

# OREGON EARLY CHILDHOOD INCLUSION COACHING COLLABORATIVE

\$4 million invested



## What is this initiative?

Children experiencing disabilities have the right to be in high-quality early learning environments with other children their same age. Yet less than 50% of Oregon's identified children with disabilities are fully included in these environments. One of the most noted barriers to inclusion is the lack of high-quality, coordinated, and aligned cross-sector professional development and on-the-job support for the staff of the early learning environments.

## Goals

- » The Oregon Early Childhood Inclusion Coaching Collaborative will assist regional early learning systems and early care and education teams by creating meaningful support grounded in culturally responsive and identity-affirming practices to ensure communities, families, providers, and specialists have the tools to fully include children experiencing a disability.
- » This project grows and sustains a partnership with Oregon State University to bolster the support system for early care and education providers, specialists, professional developers, or coaches and align with the State Indicators of High-Quality Inclusion for preschool-aged children experiencing disability.
- » The investment includes research and a landscape evaluation about the current state of inclusion and inclusive practices, the development of a strategic plan to guide future inclusion work at the state level,



community-wide implementation support, and the development of Oregon Early Childhood Inclusion Modules for regional trainers and coaches.

## Benefits

With the support of this investment, rural communities and under-resourced early care and education providers now have access to capacity building and professional development support using the Pyramid Model Framework and The Early Childhood Inclusion Indicators. This has led to a significant rise (18% growth in two years) in the number of preschool children served in inclusive preschools.

Early learning environments that facilitate meaningful participation and belonging are known to **increase positive academic and social outcomes for children who are experiencing disabilities and those who are not, ensuring they arrive in kindergarten healthy and ready to learn.** The impact of this reverberates into elementary, secondary, and transition to the workforce. Creating inclusive support for an effective workforce early on is a significant investment in Oregon's future.



## Contact information

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For more information about this investment, visit the [Oregon Inclusion Initiative at the Hallie E. Ford Center for Children and Families](#)



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## **Use of the Elementary and Secondary School Emergency Relief Funds in Oregon**

Since 2020, Oregon has received \$1.62 billion in Elementary and Secondary School Emergency Relief Funds to support the needs of all students, with a focus on historically excluded communities disproportionately impacted by the pandemic. The state has allocated 90 percent of its allotment to school districts to spend based on their community's unique needs. ODE has distributed the other 9.5% (0.5% used for Administrative costs) to support 12 equity-driven initiatives designed to address unfinished learning, support our students' and staff's health, safety, and mental wellness, and strengthen high-quality, culturally-sustaining instruction and leadership. These initiatives are designed for all students and are specifically centered on equitably serving Oregon's Black, Latino, Latina, Latinx, Indigenous, Asian, Pacific Islander, and Tribal students, students with disabilities, students who identify as LGBTQ2SIA+; emerging bilingual; and those navigating foster care, houselessness, and poverty, and those with limited access to resources due to rural location.