

Governor's Report 2024-2025

STATE INTERAGENCY COORDINATING COUNCIL

A MESSAGE FROM THE CHAIR

I write this introduction letter to the State Interagency Coordinating Council report as the continuing chair of the 2024-2025 council.

I do this knowing 2025 will be an important year. As our state's legislature gathers to determine educational budgets for the next two years, our nation will also be celebrating the 50th anniversary of the Individuals with Disabilities Education Act (IDEA) next fall. This historic law changed the lives of thousands of Oregonians.

We hold inclusion as a right and know we improve the lives of children and families when we embrace the ideology that everyone belongs and is a valuable member of our society. Each year we strive to highlight stories from families that were changed forever by the services they received from Early Intervention and Early Childhood Special Education.

Kevin Anderson

The State Interagency Coordinating Council (SICC)

- **WHO WE ARE:** Parents and early learning leaders from across Oregon
- **WHAT WE DO:**
 - Ensure interagency coordination and service development
 - Advise and assist the Oregon Department of Education's Early Intervention and Early Childhood Special Education programs (EI/ECSE)
 - Support the ongoing development of quality statewide EI/ECSE services
- **WHY WE DO IT:** Successful programs maximize each child's unique potential and ability to participate in their home, school and community

A young child with curly hair, wearing a blue and white checkered shirt, is smiling and playing with colorful wooden blocks. The child is holding a green block and placing it on a red block. There are many other colorful blocks (blue, yellow, red, green) scattered on the surface in front of them. The background is blurred, showing another child in a red and blue plaid shirt.

Local Interagency Coordinating Councils (LICCs)

LICCs are based in local communities across the state of Oregon. Each of these Coordinating Councils convene parents and EI/ECSE professionals to:

- Help identify unmet needs for local children experiencing disabilities
- Elevate parent and community voice in local EI/ECSE programs
- Ensure the state level work is informed by the needs and experiences of local communities



Regional Inclusive Services

- **Provides specialized services to children who experience**
 - Blindness/visual impairments
 - Orthopedic Impairments
 - Deafness or are Hard of Hearing
 - Deafblindness
 - Traumatic Brain Injury
 - Autism Spectrum Disorder
- **Ages**
 - Services are available from birth through 21 years of age
- **Collaboration**
 - Services are provided in collaboration with EI/ECSE providers and the child's neighborhood school district

“When we entered Early Intervention, I was curious and hopeful that these services were available.

I wasn't sure what to think at first, but the team working with Olliver explained the services really well!”

-Sandra and Olliver





EARLY INTERVENTION (EI)

- Ages birth-3 years
- For infants and toddlers with developmental delays or disabilities
- Helps parents support their child's development



EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

- Ages 3-5 years
- Helps children be successful in their home, school, and community
- Supports school readiness

Oregon has a unique service delivery model...

AGES BIRTH-5

Services and supports are identified through [the Individualized Family Service Plan \(IFSP\)](#).

FAMILY PARTICIPATION

Families' meaningful participation ensures that individualized goals are delivered in a culturally responsive manner.

NO WAITLIST

There are NO waitlists for eligible families and children **MUST** be seen by professionals within certain timeframes.

NO COST

There is NO COST to families who are eligible – either for the evaluation or for services.

