This report is dedicated to Hadiyah Miller, a leader, scholar, parent and friend. Hadiyah was a dedicated member and collaborator during initial instillation of the State Leadership Team and Implementation of the Indicators of High Quality Inclusion. Her active participation in meetings, trainings and feedback sessions with providers, local and national partners leaves an imprint on the Indicators of High Quality Inclusion that cannot be overstated.
Shared Vision: Inclusion is Centered in Belonging

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 dis/ability.
- 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**.

Oregon Early Childhood Inclusion Initiative

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

- **Oregon Vision**
- **State Indicators**
  - Key infrastructure elements
  - Evaluate and enhance state supports
- **Community Indicators**
  - Community-wide vision for early childhood inclusion
  - Support to community level programs
- **Local Program Indicators**
  - Support program staff in providing high quality inclusive practices with children and families
- **Early Care and Education Environment Indicators**
  - Evidence-based practices
  - Improve classroom teaching practices and environments
  - Maximize access, meaningful participation, and developmental outcomes
Shared Goals and Commitments

1. Establish cross-agency implementation teams at the state, local, and program level to address the needs of 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 to support intentional implementation.
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.
Building State Capacity to Provide What Programs Need

**Center**
Center equity, culturally responsive and identity-affirming practices

**Evaluate**
Evaluate data to guide action and improvement

**Prioritize**
Prioritize family voice and choice

**Provide**
Provide supports that advance equitable outcomes
Implementing a Culturally Responsive and Anti-Racist Model

Addressing Implicit Bias & Racism

Coaches and Consultants actively and intentionally address implicit and explicit bias.

Address intersectionality of race, gender, age, and ability.

Training for coaches & consultants

Building authentic relationships by learning histories and current context of communities served.

I learned a very important lesson in making sure the work always starts with me.
Webinar - Indicators of High Quality Inclusion: A Comprehensive Set of Tools
Barriers to Inclusion: The Root Causes

- Lack of cross-system collaboration
- Lack of access to high quality early learning environments
- Lack of resources to support personnel
- Confusion across the system about roles of each agency
- "Othering" of children experiencing disability
- Lack of cross-system understanding or use of effective practices to support inclusion
Ableism is a form of systemic oppression that gives advantages to people without disabilities.

**Overt Ableism**
- Violence
- Hate Crimes
- Ableist Slurs
- Lack of captions
- Educational exclusion & segregation
- "Crazy"
- Police brutality
- Fear of people with disability
- "Everyone is a little autistic"
- Inappropriate discipline
- Intrusive questions
- Ableist curriculum
- Low expectations
- "You're inspirational!

**Subtle Ableism**
- Refusing to provide accommodations
- Using ableist language like “lame” or “crazy”
- Segregating or marginalizing students
- Punishing students for disability-related behavior
- Limiting students’ equitable access to education

Equity in education cannot be addressed without addressing ableism.

Graphic adapted from Rausch, Joseph, & Steed, 2019 and Buzek, n.d., using Hall’s (1976) Iceberg Model.
Inclusion Benefits Children

...with Disabilities

- Positive gains across all areas of development
- Higher level social skills
- Improved peer relationships
- Gains in language and literacy skills
- Benefits for all children regardless of nature, type or severity of disability

...and without Disabilities

- Greater cognitive and language skills
- Higher-level empathy skills
- Advanced social skills and stronger peer relationships
- Achieve an awareness, respect, and understanding of diverse abilities
- Inclusive classrooms tend to be of higher quality in general, so all children benefit
Inclusion Benefits
Educators & Systems

Better able to assess children’s needs and identify barriers

Using reflective questions helps educators to think about where their teaching style comes from.

Access to professional development

Access to early intervention practitioners, special education specialists, therapists and other colleagues who bring fresh perspectives and innovative teaching techniques

Cost benefits
Impacts of Exclusion*

Desegregating preschool access is an important step in ensuring all students are engaged learners in kindergarten and prepared for success in all aspects of school.

Access
The number of young children with disabilities served in inclusive settings remains unchanged since the passage of IDEA.

Fewer than half of young children ages 3-5 receive special education services in regular early childhood programs.

Three-year-olds are the least likely group of young children to receive services in inclusive settings.

Equity
Children with certain categories of disability have less access to inclusive settings.

Children of color are less likely to receive a developmental screening or obtain early intervention services.

