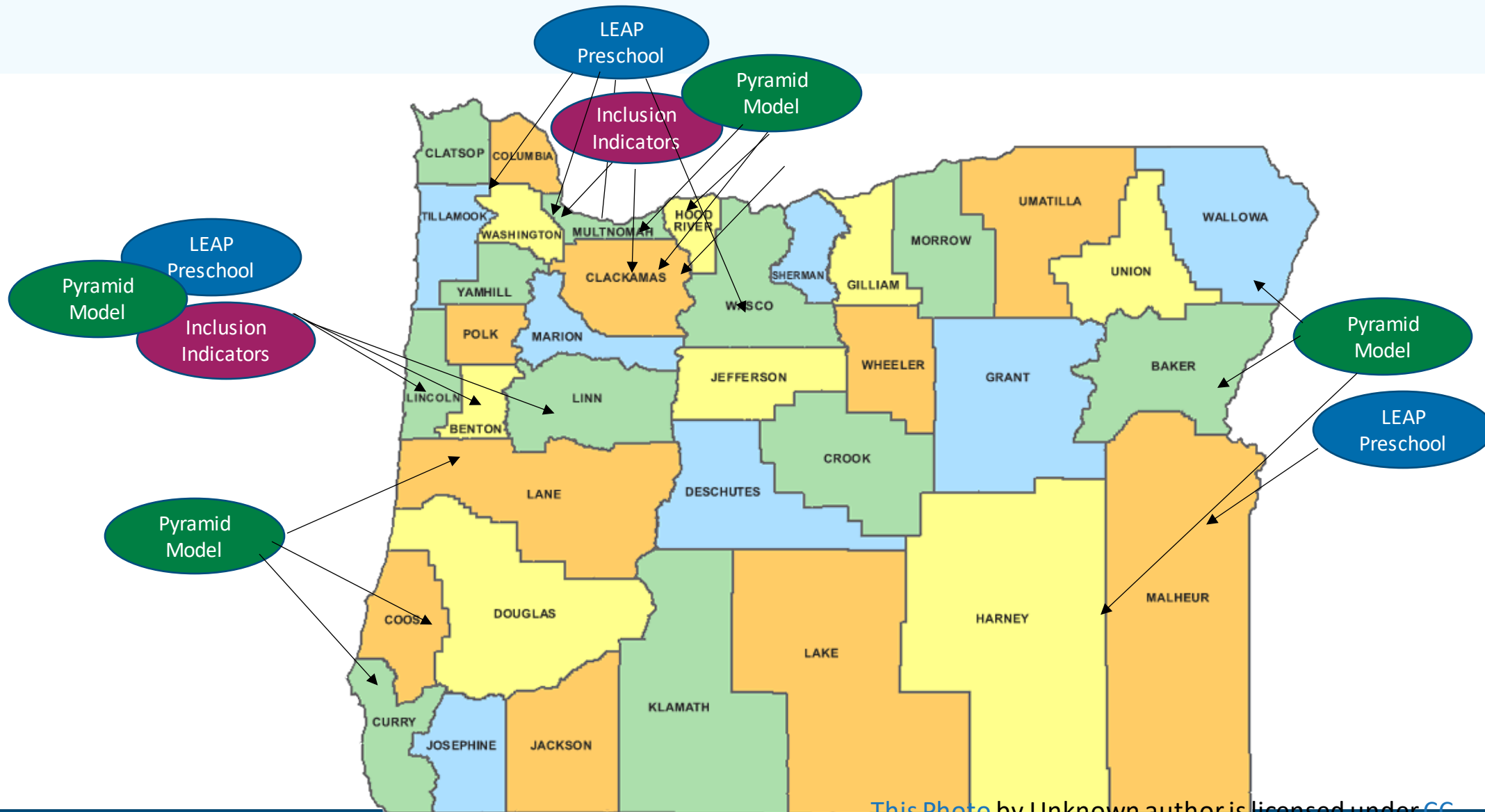
Program-Wide Inclusion: Purpose

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Supports the implementation and sustainability of high-quality inclusive practices.

Supports sharing of professional development, intentional staffing, and funding opportunities including how to increase, braid and coordinate resources, making the most of sparse resources, and identify new funding opportunities.

