Oregon State Interagency Coordinating Council
Early Intervention/Early Childhood Special Education
2019-2020 Governor's Report
Dear Governor Brown,

On behalf of the Oregon State Interagency Coordinating Council (SICC), I am very pleased to submit the annual report which summarizes Oregon's Early Intervention and Early Childhood Special Education (EI/ECSE) services. As you are familiar EI/ECSE programs across our state serve children from birth until they are eligible to enter kindergarten who are experiencing delays or disability.

The SICC is comprised of parents, early childhood service providers, and partner agencies from across Oregon. We represent these stakeholders in order to advise the State of Oregon in the development and implementation of high quality services for young children with disabilities and their families.

This past year has been one of great celebrations and challenges for all those who serve young children. The passage of the Student Success Act provided an opportunity for all EI/ECSE programs to increase both the quality of services and to ensure adequate service levels for children and families. It represented a clear acknowledgement of the importance of investing in early childhood education. This celebration was quickly followed the uncertainty and challenges of responding to the COVID-19 pandemic.

Following the emergency closure in March all programs throughout the state began to quickly adapt to providing services in a virtual world. This has had an impact for all regions and all facets of how we find, identify and serve children and families. Whether it is through virtual evaluations, or providing technology and Internet access to families, all programs continue to adjust to meet the needs of our children and partners.

We appreciate the commitment by you and the state to continue supporting our youngest learners. I hope you find the data and stories contained here compelling and informative.

Sincerely,

Kevin Anderson
SICC Chair
We had a fantastic experience with Early Intervention! They got my daughter in for her evaluations within a few weeks of our initial phone call. Her therapy began almost immediately after. Our Speech Language Pathologist was phenomenal with our two-year-old. She was very in tune to her attitude changes and would shift therapy when she noticed focus and attention dwindling. She visited both our home and our day care provider, making sure that the grown-ups involved knew what was going on during the session and how to continue practicing the skill.

Once lockdown began during the pandemic, the SLP and the EI program continued meeting with us for teletherapy. She understood the lack of attention she would get from a two-year-old virtually, so she had detailed conversations with me about what I noticed in her speech and how to help her continue progressing. The private therapy we were using with our insurance completely disappeared after the first month! EI stayed with us the entire time!

I can't speak highly enough about our experience with EI. Everyone made sure we understood the delays our daughter was experiencing and all of the ways we could support her. They gave us invaluable information that has helped her continue progressing her speech.
What is the SICC

The State Interagency Coordinating Council [SICC] was established to make sure that state agencies work together to support the ongoing development of quality statewide services for young children and their families. (By Authority of IDEA 34 CFR 302/125 and ORS 343.499.)
We advise and assist Oregon’s early intervention/early childhood special education (EI/ECSE) program at the state and local levels to maximize each child’s unique potential and ability to participate at home, school, and community, resulting in positive outcomes for the child and their family.
Who We Are