Children of color are overrepresented in special education (3-21) and more likely to be placed in segregated settings.

Focus on Systems Change

State Interagency Coordinating Council

State Advisory Council for Special Education

Raise Up Oregon

Oregon's Early Childhood Inclusion State Leadership Team

IDEA Services Early Intervention/Early Childhood Special Education
Centering Equity in Collective Impact

Five Strategies for Centering Equity

- Ground the work in data, context, & targeted solutions
- Build equity leadership and accountability
- Focus on systems change, programs, and services
- Listen to and act with community
- Shift power within the collaborative

Supporting a Comprehensive Approach to Service Delivery

Transdisciplinary Service Delivery

Transdisciplinary service is defined as the **sharing of roles across disciplinary boundaries** so that communication, interaction, and cooperation are maximized among team members.

Transdisciplinary Service is:

- Family Centered
- Coordinated across disciplines
- Designed to allow for an integrated approach
- Recognized as the best practice for early intervention

(Adapted from: Davies, 2007; Johnson et al., 1994 and Carpenter, 2005; Bruder, 2000; Guralnick, 2001)
The goal is to contribute to expanding supports for an inclusive, culturally responsive, and identity-affirming early care and education workforce that can support families and community members who care for young children.

**Primary activities include:**

- Developing a framework of support to implement the Pyramid Model Framework and the National Indicators of Inclusion in Oregon early care and education environments.
- Using data to identify successes, gaps, & needs related to inclusive practices in Oregon.
- Connecting with inclusion practitioners and communities in Oregon to best support the early care and education workforce, children, and families.
- Supporting coaches in cohorts of Oregon Community Inclusion/Leadership Teams.
- Engaging with system partners and leaders to increase inclusive opportunities for children across the state.
Dominic Paz, Implementation Manager
dominic.paz@oregonstate.edu
I want to build an early care system that welcomes all families. Contact me for Pyramid Model and inclusion professional learning and collaboration and the ELSI BILPOC Community of Practice.

Mackenzie Weintraub, Training Outreach Coordinator
mackenzie.weintraub@oregonstate.edu
I’m passionate about building communities where each young child is celebrated and supported. Contact me for Pyramid Model Trainings, community-wide implementation, and PIDS.

Chad Lahr, Training Outreach Coordinator
chad.lahr@oregonstate.edu
I believe in inclusive early childhood education and supporting educators. Contact me for Early Childhood Inclusion Indicator training and Community Inclusion Team support.

Tess Wood, Team Coordinator
tess.wood@oregonstate.edu
I aspire to be a bridge connecting children & families with what they need. Contact me for general questions, coordination, and collaboration.

Sindy Abzun, Training Outreach Coordinator
sindy.abzun@oregonstate.edu
I am inspired to provide support for educators, children, and families to reach their full potential and find their infinite value in society. Contact me for Early Childhood Inclusion Indicator training and Community Inclusion Team Support.

Drs. Bridget Hatfield and Megan McClelland serve as the principal investigators on this grant from Oregon Department of Education. Please reach out to them at bridget.hatfield@oregonstate.edu or megan.mcclelland@oregonstate.edu for additional questions related to the Inclusion Initiative. Visit https://health.oregonstate.edu/elsi/oregon-inclusion-initiative to learn more.
The Early Learning System Initiative has four related objectives:

- Relationship development
- Development of a mentor coaching framework
- Supportive training aligned with early educator competencies
- Data analysis and evaluation

Underlying each objective, ELSI commits to centering anti-racism, equity and inclusion.
Practice-based coaching is a cyclical process for **guiding practitioners’ use of evidence-based practices** for promoting positive child outcomes.

Practice-based coaching involves the following components:

- Collaborative partnerships
- Shared goals and action planning
- Focused observation
- Reflection and feedback
Oregon Early Childhood Inclusion State Leadership Team
Who are we and what do we do?

The State Leadership Team (SLT) is an interagency group that is responsible for planning and supervising the initiative, including:

- Identifying funding supports
- Advancing policy situations
- Completing evaluation of initiative outcomes
- Using data for decision making
- Ensuring adequate training & coaching supports are available statewide
- Supporting communities with implementation
- Advancing public awareness on equitable and effective practices
- Facilitating meaningful family engagement and partnership

We use the State Leadership Team Benchmarks of Quality and the Early Childhood State Indicators of Inclusion to guide the initiative, assess progress, and plan future actions.
Raise Up Oregon serves as Oregon’s comprehensive state system plan for early childhood, prenatal to age five. The plan was created in partnership with six state agencies: ODE, DELC, ODHS, OHA, OHCS, and HECC.

