

OREGON EARLY CHILDHOOD INCLUSION- INDICATORS INITIATIVE ANNUAL REPORT



Information Compiled by Meredith Villines, MS on behalf of
OREGON EARLY CHILDHOOD INCLUSION STATE LEADERSHIP TEAM

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Sometimes the smallest things take up the most room in your heart



Multnomah County CIT (cont)

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OECI

Overview

State Education Agencies that make up the early learning system (Early Learning Division, Oregon Department of Education, Oregon Department of Human Services), family advocacy networks, and policy change makers collaborated with the Early Childhood Technical Assistance Center (ECTA) to provide technical assistance for implementing, sustaining, and scaling-up high-quality inclusive preschool settings. This implementation effort joins existing and related promotion, prevention, and intervention efforts to build knowledge, skills, and abilities that professionals, parents, and community members need to advocate for, support, and implement inclusive practices in early care and education environments. This report outlines the vision, mission, and progress towards implementation of the National Indicators of Early Childhood Inclusion at the State and Local level in the State of Oregon. The National Indicators of High-Quality Early Childhood Inclusion and the Oregon Department of Education (ODE) Equity Stance guide the work outlined therein.

Following a national selection process, Oregon is one of two states to pilot the Implementation of Inclusion project, using the *Indicators of High-Quality Early Childhood Inclusion* to guide implementation. The four critical components are:

- 1) State Leadership Team (SLT) to lead the work. This SLT is an interagency, cross-sector, collaborative team that develops and strengthens policies, procedures, funding, professional development, and other systems to plan, implement, evaluate, scale-up and sustain the *State Indicators of High-Quality Inclusion* for preschool-aged children experiencing disability.
- 2) State professional development network of Program Coaches to provide technical assistance to Community Inclusion Teams and local program leadership teams, leading to high-fidelity implementation of the indicators. Regional EI/ECSE Contractors and Coaches from Inclusive Partners have allocated FTE for five Inclusion Specialists as Program Coaches to serve in this capacity.
- 3) Community Inclusion Teams (CIT) to serve as demonstrations of the effectiveness of the inclusion indicators and provide a model for replication. Currently, three Community Inclusion Teams in the State of Oregon meet on a monthly basis. These CITs consist of family members, EI/ECSE contractors, community partners, and early educational agency partners. The CITs have implemented action plans based on both the *Community Indicators of High-Quality Inclusion* and *Local Program Indicators of High-Quality Inclusion* that guide and support the availability of high-quality inclusive education environments throughout the community.
- 4) Implementation Programs (IP) and Demonstration Sites to support classrooms in implementing the *Early Care and Education Environment Indicators of High-Quality Inclusion*. Five IP Leadership Teams meet monthly and are building capacity for implementing action plans, changing practices, and enhancing policies and procedures to maximize access, participation, supports and outcomes for children experiencing disability. IP(s) identified by the community leadership teams will serve as demonstrations of the effectiveness of the inclusion indicators and provide a model for replication.

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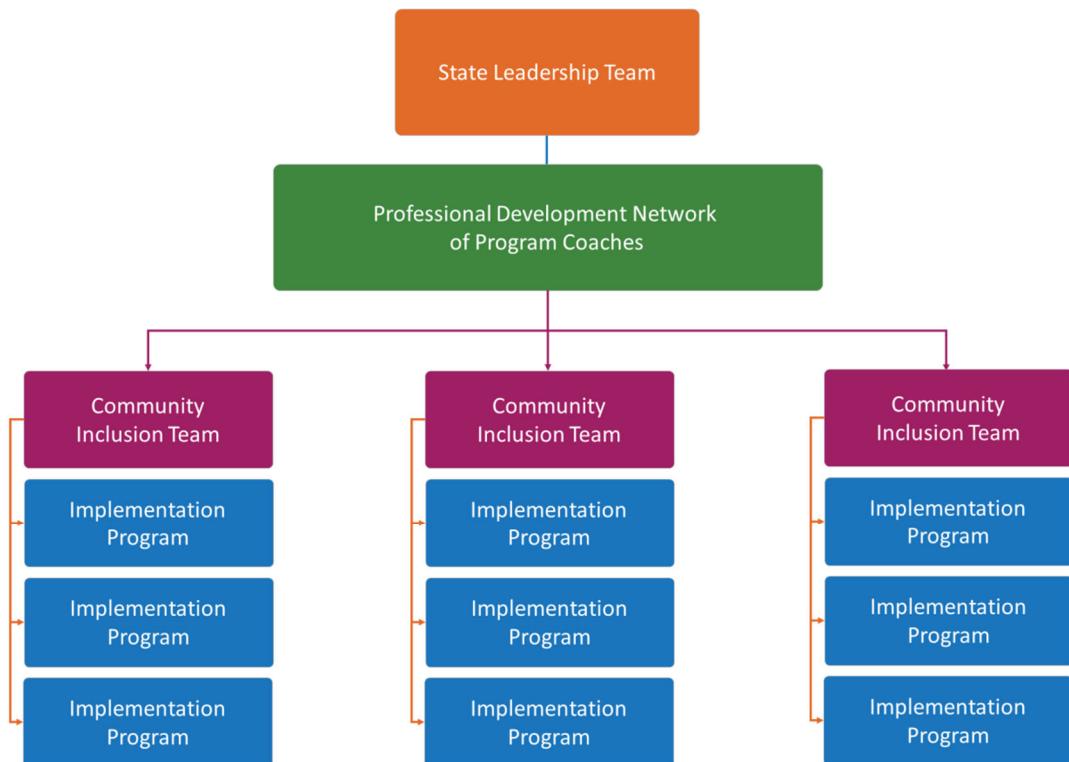


