

OREGON EARLY CHILDHOOD INCLUSION COACHING COLLABORATIVE AND EARLY INTERVENTION / EARLY CHILDHOOD SPECIAL EDUCATION

\$8.18 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 were 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 assisted 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 grew and sustained a partnership with Oregon State University to bolster the support system for early care and education providers, specialists, professional developers and coaches, and aligned with the State Indicators of High-Quality Inclusion for preschool aged children experiencing disability.
- » The investment included 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 led to a **marked increase in the number of preschool children served in inclusive preschools (over 20% growth over three years)**. 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 collaborative continues to reverberate into elementary, secondary, and transition to the workforce. Creating inclusive support for an effective workforce early on has been a significant investment in Oregon's future.



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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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