Oregon Council on Developmental Disabilities (OCDD)
Legislators
Public or private providers of early intervention services
Oregon Health Authority
Oregon Department of Education
Educators
Parents of children under 12
Oregon Health Authority - Mental Health Services
Pediatricians
Early Learning Division
Oregon Department of Human Services
Parent Training and Resource Center
Oregon Center for Children and Youth with Special Health Needs
Foster Care
## State Interagency Coordinating Council
### Governor Appointed Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Representation</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Anderson, Kevin-Chair</td>
<td>David Douglas School District - EI/ECSE Provider</td>
<td>Reeves, Jon</td>
<td>Early Learning Division</td>
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<tr>
<td>Baker, Bruce</td>
<td>Office of Developmental Disabilities (ODDS)</td>
<td>Rogers, Les</td>
<td>Parent, child 12 and under</td>
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<tr>
<td>Benson, Melinda</td>
<td>Inclusive Partners</td>
<td>Stelzer, Catherine</td>
<td>Department of Human Services - Child Welfare and Foster Care</td>
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<tr>
<td>Bolt, Donna</td>
<td>State Coordinator for Homeless Education</td>
<td>Theodorou, Laurie</td>
<td>Oregon Health Authority, Mental Health Division</td>
</tr>
<tr>
<td>Cavabaugh, Patricia</td>
<td>Oregon Oregon Childhood Development Center (OCDC)</td>
<td>Trujillo, Maarja</td>
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<tr>
<td>Coker, Tony</td>
<td>Willamette ESD - EI/ECSE Provider</td>
<td>Williams, Kara</td>
<td>Oregon Department of Education, Office of Enhancing Student Opportunities, Director of EI/ECSE and Inclusive Services for Education</td>
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<tr>
<td>Duran, Lillian</td>
<td>Personnel Preparation (Higher Ed)</td>
<td>Williams, Linda</td>
<td>Oregon Health Authority</td>
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<tr>
<td>Sen. Gels, Sara</td>
<td>State Representative</td>
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<tr>
<td>Germano, Kelcie</td>
<td>Oregon Center for Children and Youth with Special Health Needs (OCCYSHN)</td>
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<td>Kennedy, Jordan</td>
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<tr>
<td>Maes, Margaret</td>
<td>Parent, Child 12 and under</td>
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<td>McConachie, Lisa</td>
<td>Oregon Regional Inclusive Services for Education (Formerly Regional Programs)</td>
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<tr>
<td>McClintick, Suzanne</td>
<td>Childhood Health Associates of Salem, Pediatrician</td>
<td>Ford, Nancy</td>
<td>Northwest Regional ESD - Ad Hoc Member</td>
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<tr>
<td>Mielke, Cori - Vice-Chair</td>
<td>FACT Oregon Parent Training Center Parent Advocacy</td>
<td>Newman, Judy</td>
<td>Early Childhood Cares EI/ECSE Provider - Ad Hoc Member</td>
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Early Intervention and Early Childhood Education Programs:

- Provide **seamless services** to eligible children and families ages birth to five
- Are guided by strictly defined **timelines** after a referral is received
- **Cannot have a waitlist** - services are provided to ALL eligible children and families
- Services are provided at **no cost** to eligible children and families
- Includes **meaningful family participation** in the development of Individual Family Service Plan (IFSP)
What is Early Intervention/Early Childhood Special Education?

Early Intervention [EI]
Birth to Three (0-3 years)
Individuals with Disabilities Education Act (IDEA) Part C

Early Childhood Special Education [ECSE]
Age Three to Five (3-5 years old)
Individuals with Disabilities Education Act (IDEA) 619 Part B
Early Intervention [EI] Early Intervention is a system of services that helps babies and toddlers with developmental delays or disabilities.

Early Intervention focuses on helping eligible babies and toddlers learn the basic and brand-new skills that typically develop during the first three years of life. Early Intervention also equips PARENTS with new skills to support their child's early development.

- **Physical** (reaching, rolling, crawling, and walking)
- **Cognitive** (thinking, learning, solving problems)
- **Communication** (talking, listening, understanding)
- **Social/Emotional** (playing, feeling secure & happy)
- **Self-help** (eating, dressing)
El Programa de Intervencion Temprana a sido muy útil para el desarrollo y aprendizaje de mis hijos, han sido muy notortos, los avances que ellos tienen, nos brindan un gran apoyo y sobre todo el no meroso personal bilengüe que hacemos fácil las consultas, Gracias.

The Early Intervention program has been very useful for the development and learning of my children. The progress they have made has been very noticeable. They have provided us great support and above all, the numerous bilingual staff makes the consultation much easier. Thank you!
Early Childhood Special Education [ECSE]

ECSE looks at the same areas of need as EI with an additional focus on early academics.