Builds the awareness throughout the program of the importance and value of high-quality early childhood education and inclusion.

Collects and shares information annually about the program's progress in providing high-quality inclusion for all children.

Identifies and supports additional classrooms to implement evidence-based practices over time, thereby scaling-up a sustainable system of high-quality inclusion.

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What we're seeing from initial results in communities and programs…

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👪 Increased community collaboration

👁 Unified Mission and Vision

📈 Improved Child Outcomes and LRE data

👍 Increased confidence and feelings of efficacy across providers

🧑‍🏫 Cross-agency planning and communication within programs and amongst classroom staff and EI/ECSE providers

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Inclusion Indicators at the Classroom Level

Early Care and Education Environment Indicators:

- Promotion and Affirmation of Individual Differences
- Family Partnerships
- Social Emotional Learning and Development
- Meaningful Interactions with Peers
- Curriculum
- Instruction
- Collaborative Teaming
- Assessment
- Culturally Responsive and Identity Affirming Practices

Early Care Education Environments Indicators (ECEE) : Key Assumptions

People using these have a limited knowledge of Special Education

These indicators build on high quality practices that are already in existence (NAEYC, Content Standards, Tier 1, Universal Standards)

Based on the definition of Inclusion from the Dept. of Human Services; Dept Ed Joint Policy Statement

Meant for kids ages 2-6

Classrooms have natural proportions of children with disabilities to children without disabilities; 2-3/1

Intended to be coached by someone with inclusion knowledge

ECEE Indicators
https://sites.ed.gov/idea/idea-files/policy-statement-inclusion-of-children-with-disabilities-inearly-childhood-pro-grams/:

Impact in classrooms and teachers

"The Indicators break down inclusion into bite size pieces"

"I feel like I have an idea now about what I am aiming for."

"Because of the Indicators, I see what I am already doing to make my classroom inclusive and where I need to improve my practice."

" The idea of collaborative teaming has always been talked about but the transdiciplinary model make it reality. I feel less like I'm on my own now and I know who to call."

Group Activity: Rose, Thorn, Bud Reflection
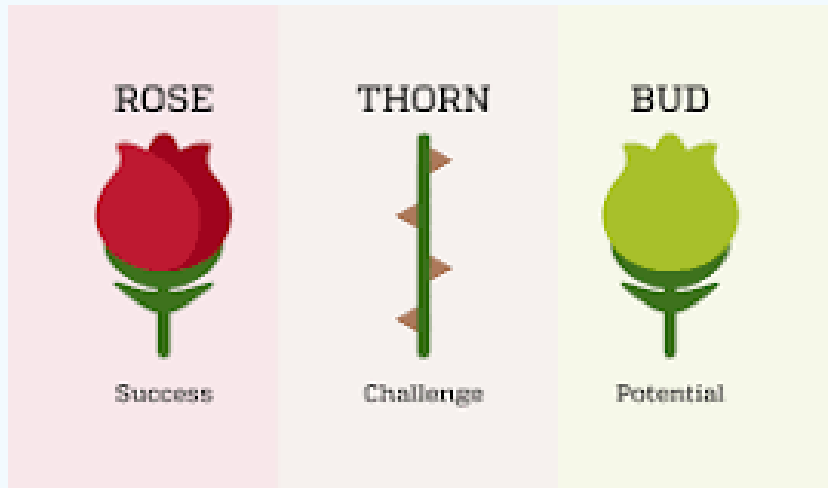
- What did you hear that you liked?
- What are some of the challenges to this concept?
- Where is there potential?

ROSE — Success
THORN — Challenge
BUD — Potential

Take Away: The Next First Step

- What is your first next step when you return to your region?

- What supports are needed?

- Who can walk alongside you?

Questions or Comments

Want to learn more?

- Request an overview from members of the State Leadership Team using this form,

- Watch the following presentation: 2022 Office of Special Education Programs (OSEP) Leadership and Project Conference: Indicators of High Quality Inclusion- Community Based Inclusion,

- Sign up to receive updates on ODE Public GovDelivery by selecting Oregon Early Childhood Inclusion, or

- Contact us: ode.oregonecinclusion@ode.oregon.gov

- Visit us on the web: https://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/oeci.aspx

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Here to Help

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