Figure 1: Four Essential Implementation Components (Phase 1)

For more information on the National Indicators of Early Childhood Inclusion, please visit the Early Childhood Technical Assistance Center (<https://ectacenter.org/topics/inclusion/indicators.asp>)



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Implementation Activities to date:

February - June 2020:

- Identified Program Coaches (PCs) associated with each CIT
- Hosted ECTA staff call with PCs and SLT coordinator to talk about role with CITs
- Identified CIT members, roles (include data coordinator), and logistics (meeting times, location, etc.)
- Identified IPs and representatives from each to serve on CIT
- Hosted CIT call to discuss:
 - Definition and role of a CIT
 - Process review
 - Early steps with SLT coordination and communication
- All members received a Preschool Inclusion Toolbox (Barton & Smith, 2015)

September 2020 - June 2021

- Hosted monthly ECTA Webinars on topics covered in the Preschool Inclusion Toolbox
- Hosted monthly CIT meetings facilitated by Program Coaches and CIT leads to implement the Community Indicators of High-quality inclusion
- Hosted monthly calls with ECTA Staff for Program Coaches and SLT Coordinator
- Hosted four training sessions with Program Leadership Teams for ECTA Staff

August - October 2021:

- Met with Illinois State Leadership Team and ECTA staff
- Attended Pivotal Practices Training Webinar Series (attendees included IPs, Program Coaches, Early Learning Systems Initiative (ELSI) mentor coaches, Practitioner coaches, and EI/ECSE staff)
- Attended Practice Based Coaching Training Webinar Series (attendees included Program Coaches, Early Learning Systems Initiative (ELSI) mentor coaches, practitioner coaches, and EI/ECSE staff to attend)

October 2021 - December 2021

- Hosted monthly CIT Meetings
- Hosted monthly Program Leadership Team Meetings
- Hosted monthly Program and Practitioner Coach calls

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Oregon Early Childhood Inclusion State Leadership Team

In collaboration with multiple agencies that serve children and families, ODE is committed to implementing high-quality inclusive preschool policies and practices at all levels of the Early Care and Education System (i.e., state, local, program, and classroom). For more information about State and local partners, click [here](#). The Oregon Early Childhood Inclusion Team grounds itself in the following beliefs, vision, and mission:

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.

Vision:

Across Oregon, every child's individual learning and development is nurtured through intentionally inclusive systems, policies, and environments.

Inclusion is not a place.

In September 2015, the U.S. Department of Education (ED) and the U.S. Department of Health and Human Services (HHS) issued a policy statement on promoting inclusion. From this statement, we define inclusion as:

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.

The United States Department of Education, Office of Special Education and Rehabilitative Services, [Dear Colleague Letter on preschool LRE](#) further outlines requirements and recommendations.



Mission:

With a focus on high quality inclusive policies and practices, the Oregon Early Childhood Inclusion State Leadership Team will create a statewide, collaborative system that allows every child to be supported in an inclusive environment.

