



**Oregon State**  
**University**

**State and Community  
Indicators of High-  
Quality Inclusion  
Report: 2020-2023**

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# Summary of State and Community Indicators of High Quality Inclusion: 2020-2023

This brief report provides an overview of the initial data examining progress in program implementation at State and Community levels over the first three years (2022-2023), utilizing the National [Indicators of High-Quality Inclusion](#) (field test version) for State and Community Leadership Teams. This report focuses on the State Indicators and then the Community Indicators of High-Quality inclusion (cohort 1).

## State Indicators of High Quality Inclusion

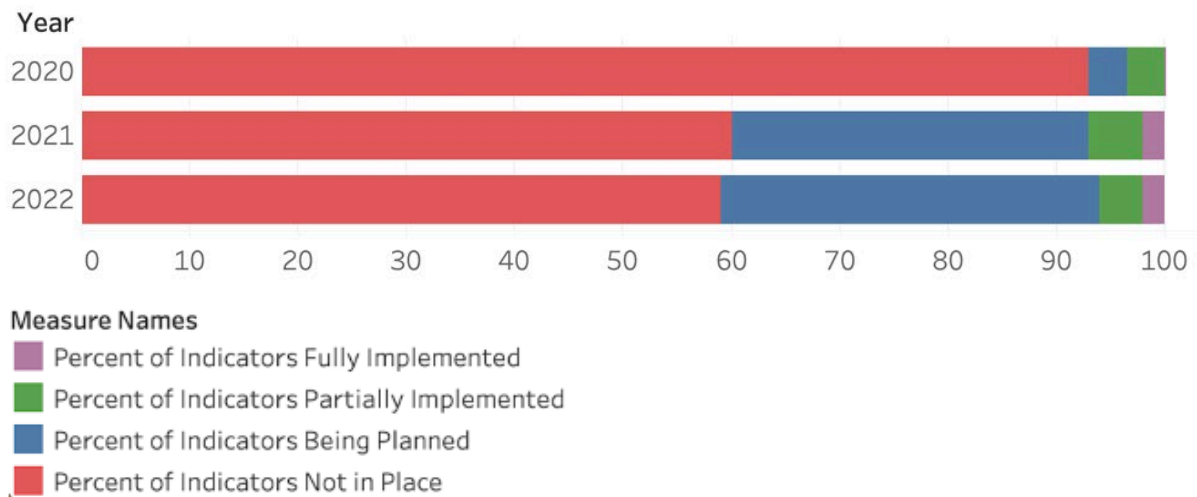
The Inclusion Indicators help teams implement inclusive practices at all system levels: state, community, local program, and environments where children receive care. State Indicators address key infrastructure elements across state agencies for early care and education system supports and processes, and are assessed with 12 indicators (Table 1). They are designed to support leaders in evaluating and enhancing their system of supports to local programs in the service delivery system. Average scores for each indicator across 2020-2022 are summarized in Table 1, and graphs are presented in Figures 1-3. As shown in Figure 1, while 93% of the indicators were not in place in 2020, as of 2022, 35% of them were being planned, 4% were partially implemented and 2% were fully implemented.

*Table 1. Average scores by indicator for State leadership teams*

Indicator	Average Score in 2020	Average Score in 2021	Average Score in 2022
1.Cross Sector Leadership	1.570	2.570	2.420
2.Policy/Guidance	1.000	1.860	1.860
3.Family Engagement	1.000	1.670	2.170
4.Accountability, Data, Use of Continuous Quality Assurance Systems	1.000	1.290	1.140
5.Funding	1.330	1.670	1.670
6.State Early Learning Standards/ Guidelines	1.000	1.000	1.000
7.Program Standards	1.000	1.200	1.200
8.Allocation of Resources to Support Personnel	1.140	2.290	1.570
9.Coordination of Professional Development Resources	1.290	1.570	2.000
10.EC Personnel Standards, Credentialing, Certification and Licensure	1.000	1.000	1.000
11.Preservice Education and Personnel Preparation	1.000	1.000	1.000
12.Public Awareness	1.000	1.000	1.000