The purpose of ECSE is to enable young children to be active and successful participants in home, school, and community settings resulting in positive outcomes for the child and their family and increased readiness for the transition to kindergarten.
The staff from the EI/ECSE program has been amazing to my family. They always go above and beyond to not only support my son but to make sure I feel supported as a parent. They are always thinking of ways to better serve my son and myself. The teachers were able to assist my son through preschool even while his own teachers could barely handle him. She was always there with a smile on her face to greet him each morning. It has been impressive to see how all the staff find such creative ways to assist my son and help him stay engaged. Before starting this program my son could not regulate his emotions. It caused him to struggle in almost every aspect in life. He is now able to live life like any child because of the tools he has learned and from the tools I have learned from the EI/ECSE staff. Not only can anyone that knows him see this change but he sees the change in himself as well. I will always be grateful for this program and I look forward to the growth my son will continue to have with this program.
2019-2020 SICC Goals

- **Goal 1:** Recommend adequate resources to fully fund service levels as identified in the state funding formula for Early Intervention and Early Childhood Special Education (EI/ECSE) programs.

- **Goal 2:** Advise and assist the Oregon Department of Education (ODE) and the Early Learning Division (ELD) in collaboration with the Oregon Health Authority in the development of statewide systems that support children receiving EI/ECSE services.

- **Goal 3:** Ensure that every EI/ECSE contractor and/or subcontractor has strong and effective LICCs and other local supports.

- **Goal 4:** Recommend appropriate additions, deletions, and/or changes in policies for children who are eligible for EI/ECSE services and their families.
2019-2020 Obstacles

School and Program Closures
Distance Learning

Inequality

COVID-19 Pandemic/
Emergency Declarations
National Suspension and Expulsion in Young Children Data Trends

- 50,000 young children under five suspended
- 17,000 young children expelled
- 42% of infant/toddler childcare programs expelled young children for challenging behavior from the previous year
- Black boys represent 19% of preschool enrollment, but account for 45% of male preschool suspensions
- Black girls represent 20% of preschool enrollment, but account for 54% of preschool suspension
- Black preschoolers are 3.6x more likely to be suspended than their White peers

Oregon's data can be hard to gather. Anecdotal data shows that Oregon is trending with the national data

https://childandfamilysuccess.asu.edu/sites/default/files/2020-10/CEP-report-101320-FINAL_0.pdf
NEW in 2020-21!
Joint Goals between the SICC and the State Advisory Council on Special Education (SACSE) K-12

- **Goal 1:** By August 2021, SICC/SACSE will have researched identified and publicly reported unmet needs (eg: specific technical assistance needs etc.) of children/families of color with disabilities (both specific to the era of COVID-19, and expected to persevere beyond that period), and present specific recommendations to ODE related to addressing these unmet needs.

- **Goal 2:** August 2021, SICC/SACSE will provide specific policy recommendations (eg: OARs, legislative concepts, POPs, budgetary recommendations, etc.) to ODE related to address the identified barriers that school districts, EI/ECSE programs, families, and communities related to expanding high quality inclusion at scale and these unmet needs.
Oregon Regional Inclusive Services for Education (formerly Regional Programs)

Serves students with 'low incidence' disabilities - Identified in IDEA as: a visual or hearing impairment, or simultaneous visual and hearing impairments, a significant cognitive impairment, or any impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention. (Examples: TBI, Autism, Hard of Hearing, Blind)

In the 2019-20 school year, eligibility criteria changed for young children, giving more children access to these highly specialized and vital services. Considerations for future stability of the services:

- Higher education programs in Oregon for highly specialized programs serving children with 'low incidence' disabilities have closed
- High child/educator ratio
- Specialized skills - In 20-21 Oregon will have ten unfilled positions in just two education service areas. National recruiting
- Unstable or underfunded - leading to staff layoff and uncertainty
- Grants or stipends to educators who want to get specialized training
- Gather data on adequate service levels for Oregon Regional Inclusive Services for Education
- Funding plan for long-term program stability
De la manera más atenta, me dirijo a ustedes con el objetivo de expresarles la importancia y mi agradecimiento a el programa de Intervención Temprana, (EI), que ha proporcionado todo su apoyo y ayuda a mi familia y especialmente a mis niños.