To achieve this aim, the State will collaborate with the Early Childhood Technical Assistance Center and the National Center for Pyramid Model Innovations to implement the National Indicators of Early Childhood Inclusion.

THERE IS A LOT OF SYNERGY AND PASSION IN THE GROUP...WE HAVE A LOT TO LEARN AND ARTICULATE FROM THE COMMUNITY WORK TO INFORM THE SYSTEM -- WHAT IS NEEDED AT THE SYSTEM LEVEL TO SUPPORT AND SCALE MORE INCLUSIVE PRACTICES AND COACHING IS WHAT WE STILL NEED TO DIG INTO.

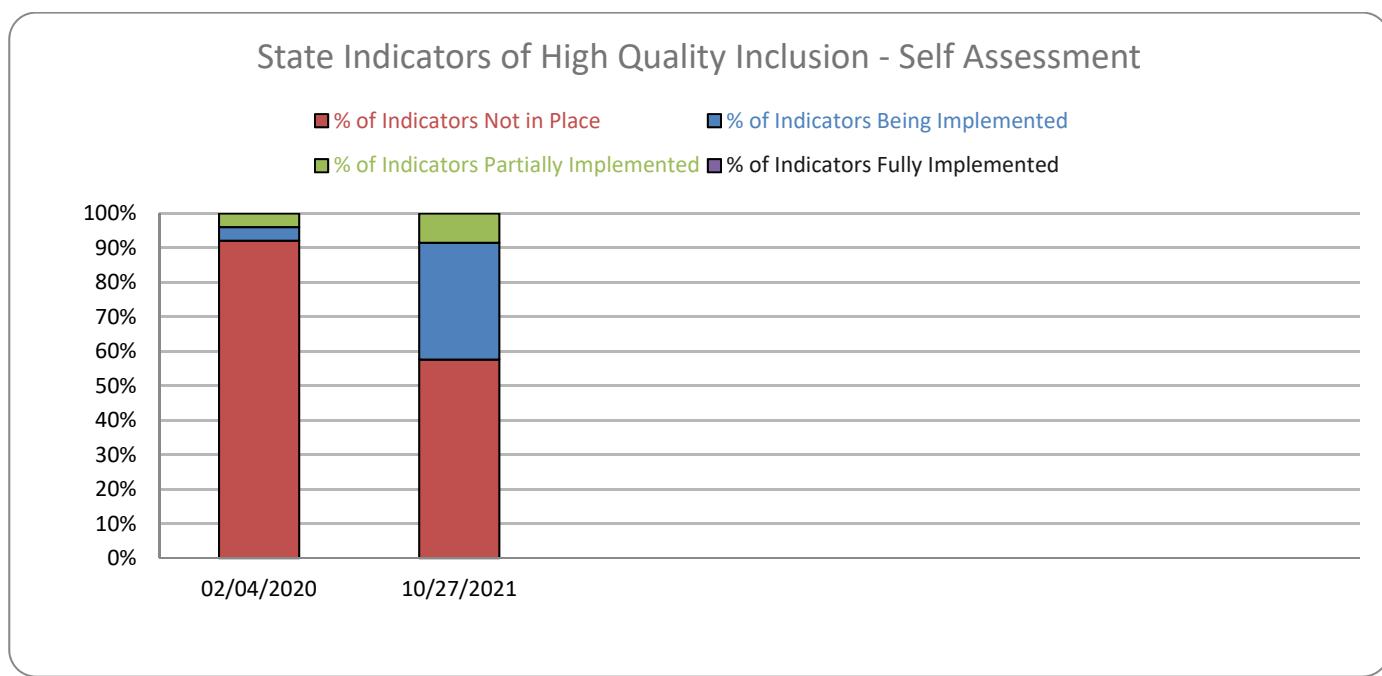


Created to implement the State Indicators of High-Quality Inclusion, to inform and engage Oregon's Early Learning System partners on matters affecting young children experiencing disability and their families, the Early Childhood Inclusion State Leadership Team will define actions needed to ensure equitable access to early care and education and services, with a focus on the following priorities:

1. Establish cross-agency implementation teams at the State, local, and program level to address the needs of infants, toddlers, and young children experiencing disability so that they are fully included in the early learning environments in their communities.
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 that can provide ongoing, job-embedded support for the implementation of the Indicators of High-Quality Inclusion at the regional, program, and classroom level.
6. Develop and strengthen policies, procedures, funding, and other system infrastructure components needed to plan, implement, evaluate, scale-up and sustain the indicators of high-quality inclusion.
7. Design and conduct an evaluation of all major activities in partnership with the State coordinator.