Raise Up Oregon has three goals:

The early childhood system is equitable, integrated, accessible, inclusive, anti-racist, and family-centered.

All families with young children are supported to ensure their well-being.

All children are thriving in early childhood and beyond.
<table>
<thead>
<tr>
<th>Current Initiative Priorities</th>
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<tr>
<th>Establish a State Leadership Team: SLT Indicator 1</th>
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<tbody>
<tr>
<td>• Sustained Cross Agency State Leadership Team</td>
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<tr>
<td>• Unified Strategic Plan for Scale-up and Sustainability</td>
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<th>Coordination of Cross-Sector Professional Development for Providers: SLT Indicator 9</th>
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<tr>
<td>• Investment in community level early learning professional development system (CCR&amp;R)</td>
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<td>• Training and support to regional trainers, coaches, and special education staff</td>
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<th>Allocation of Resources to Support Personnel: SLT Indicator 8</th>
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<tr>
<td>• Shared investment in the Early Learning System Initiative (ELSI)</td>
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<tr>
<td>• Increased collaborative planning for PD that uses local community and program self-assessment data</td>
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<tr>
<td>• Advising state and local partners on fiscal investments in inclusive education.</td>
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<th>Public Awareness: SLT Indicator 12</th>
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<tr>
<td>• Branding and resources for shared use across agencies</td>
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<tr>
<td>• Website, newsletter, and materials to support unified messaging</td>
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<tr>
<td>• Use and inclusion of cross-system data to identify root cause barriers to inclusion</td>
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Examining Data for Informed Decision-Making

Data Gathered:

- PDG Strengths and Needs Assessments
- Implementation Data
- Family and Community Input Reports (PDG and EI/ECSE)
- IDEA Outcome Data for children ages Birth to 5

The Context:

- Early Learning System consists of systems within systems
- Specialists, providers, and training professionals serve the same population of families and children
- Families and providers bear the burden of navigating a complex system of supports
Agencies Represented in Oregon's State Leadership Team

**Oregon Department of Education**
- IDEA Part C and B619 (EI/ECSE)
- IDEA Part B   PreK to 3rd Grade Coordination

**Department of Early Learning and Care**
- Publicly funded early learning programs (Head Start/Early Head Start, OPK, Preschool Promise, Relief Nursery)
- Early Childhood Suspension & Expulsion Prevention Program/IECMHC
- Tribal Early Learning
- Professional Learning
- Community Systems (Early Learning Hubs and CCR&R)
- Office of Child Care
- Inclusive Partners

**OCCYSHN, Oregon's Title V**
- Public health agency for children and youth with special health care needs

**Oregon State University**
- A coaching capacity-building center at Oregon State University

**FACT, Oregon's Parent Training and Information (PTI) Center**

**State Interagency Coordinating Council (SICC)**

**State Advisory Committee for Special Education (SACSE)**

**Oregon Association for the Education of Young Children (ORAEYC)**

**Oregon Division of Early Childhood (OrDEC)**

**Children's Institute**
OREGON EARLY CHILDHOOD INCLUSION

Building Equitable Futures

State-Wide Implementation Structure

State Leadership Team

Community Team

Program Coaches

Programs

Practitioner Coaches

Classrooms

Practitioner Coaches

Classrooms

Practitioner Coaches

Classrooms

Practitioner Coaches

Classrooms
Current Investments in Oregon Early Childhood Inclusion Initiative

- Minimum of $20,000 set aside for implementation activities, events, and training opportunities
- $4,000,000 ESSER Investment in the Early Learning Systems Initiative to build out infrastructure for sustainability and scale-up
- $4,000,000 PDG/GEER Funds for Inclusion to support, policy initiatives, evaluation, data-based decision making, training, and coaching, community selection, and public awareness.