\* ratings on a 4-point scale (1=not in place, 2=being planned, 3=partially implemented, 4=fully implemented)

Figure 1. Implementation of State Indicators



Since 2020, progress in implementation was observed over two years in more than half of the indicators. Particularly notable implementation efforts were seen in the Cross-Sector Leadership (Figure 2) and Allocation of Resources to Support Personnel (Figure 3) indicators. However, as shown in Table 1, State Early Learning Standards/Guidelines, EC Personnel Standards, Credentialing, Certification, and Licensure, Preservice Education, Personnel Preparation, as well as Public Awareness indicators, were still 'not in place' as of 2022.

Figure 3. Cross Sector Leadership

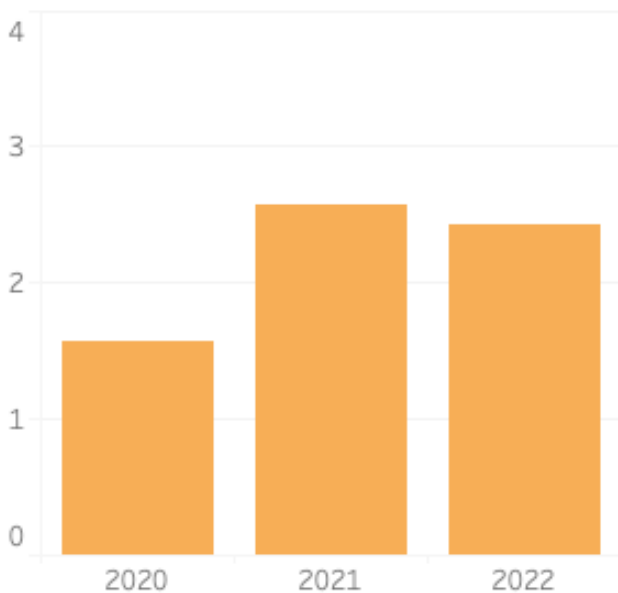
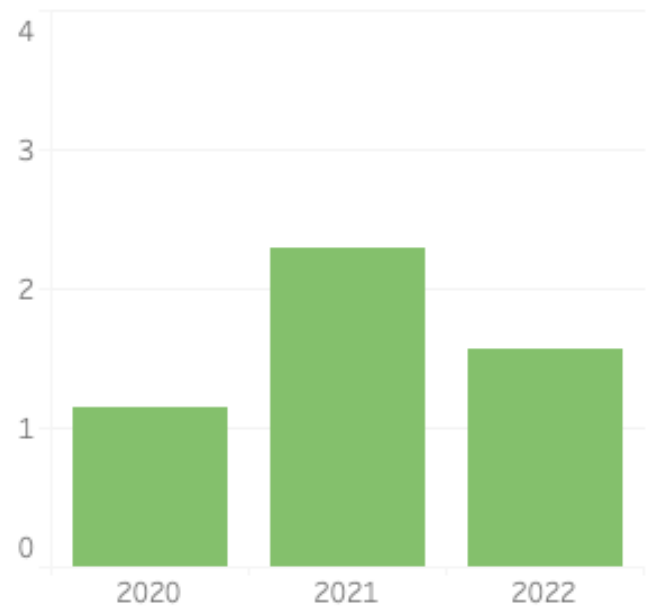


Figure 4. Allocation of Resources to Support Personnel



## Community Indicators and Elements of High Quality Inclusion

Community Indicators of High-Quality Inclusion address the need to have a group of people at the community level helping to establish a community-wide vision for early childhood inclusion and support to the programs within the community. A Community Inclusion Team (CIT) supports programs in adopting high quality, inclusive, evidence-based practices, and facilitates agreements among agencies and programs for the provision of early intervention, special education and related services in natural environments.