SERVICE DELIVERY

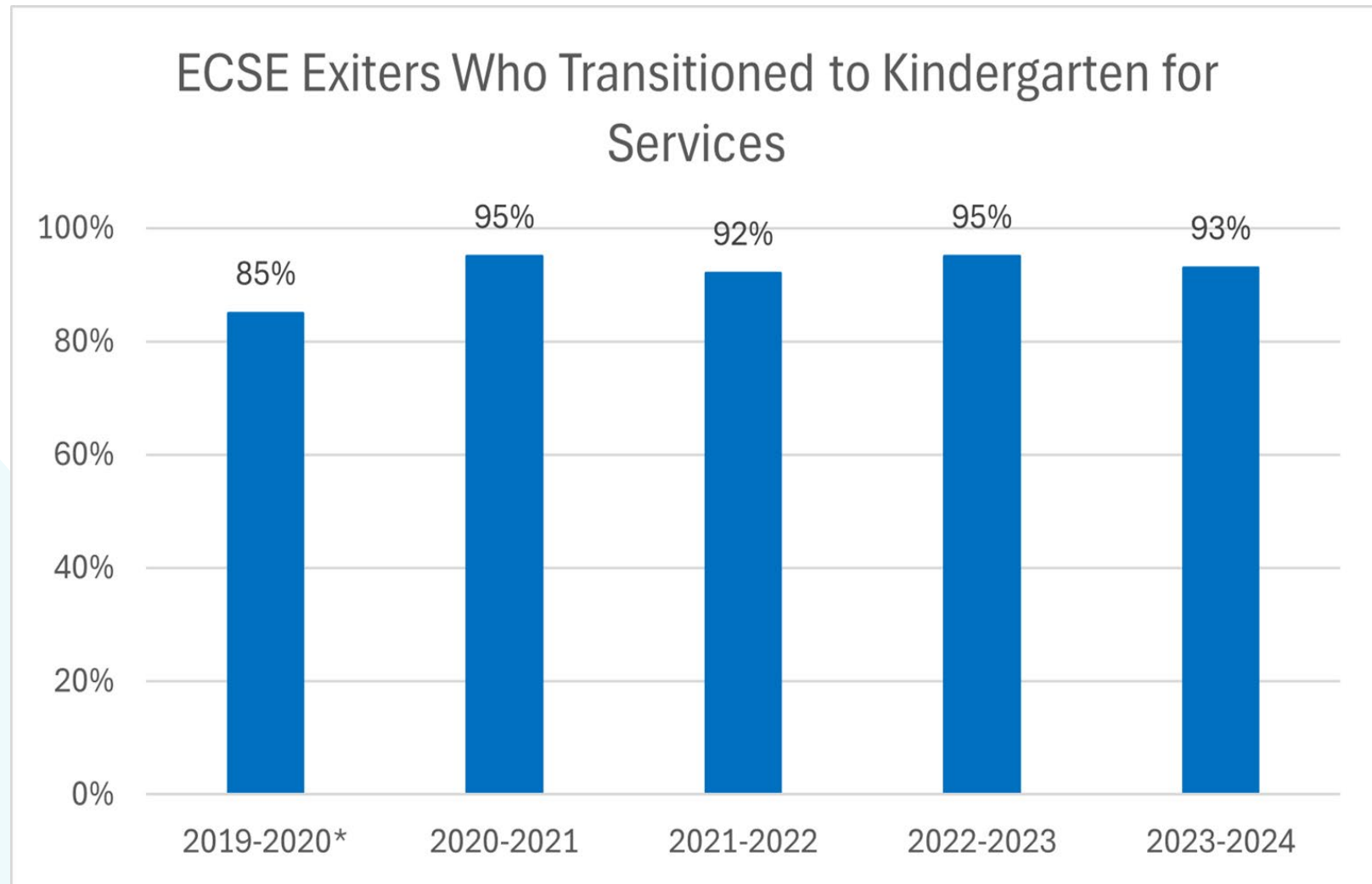
Services are provided in a child's Natural Environment (such as the home or childcare) for ages 0-2 or in the child's Least Restrictive Environment (such as childcare or other community preschool) for ages 3-5.

"I feel the meeting before the transition to ECSE made all the difference. I was nervous about the transition and was able to lay out my concerns and get answers ahead of the transition meeting. This allowed me to feel more prepared for what was to come and time to gather my points in an organized way."