The Oregon Early Childhood Inclusion SLT provides guidance, input, and recommendations on policy, rules, and legislation related to the inclusion of children experiencing disability and their families to the State Interagency Coordinating Council (SICC) and the State Advisory Council for Special Education (SACSE).

Over the last year, the Oregon Early Childhood Inclusion SLT has focused on exploration and working alongside communities who are beginning implementation. With the support of ECTA and the State coordinator, the SLT has heard from CITs, program coaches, and practitioner coaches about the successes and challenges facing communities throughout the year. Additionally, the SLT has examined and developed an increased understanding of the connected work each member brings to the SLT from the constituents they represent. This team has completed the State Indicators of High-Quality Inclusion and the State Benchmarks of Quality.



The Oregon Early Childhood Inclusion SLT has made consistent progress on the State Indicators of High-Quality Inclusion. Most notably, the SLT has developed a cross-sector team, increased understanding of early learning policies and current guidance affecting inclusion of children experiencing disability, reviewed the current allocation of resources to support professionals in early care and education, and developed a snapshot of the coordination of professional development resources for those serving young children experiencing disability. Along with work to develop mechanisms for sustainable funding for professional development, public awareness, family education, and engagement, these efforts will continue to be areas of focus over the next year.

Summary of State Team Sponsored Activities

Throughout the year, the SLT, with ECTA, convened meetings and workshops for CITs, programs, and practitioner coaches. Trainings for coaches, early care and education staff, and early childhood special education consultants ensured a common language, understanding of practices, and time to self-reflect and develop shared goals and processes for implementation. Additionally, members of the SLT and SICC joined in four national webinar sessions and conversations with other states, implementation coaches, and researchers from the National Center for Pyramid Model Innovations to discuss equity and the Pyramid Model (another evidence-based framework for improving social emotional outcomes for young children with or at risk of delayed social emotional and behavioral development). From this engagement, Oregon leaders were able to discuss key questions and equity considerations for the SLT and deepen understanding around the four essential implementation structures. This work continues to inform the SLT's understanding of the intersection of inclusion and equity, especially as it relates to race and ethnicity.

Oregon Early Childhood Inclusion SLT: Outreach Activities and Connections across the Early Learning System

- Connections to this work have appeared in newsletters across PreK-3rd grade systems at the state and local level.
- The [Oregon Early Childhood Inclusion Initiative Dashboard](#) was viewed 562 times over the last year.
- The [State Interagency Coordinating Council \(SICC\)](#), the advisory council for Special Education Services birth to five, received updates on the initiative three times throughout the year.
- State team leaders presented on multiple occasions to the House Committee on Early Childhood about the importance of inclusion and quality improvement efforts in Early Care and Education.
- Guidance was released to EI/ECSE Programs on “[Making Sound Placement Decisions](#).”
- Cross-Sector alignment and collaboration on guidance related to COVID-19 and health and safety practices in early learning environments.
- Cross-Sector Learning Collaborative with Early Learning System and Tribal Early Learning Leaders was planned as a joint gathering with the Early Learning Division, Oregon Department of Education, AI/AN Tribal Affairs Liaison, and other Early Learning System Partners.
- State leaders collaborated with Child Care Resource and Referral and Early Learning Hub directors to elevate strategies to support Early Care and Education Providers when a child experiencing disability enrolls in their program.
- Legislation advanced to address suspensions and expulsions in early care and education highlighting a need for culturally responsive, trauma informed, inclusive services and

supports to providers and programs in advance of a ban on expulsion for all early care and education programs receiving State funds in 2026.

- 50 hours of high quality cross-sector professional learning to advance implementation.
- New training and technical assistance supports developed in partnership with Inclusive Partners (ODHS), Oregon Center for Career Development in Childhood Care and Education (OCCD), Early Learning Division (ELD), and Inclusive Services (ODE).
- SLT members from [FACT Oregon distributed over 10,000 copies of *Dream to Go Far Books*](#) to families of children experiencing disability.
- SLT members from [Northwest Disability Support \(NWDS\)](#), developed two unique comic books to support children and youth with disabilities in building resilience during the COVID-19 crisis and partnered with Oregon Health Authority to distribute copies.
- 100 hours of cross-sector Pyramid Model Training for Coaches and Administrators (TPOT, TPITOS, Practice Based Coaching) which lead to 40 new certified reliable TPITOS observers and 32 new certified reliable TPOT observers across the state.