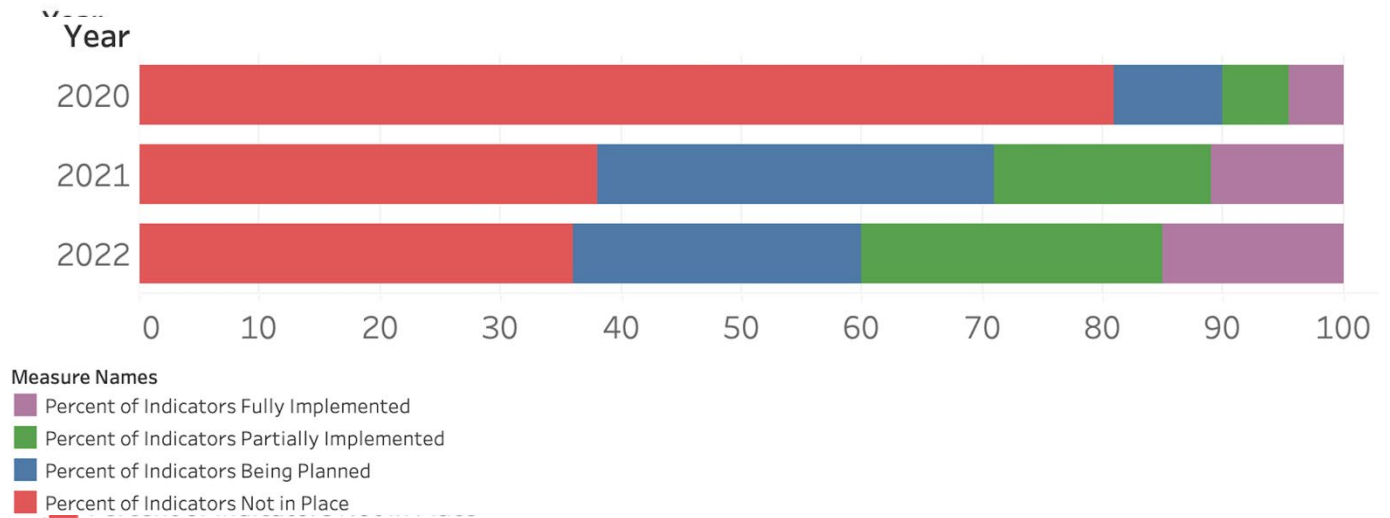
These initial data, gathered from three CITs across three counties in Cohort 1, involves the evaluation of 12 indicators as outlined in Table 1. This table provides an overview of the average scores\* for each indicator, by initial (2020) and the latest available data (2022) averaged across CITs<sup>a</sup>. As shown in Figure 1, while 81% of the indicators were not in place in 2020 for CITs, on average, as of 2022, 24% of them were being planned, 25% were partially implemented and 15% were fully implemented.

*Table 1. Average scores by indicator for Community Inclusion Teams (CITs)*

Indicator	Average Score in 2020	Average Score in 2021	Average Score in 2022
1.Community Inclusion Team	1.881	2.810	2.690
2.Vision	1.250	2.750	2.750
3.Family Engagement and Partnerships	1.167	1.500	1.542
4.Awareness and Commitment	1.433	1.733	1.800
5.Policies and Procedures	1.000	1.667	1.778
6.Fiscal Resources	1.111	1.556	1.611
7.Personnel Policies and Structure	1.167	1.500	1.833
8.Collaborative Teaming	1.000	2.000	2.583
9.Specialized Technical Assistance and Consultative Services	1.000	1.667	2.083
10.Program Support for Personal Development	1.143	1.857	2.167
11.Curriculum	1.000	1.000	1.167
12.Data Collection and Use	1.042	1.833	1.854

\*ratings on a 4-point scale (1=not in place, 2=being planned, 3=partially implemented, 4=fully implemented); <sup>a</sup> data for all three counties was only available through 2022, so average scores for 2023 were not presented.