-Samantha and Riley

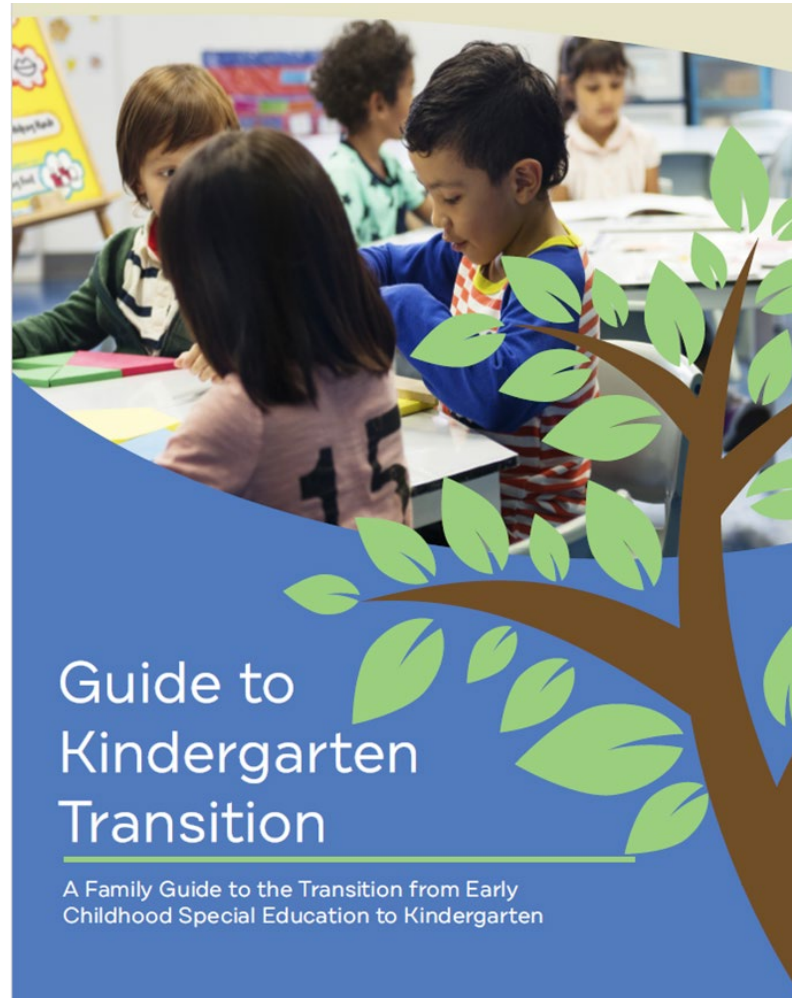


Transition data: ECSE continued eligibility in Kindergarten



*Numbers are impacted by COVID-19

One region's guidebook for families supporting the transition from ECSE to Kindergarten



- **Early Planning:** Transition planning begins a year before kindergarten, ensuring all necessary steps, such as eligibility reviews and record sharing, are completed.
- **Collaboration:** The ECSE team works closely with families and school districts to create tailored plans for a smooth transition.
- **Supportive Resources:** ECSE teams provide guidance, coordinate observations, and facilitate communication between families and schools.
- **Continuity:** Collaboration ensures your child's strengths, needs, and goals are effectively communicated to the kindergarten team, setting the stage for success.
- **Parent Involvement:** Parents are vital in sharing insights and advocating for their child, with the ECSE team offering support throughout the process.

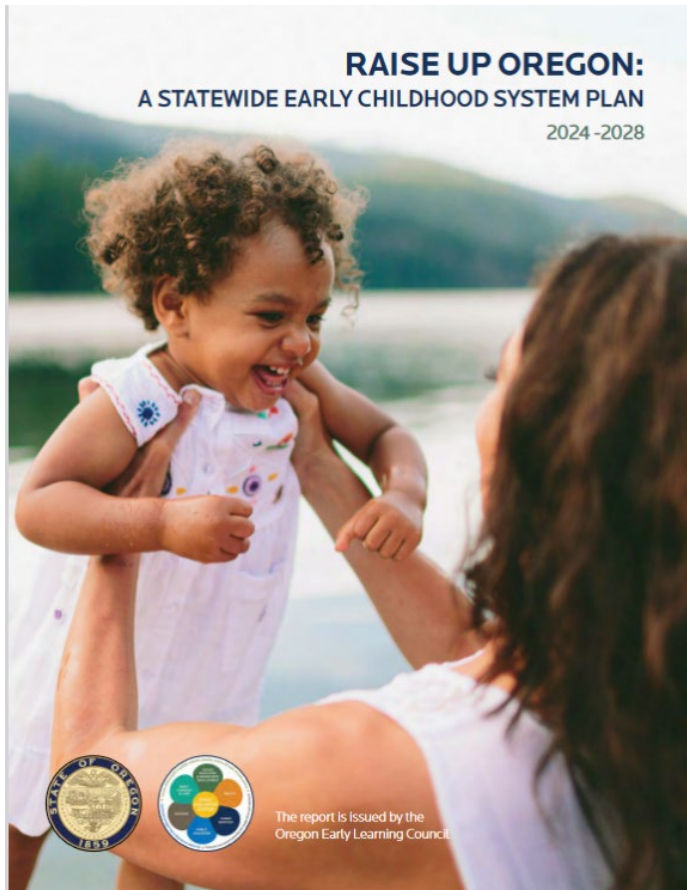
Oregon's PreK–3rd Grade Alignment Initiatives