Community Inclusion Teams



As the State submitted an application to receive intensive technical assistance, three communities were identified as ready to embark on the road to implementation through intensive review of Early Intervention/Early Childhood Special Education (EI/ECSE) Service Area Plans, Early Learning Sector Plans, demonstrated commitment to and/or previous experience implementing evidence-based practices, as well as having developed partnerships across community sectors.

Community Inclusion Teams (CIT) serve to demonstrate the effectiveness of partnership and use of the inclusion indicators at the local level. In partnership with local early care and education environments that serve young children and their families, CITs facilitate the adoption of program-wide and early care environment indicators of high-quality inclusion.

Each community determines the appropriate membership of their CIT. Strong potential CIT members include stakeholders and change makers in the community. Examples could include family members, school district leaders, childcare, community nursing, Head Start, local libraries, health and human services, early intervention, early childhood special education, pediatricians, and mental health providers. Each CIT implements action plans based on both the Community Indicators of High-Quality Inclusion and Local Program Indicators of High-Quality Inclusion. These indicators guide and support the availability of high-quality inclusive early care and education environments throughout the community.

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, Jeanett Sealy

For more information about CITs please visit this page: [Community Inclusion Teams](#).

Lincoln Community Inclusion Team

The Lincoln County community is made up of partners from across the early learning community, including early intervention/early childhood special education, child care resource and referral (CCR&R), Inclusive Partners, Samaritan Early Learning Center, Lincoln County School District, Community Services Consortium, and Head Start. This team has been working tirelessly to address inequities in their community and ensure that every child has access to high-quality, inclusive early care and education environments. The Oregon Early Childhood Inclusion Initiative builds upon previous quality improvement activities within the community including but not limited to effective implementation of Head Start Quality Standards, Preschool Promise, and Early School Success.

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.

Jill Luther, Lincoln Program Coach



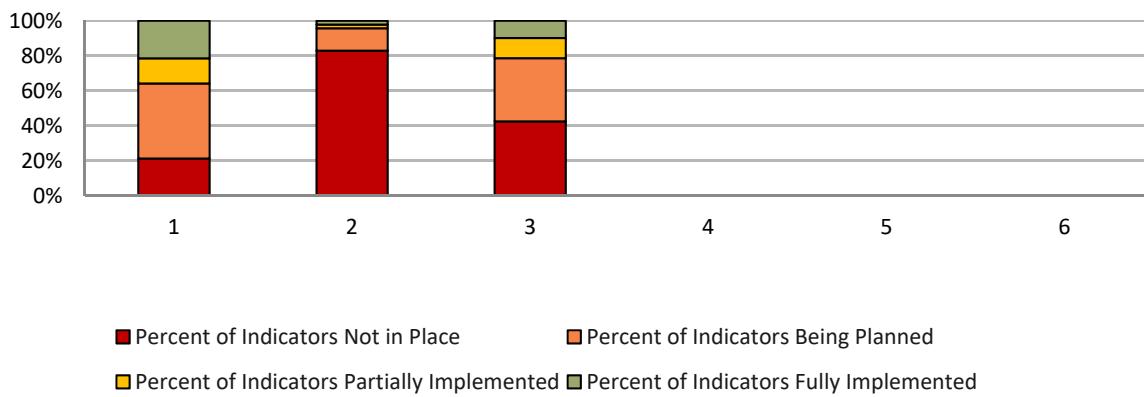
Over the last year, the Lincoln CIT has met monthly to review the Community Inclusion Indicators and discuss the impact of strategic actions that increase the number of children experiencing disability receiving the majority of services in inclusive early care and education environments. Coaches embedded within the community have been identified to both lead the processes to build implementation structures for sustainability and provide high quality coaching to teachers and other early learning staff within community selected environments.

Lincoln Vision Statement:

In alignment with Oregon's Early Childhood Inclusion Initiative, we believe every child should have the opportunity to learn and develop together with their peers, friends and neighbors. All

learning environments for young children and their families should be inclusive, culturally responsive and identity affirming. Our mission is to build and sustain community early childhood inclusive practices that meet the needs of all children as well as support children with special needs through high-quality learning environments.