- FTE for State Coordinator Roles
- Local Investments in FTE, Professional Development Supports, and Community Partnerships
- Inclusive Partners, Child Care Development Funds leveraged to ensure Regional Supports for Inclusion are accessible to all
Focused on Solutions that Lead to Positive Impact

Indicator B6A: Percent of children (aged 3-5) attending a regular early childhood program and receiving the majority of special education and related services in that program (Results)

- **Home Target:** less than or equal to 19.7%
- **Special Education Class Target:** less than or equal to 23.0%
- **Regular Early Childhood Program Target:** greater than or equal to 48.3%
• Website: Oregon Early Childhood Inclusion
• Video: 2022 Office of Special Education Programs (OSEP) Leadership and Project Conference: Indicators of High Quality Inclusion - Community Based Inclusion
• ODE Key Messages-OECI Newsletter (search Oregon Early Childhood Inclusion)
• Insights from the Field: Implementing Pyramid Model Community-Wide
• Website: Oregon Inclusion Initiative Implementation Support Team
Sequence of Scale-Up Events

State Leadership Team selects first set of Community Teams and assigns a Program Implementation Coach to each

- First set of Community Leadership Teams select first cohort of programs
- Programs reach fidelity
- Community leadership teams scale to second cohort of programs, etc

State Leadership Team selects second set of Community Teams and assigns a Program Implementation Coach to each

- Second set of Community Leadership Teams select first cohort of programs
- Programs reach fidelity
- Community leadership teams scale to second cohort of programs, etc

State Leadership Team selects third set of Community Teams and assigns a Program Implementation Coach to each

- Third set of Community Leadership Teams select first cohort of programs
- Programs reach fidelity
- Community leadership teams scale to second cohort of programs, etc
Valuing Community Inclusion

Moving Towards Equitable Education

Community-Wide Implementation: Purpose

- Support implementation and sustainability of equitable and effective practices
- Empower communities to make decisions based on their unique context
- Build awareness throughout the community
- Link high-quality inclusive programs to the public, including policy makers, student teachers, media, and institutions of higher education
- Collect and share community progress information annually
- Identify and support additional programs to implement evidence-based practices over time, scaling-up a sustainable system of equitable and effective practices

Community-Wide Implementation: Method

- Monthly meetings
- Norms
- Vision
- Thoughtful and intentional membership
- Meaningful data collection and use
Resources

OREGON EARLY CHILDHOOD INCLUSION
Building Equitable Futures
Fact Sheets on Preschool Inclusion

The research is clear. Inclusion benefits everyone!

Fact Sheet of Research on Preschool Inclusion

Erin E. Barton & Barbara J. Smith
June, 2014

1. In 27 years, the practice of providing special education and related services in regular early childhood settings to preschoolers with disabilities has increased only 5.7% and many young children with disabilities continue to be educated in separate settings.

2. Inclusion benefits children with and without disabilities.

3. The quality of preschool programs including at least one student with a disability were as good or better than preschool programs without children with disabilities. However, traditional measures of early childhood program quality might not be sufficient for assessing quality of inclusion programs.

4. Children with disabilities can be effectively educated in inclusive programs using specialized instruction.

5. Parents and teachers influence children's values regarding disabilities.

6. Individualized instruction can be used to teach a variety of skills, including those related to early learning standards, and promote participation in inclusive preschool programs.

7. Families of children with and without disabilities generally have positive views of inclusion.

8. Inclusion is not less expensive than having separate programs for children with disabilities.

9. Successful inclusion requires intentional and effective collaboration and training.

10. The individual outcomes of preschool inclusion should include access, membership, participation, friendships, and support.

11. Children with disabilities do not need to be "ready" to be included. Programs need to be "ready" to support all children.

Note: A sample of empirical citations are provided for each "Fact." Thus, this fact sheet does not provide a comprehensive list of all the references for each "Fact." The citations were intentionally identified to include recent references, representative across disabilities when possible, and studies using rigorous methods.

Resource retrieved from: https://ectacenter.org/topics/inclusion/research.asp
NAEYC-DEC
Joint Statement on Inclusion

Early Childhood Inclusion

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places—homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion.

The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered. However, because inclusion takes many different forms and implementation is influenced by a wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.

Includes recommendations for using this statement to improve early childhood access, participation, and support.

"Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. **This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities.**"
"We are writing to reaffirm the position of the U.S. Department of Education (ED or Department) that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations."
"Head Start Program Performance Standards explicitly require that every effort be made to include and provide services to children identified with delays or suspected delays, even if they are not eligible for services under Individuals with Disabilities Education Act (IDEA)."
Inclusion is for Everyone, Everywhere