- [Early Learning Transition Check-in \(ELTC\)](#)
- [Raise Up Oregon 2.0](#) (See next slide for more information)
- [Early Literacy Success Initiative](#)
- [Jump Start Kindergarten ESSER III Program](#)
- [Oregon's Early Learning and Kindergarten Guidelines](#)



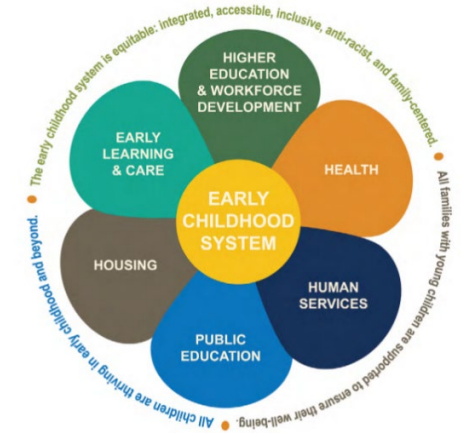
Raise Up Oregon

A Statewide Early Childhood System Plan 2024–2028



→ Raise Up Oregon is a statewide strategic plan focused on actions that state agencies can use in partnership with families, communities, and the private sector to build a comprehensive early childhood system that achieves the following vision and goals.

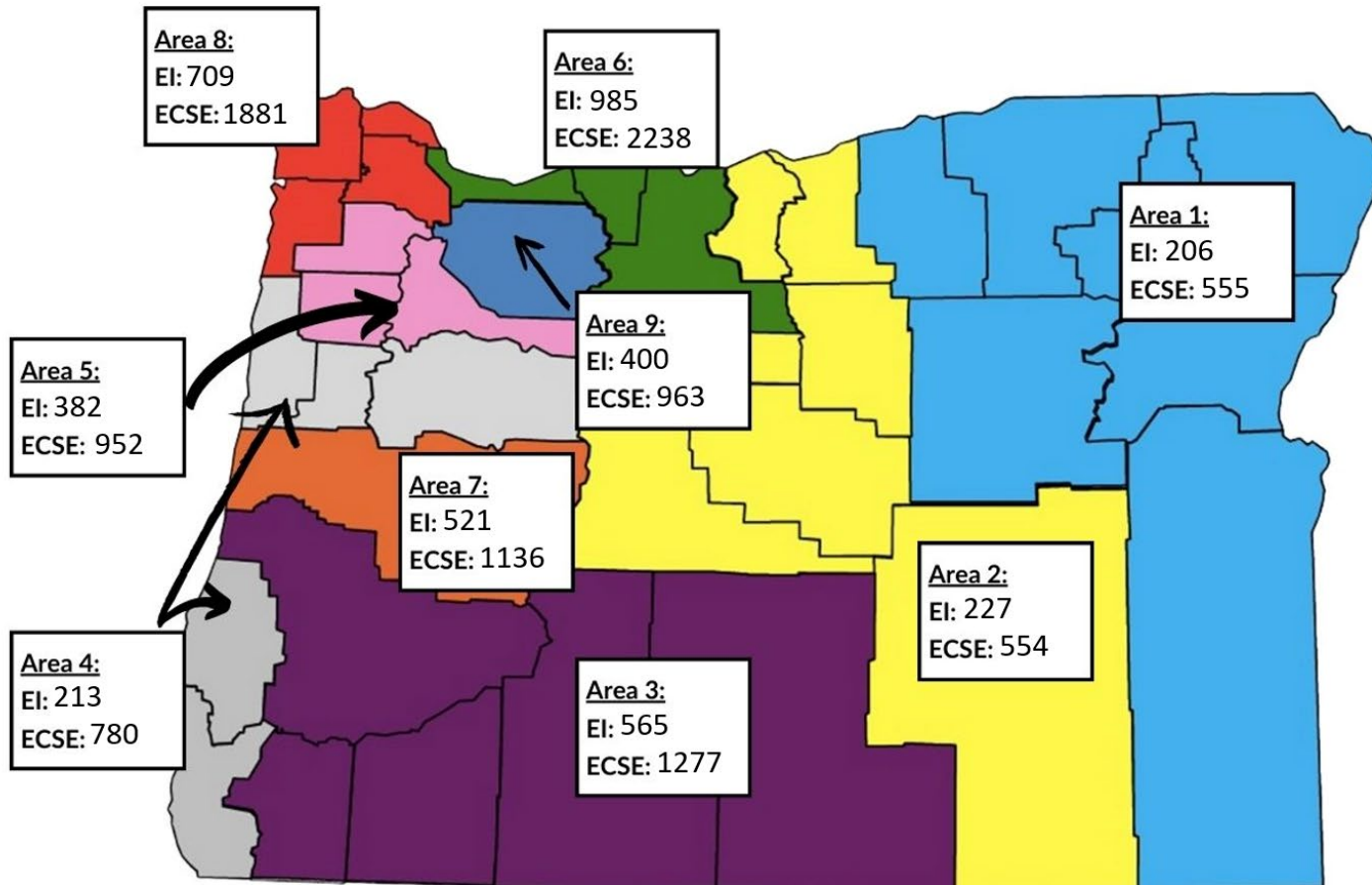
EI/ECSE in Raise Up Oregon



- Strategy 2.5: Create successful pathways for children’s enrollment and participation in Early Intervention/Early Childhood Special Education (EI/ECSE)
- Strategy 12.1: Ensure trauma-informed care and resilience training and professional development for professionals
- Strategy 12.2: Provide culturally responsive and culturally specific infant and early childhood mental health (IECMH) supports
- Strategy 12.3: Include social, emotional, and trauma-responsive screening
- Strategy 13.1: Increase outreach and completed referrals for Early Intervention/Early Childhood Special Education (EI/ECSE)
- Strategy 13.4: Update Early Intervention/Early Childhood Special Education (EI/ECSE) personnel standards
- Strategy 14.7: Increase inclusion opportunities for children with developmental delays and disabilities in early learning and care settings.

14,544 Oregon children

were enrolled in EI/ECSE as of April 2024



Children in Early
Intervention:

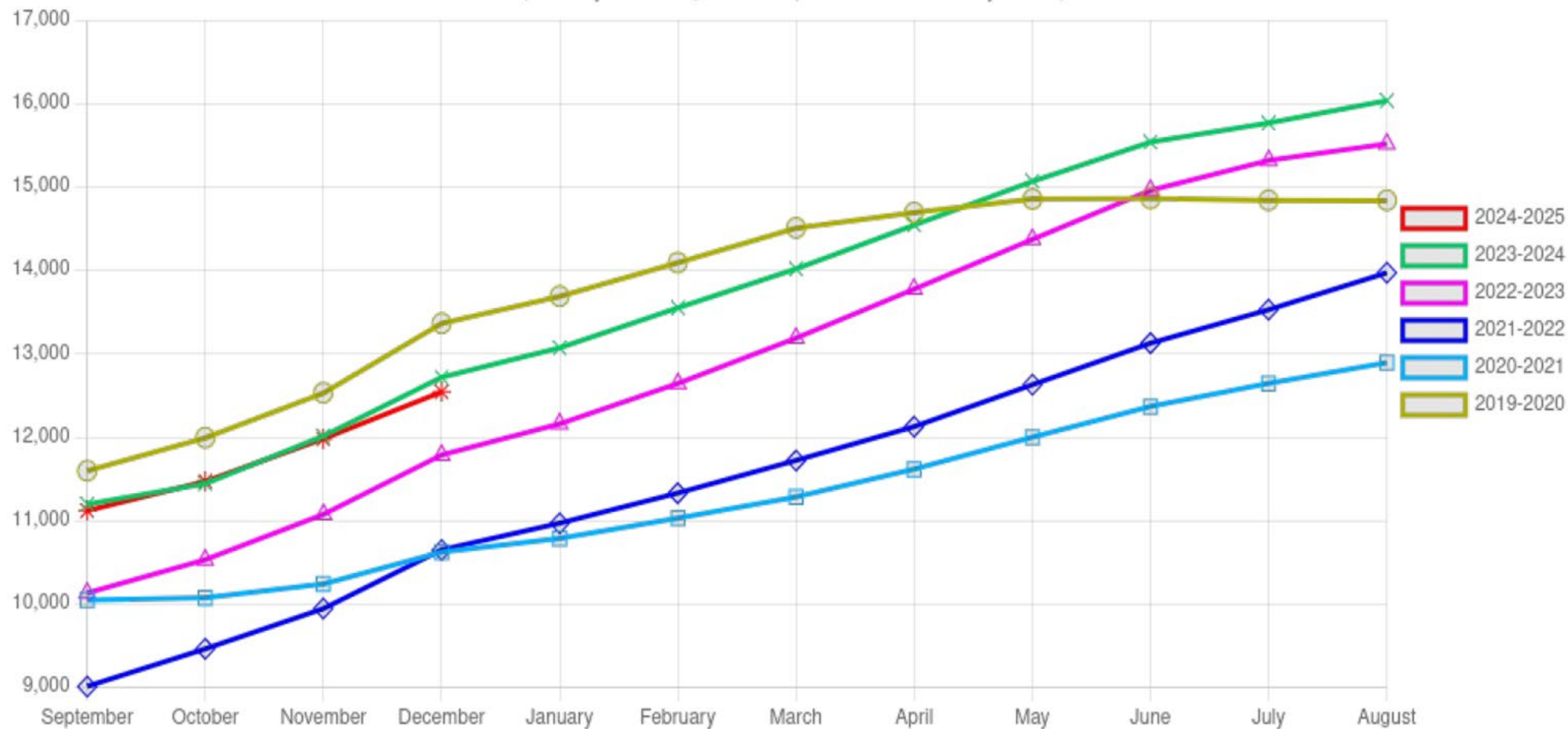
4,208

Children in Early Childhood
Special Education:

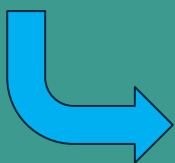
10,336

Enrollment Growth for Children Receiving Oregon Early Intervention and Early Childhood Special Education Services (EI/ECSE)