COMMUNITY INDICATORS AND ELEMENTS OF HIGH-QUALITY INCLUSION (FIELD REVIEW)



Based on the Community Indicators and Elements of High-Quality Inclusion and review of other data, the Lincoln CIT is working to build awareness, coaching to build capacity in three community sites, developing shared professional development, and identifying interagency agreements that sustain inclusive practices. With these intentional actions to increase high-quality inclusion, the team hopes to increase the number of children experiencing disability who receive all of their services in the general early care and education environment to 30% by 2023. Lincoln CIT's work over the next two years will focus on planning to sustain funding and scale inclusive practices. Data from families, community programs, and early learning practitioners will inform this work. Results of the planning efforts and data will both be shared.

Kids with autism sometimes have social anxiety. Going from an ECSE class to a community preschool helped us see he could be successful in a larger classroom and helps us know he can also make the transition to kindergarten.

Lincoln County parent of child with autism

INCLUSION

Inclusion is a state of being valued, respected and supported. It's about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve their full potential.

U.S. Dept. of Housing
and Urban
Development

Clackamas Community Inclusion Team

Comprised of leadership from Clackamas ESD, the Early Learning Hub, Head Start, Preschool Promise, CCR&R, Todos Juntos (a community-based organization serving youth and families in rural Clackamas County), West Linn-Wilsonville School District, and Clackamas Community College, Clackamas CIT has met monthly, even during the pandemic and devastating wildfires. In alignment with the Early Learning Sector Plan and EI/ECSE Service Plan goals, the Clackamas CIT developed the following vision which has guided action forward through a difficult year. This dedicated group of individuals is committed to expanding and is currently recruiting members to reflect the diversity of the community.

Clackamas Vision Statement:

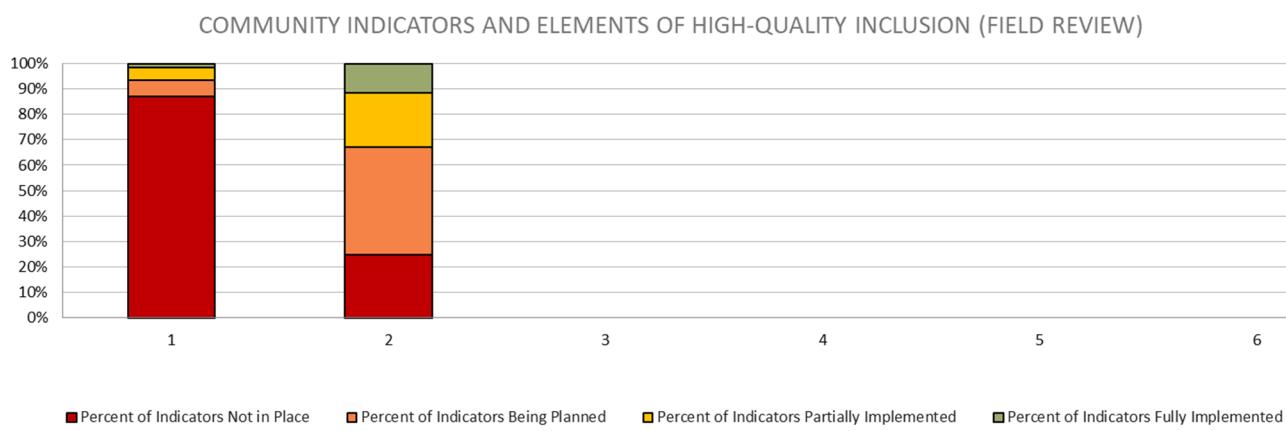
We believe that providing high quality opportunities to develop language, curiosity, and social-emotional skills happen when all children are learning together. Quality early childhood education is an evidence-based strategy for promoting equity, closing opportunity gaps, and

promoting joyful and full learning for all children. As an inclusive county, we prioritize access to preschool programs for all children, particularly students with documented learning differences or challenges, and desegregating preschool learning for success in all aspects of school.

...Inclusion

The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are **access, participation, and supports**.

(DEC/NAEYC, 2009)





While the pandemic has led to plans shifting and changing rapidly, the team continues to make great strides towards action. With a focus on public awareness and increasing collaboration around high-quality professional development and coaching, the team has developed a new media communications plan. This campaign aims to share events and information about the critical importance of inclusion across social media accounts using the hashtag *#elevateinclusion* to promote efforts across early learning in the county. Clackamas CIT members are also collaborating with expert trainers in the region to provide training on high-quality inclusion and pyramid model practices for the community.