Figure 1. Implementation of Community Indicators across three CITs



Since the start of the initiative, progress is observed over two years in almost all of the indicators for CITs. Particularly notable implementation efforts were present in the Community Inclusion Team (Figure 2) and Vision (Figure 3) indicators. Most of the indicators were either in the planning or implementation stages. However, there is a need for heightened focus on certain indicators such as Family Engagement and Partnership, Fiscal Resources, and Curriculum as these were among the 36% of indicators that were closer to 'not in place' on average.

Figure 2. Community Inclusion Teams

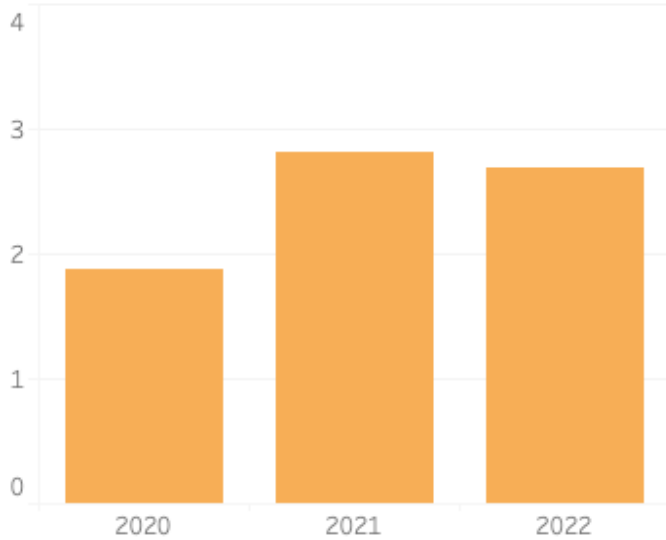
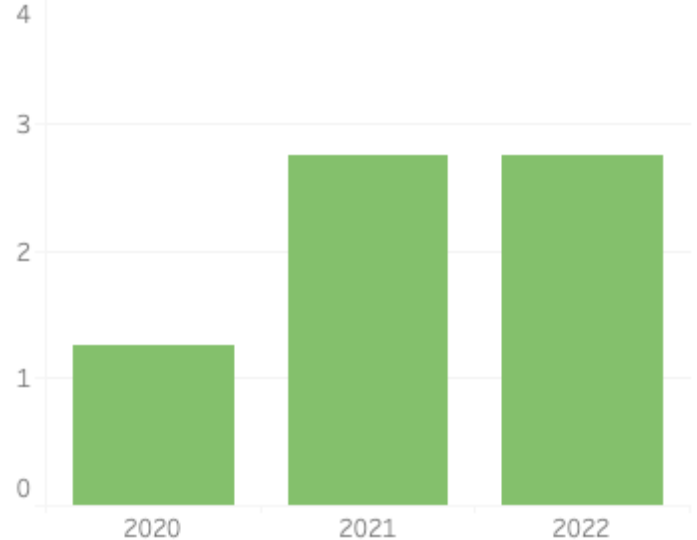


Figure 3. Vision



## Conclusion

To conclude, the data from the initial three years of implementation of the [Indicators of High-Quality Inclusion](#) indicates progress in implementation at both State and Community Levels. By the end of the third year, the majority of indicators are either in the planning or implementation stages for both groups. Notable implementation efforts are observed in State Level data, particularly in the Cross-Sector Leadership and Allocation of Resources to Support Personnel indicators. Similarly, at the Community Level, notable efforts are evident in the implementation of the Community Inclusion Team and Vision indicators.

While the data indicate promising progress, enhancing support for the Inclusion Indicators will allow inclusive practices to be embedded in the state, communities, programs, and early care environments. Scaling up, sustaining, and coordinating evidence-based professional development and coaching efforts are crucial steps in fostering high-quality inclusion at both state and local levels.

## Acknowledgements

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