September 2019 to December 2024
(February 2020 - August 2023 represent data affected by COVID)

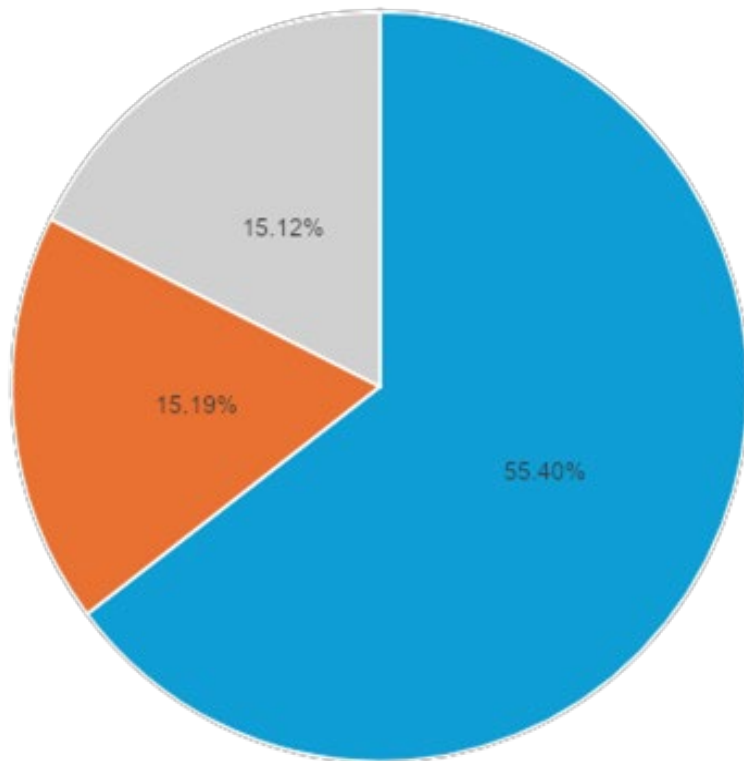


2024 enrollment is showing growth closer to pre-covid numbers.