Considerando el esfuerzo y la atención que mis niños reciben de parte del programa y del gran apoyo de todas las personas que aportan lo mejor para que nuestras familias y niños avancen en su desarrollo y crecimiento.

De mi parte les estoy muy agradecida, por su apoyo, su ayuda en especial, que da su atención a mis niños al 200%.

Atentamente

Very respectfully I want to get in touch with you with the purpose of expressing the importance and the gratitude to the Early Intervention Program (EI), who has provided all the support and help to my family but specially to my children.

Considering all the efforts and attention that my children receive from the program and the wonderful support from all the people that give their best so our families and children can continue growing and developing.

As for me, I am very thankful for their support and help especially from the teacher who gives 200% of her attention to my children.

Sincerely
2019-2020 Historic Funding for Education

Student Success Act Passes
Students Receiving Adequate EI/ECSE Services

- Data is pre-COVID-19 pandemic closures
- Programs didn't have Student Success Act funding until July 2020
- Excited to fully implement SSA funding post-pandemic

### Adequate Service Levels
(State percentages based on April 2020 data)

<table>
<thead>
<tr>
<th>Early Intervention</th>
<th>Adequate Service Level</th>
<th>Actuals</th>
<th>% of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for infants and toddlers (typically home-based)</td>
<td>Specialized consultation services with caregivers: 1 X Week</td>
<td>1566/3862</td>
<td>40.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Childhood Special Education: Level of Need</th>
<th>Adequate Service Level</th>
<th>Actuals</th>
<th>% of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Need: Delayed in 1-2 areas of development</td>
<td>Specialized ECSE service: 1 X week</td>
<td>2847/4652</td>
<td>61.2%</td>
</tr>
</tbody>
</table>
| Moderate Need: Delayed in 3-4 areas of development | Preschool: 12 hours or 3x week
Specialized ECSE service: 1 X week
Parent education: 1 x month | 821/3495 | 23.5% |
| High Need: Delayed in most or all areas of development | Preschool: 15 hours/week
Related Service consultation: 1 X week
Parent education: 1 X month | 59/2093 | 2.8% |
Caseload Growth in Early Intervention and Childhood Special Education

**IMPACT:**

- COVID-19 Pandemic
- Retain staffing capacity and expertise
- Increase of children accessing services in 20-21 school year
- Children start k-12 without appropriate support

* December 2015-2019 represent official SECC data.
All other months represent actual caseload numbers based on the EI/ECSE Monthly Count.
Total number of Early Intervention (EI) Children on IFSPs = 4,067

Total number of Early Childhood Special Education Children (ECSE) on IFSPs = 10,618

Total number of children receiving EI/ECSE Services in Oregon on IFSPs = 14,685
EI/ECSE Sets the Trajectory for Long Term Success

I am writing to express my family’s gratitude and appreciation for the Early Intervention and ECSE programs. Our son Anthony (who experiences Down syndrome) benefitted from the services of these programs as a young child. Anthony is now 11, and successfully navigating 6th grade as an included member of his general education classes.

Like most parents who have a child with an intellectual disability, we had absolutely no idea what we were doing or what we were in for during those early days. Thinking back on our initial efforts to navigate finding childcare, socialization, and readiness for kindergarten, we are reminded of what a tremendous comfort and stabilizing influence EI services were. EI even visited our child at his daycare on several occasions and helped the staff and other children (none of whom had any previous familiarity with a child who had Down syndrome) find ways to build an accepting and inclusive environment where Anthony could experience a sense of belonging and success.

Proactive consultation, physical therapy, guidance with resources - these services and more helped Anthony and his family begin a trajectory that would help him make good progress towards his developmental and educational goals and needs.

Perhaps most importantly, the EI team was always positive and encouraging and never once gave us the impression that there was anything Anthony couldn’t or wouldn’t be able to do. They encouraged our advocacy and desire to ensure FAPE and IDEA rights as we charted Anthony’s course into public education.