This fall, the team worked together to celebrate and acknowledge the work of early care and education providers, offering incentives to those who participated. This cross-sector effort includes building coaching capacity within CCR&R and EI/ECSE programs through training, increased collaboration, and support. The team strives to evaluate future professional development needs of child care providers, review the community indicators and elements of high-quality inclusion, and align their action plan with efforts to ensure universal access to preschool in Clackamas County.

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 \(About the Practices Training Series\)](#)

With these intentional actions to increase high-quality inclusion, the team hopes to increase the number of children experiencing disability who receive all of their services in general early care and education environments to 65% by 2023. Clackamas CIT's work over the next two years will focus on planning to sustain funding and scale inclusive practices. Data from families, community programs, and early learning practitioners will inform this work. Results of the planning efforts and data will both be shared.



Multnomah Community Inclusion Team



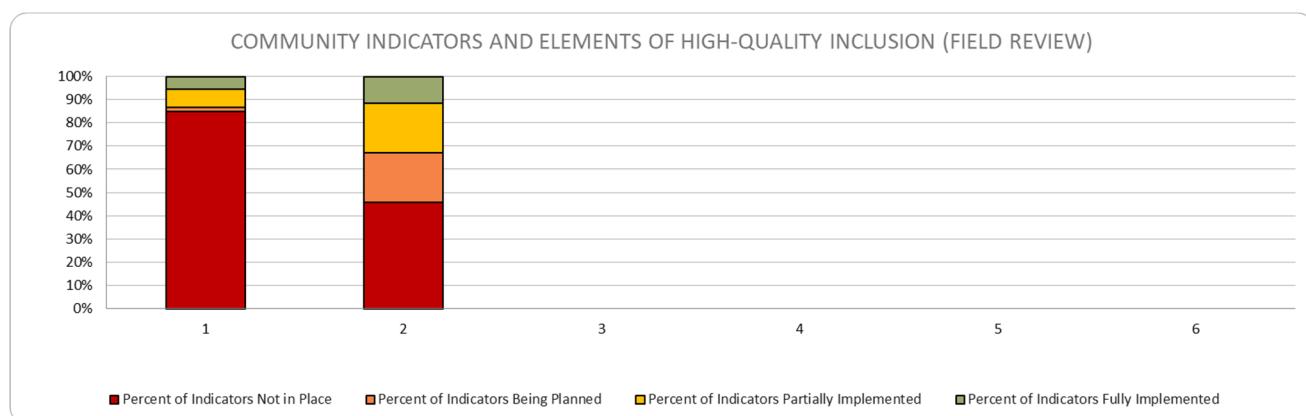
Multnomah County has long been known for deep collaboration across community systems to ensure equitable access to high-quality services and supports. In 2020, voters passed Preschool For All to ensure that children birth to 5 will have access to high-quality early care and education. Preschool for All will also ensure that early learning professionals will be compensated and provided with high-quality training and supports, beginning with providers furthest from investment. The passage of Preschool

for All in Multnomah County coincided with the award of intensive technical assistance from the Early Childhood Technical Assistance Center (ECTA) and the National Center for Pyramid Model Innovations (NCPMI). This synchronicity has led to many conversations on the community inclusion team about how the intersection of these two efforts can support providers, families, and children in Multnomah County.

Through the pandemic, Multnomah CIT met to engage with ECTA and other communities to examine key elements that ensure inclusion from the start. Participants on the Multnomah CIT Leadership Team include leadership from Multnomah Early Childhood Program (EI/ECSE), David Douglas School District, Portland Public Schools, Head Start, Preschool Promise, Northwest Disability Support, Preschool for ALL, CCR&R, Black Child Development-PDX, Columbia Regional Inclusive Services, and Early Learning Multnomah.

Multnomah Community Inclusion Team Vision:

We exist to increase capacity and understanding of equitable and inclusionary practices and awareness for families and early childhood providers in Multnomah County so that all children and families have access to high quality, culturally appropriate, early learning environments of their choice, where all children can maximize their potential.