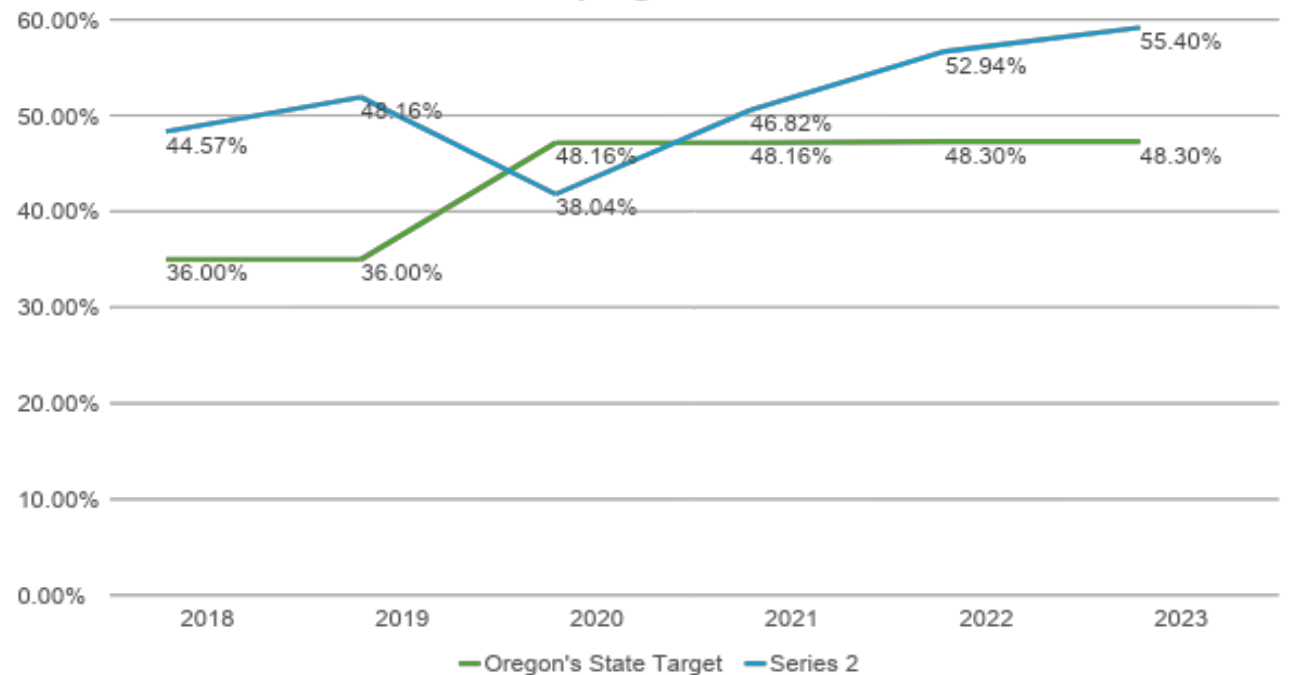
Early Learning Settings Where Children Are Receiving Special Education Services

Early Learning Settings



■ Regular Early Childhood Program ■ Special Education Class ■ Home

Percentage of children ages 3-5 who receive the majority of their special education services in an inclusive early childhood program