Following completion of the Community Indicators and Elements of High-Quality Inclusion, the Multnomah CIT focused their efforts towards action in the following areas: Program Supports for Professional Development, sharing indicators with programs and assisting programs in their use of indicators, and supporting collaborative teaming with inclusion coaches. Through partnership with CCR&R and Columbia Regional Inclusive Services, Multnomah County is working to ensure early care and education providers have access to high quality training and coaching on practices that target the full inclusion of young children experiencing disability. Additionally, the CIT is examining existing barriers to having authentic and intentional communication across systems partners, specifically regarding planning and supports needed for sustained placement of young children experiencing disabilities in early care and education environments.



With these intentional actions to increase high-quality inclusion, the team hopes to increase the number of children experiencing disability who receive all of their services in the general early care and education environment to 60% by 2023. Multnomah CIT is working on plans to sustain funding and scale inclusive practices. Data from families, community programs, and early learning practitioners will inform this work. Results of the

planning efforts and data will both be shared in the future.

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

Summary

What have we learned?

Over the course of the last two years, we have learned that engaging in authentic, shared leadership for systems change takes time, trust, and shared understanding. A number of efforts across Oregon's Early Learning System work to enhance quality facilitate inclusion; build capacity across the system for effective teaming. The Inclusion Indicators Initiative joins other prevention, promotion, and intervention efforts to prepare systems and the workforce to advance equity, access, and supports, which lead to improved results. Building on these efforts and joining with other prevention and workforce capacity efforts is a necessity. In order to build a high-quality system that is culturally responsive, inclusive, identity affirming and developmentally appropriate, this work cannot be done in isolation by one systems partner. It is essential that work supporting children and families move forward together and in concert with communities, elevating their success.

Next Steps for 2022:

1. ECTA assists State leads to develop a community of practice targeting topics related to the indicators for the SLT, Program and Practitioner coaches, community trainers and CIT Leads to share and learn from one another.
2. ECTA provides support to address scale-up and sustainability in the winter/spring of 2022:

For the SLT:

- Consider program-coaching bandwidth. IICs/PCs should share specifics about the amount of time and effort it takes to do this role successfully.
- Identify new communities to come on board for the second-year cohort.
- Focus on State level self-assessment and select indicators to guide planning and measure progress towards building a State infrastructure to support high-quality inclusion.
- Identify multiple sources of data to ensure those furthest from resources and support have access to high quality training, accessible and inclusive engagement, and inclusive early care and education.

For Community Inclusion Teams:

- Develop an action plan for onboarding new programs or sites. This may include:
 - Developing an application process
 - Defining a selection process
- Developing trainings to meet the need of new and existing providers
- Maintaining support to original programs

For Program and Inclusion Implementation coaches:

- ECTA will continue to provide support to Program Coaches around implementation in communities.

- ECTA will assist coaches in the adaptation and development of the CIT webinar series for new communities (done in the context of inclusion coaching community of practice calls).
- Coaches will develop deeper understanding of how to implement the community indicators (done in the context of inclusion coaching community of practice calls).
- ECTA will assist coaches in adapting the Program Leadership Team and Pivotal Practices Webinars to be offered annually.

Short-term impact of these actions include:

- Alignment and coordination of policy, practice recommendations, and guidance for providers and other professionals serving young children experiencing disabilities and their families.
- Embedded, on-the-job professional development targeting the needs of infants, toddlers, and preschoolers experiencing disability for early care and education providers and special education staff serving in Oregon's early learning system.
- Critical conversations regarding racial equity, ableism, and other pervasive systems of oppression.
- Development of shared language, definitions, and understanding of cross-cultural approaches to understanding disability.
- Deeper understanding of early learning system data.
- Increased knowledge and understanding of funding and other resources that facilitate high-quality inclusion.

Long-term implications:

- Increased satisfaction with EI/ECSE services and supports.
- Increased capacity to address the developmental needs of every child in care.
- Coordinated transdisciplinary supports and services for young children experiencing disabilities.
- Reduced stress and burnout across early learning providers and professionals.
- Reduced incidences of suspension and expulsion.
- Increased retention and recruitment from within communities and programs receiving implementation and coaching supports.
- Strengthened coordination and alignment balancing the needs of families and children with education agencies.

Acknowledgements

None of this work would be possible without the tireless efforts and unwavering commitment of families, community partners, early learning providers and early intervention staff.

For more details about State and Regional Partners, please follow this [link](#). This coalition of change makers continues to grow. Please connect with Oregon Department of Education staff and partners for more information on how to get involved.