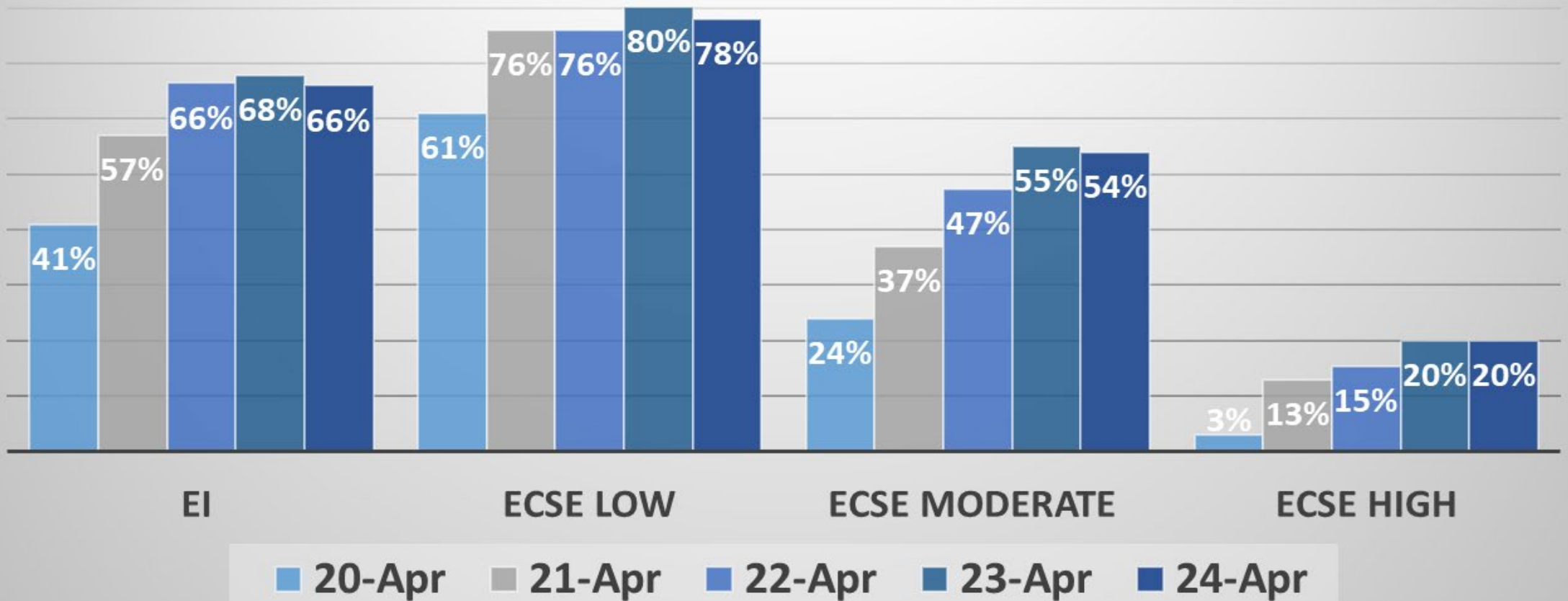
■ Oregon's State Target ■ Oregon's 2018-2023 Data

EI/ECSE Adequate Service Levels

Early Intervention	Adequate Service Level (ASL)
Services for infants and toddlers	❖ EI service at least 1x week

Early Childhood Special Education (ECSE is based on Level of Need)	Adequate Service Level (ASL)
Low Need: Delayed in 1-2 areas of development	❖ ECSE service at least 1x week
Moderate Need: Delayed in 3-4 areas of development	❖ Preschool: at least 12 hours or 3x week ❖ ECSE service at least 1x week ❖ Family teaching activity: 1x month
High Need: Delayed in most or all areas of development	❖ Preschool: at least 15 hours a week ❖ Related or equivalent service: 1x week ❖ Family teaching activity: 1x month

Statewide Percentage of Children Receiving Adequate Service Levels



Data for ASL is pulled on April 1 of each year



While progress is being made, Oregon continues to address ongoing challenges.

Challenges to reaching adequate service levels include:

- Equitable access to inclusive preschool options for families
- EI/ECSE workforce shortages
- Early Learning workforce shortages
- Geographic variance in service options

"The EI team explained the process very clearly and specific to me and my family.

We are excited to transition without fear. We want to thank everyone that has helped us out so much and everyone that will continue to help us; it means a lot to my family."

-Deisy and Carolina





Early
inclusion
opens
opportunities
for us all.