Dear Governor Brown,

On behalf of the Oregon State Interagency Coordinating Council (SICC), I am pleased to submit to you this annual report summarizing Oregon’s Early Intervention/Early Childhood Special Education (EI/ECSE) services for children from birth to school age who experience delays and/or disabilities.

Over the past decade, EI/ECSE has experienced reduction in services due to flat funding, increasing caseloads, and rising service delivery costs. Over the years, this has resulted in the majority of Oregon’s children in EI/ECSE receiving services below the minimum recommended level.

With the Early Learning Account funding included in the Student Success Act, EI/ECSE will receive an annual increase of $37.5 million, which is approximately a 39% increase over current funding. This will provide the opportunity to increase adequate service levels for infants, toddlers, and preschoolers in EI/ECSE. We would like to express our gratitude to you and the legislature for your commitment to our most vulnerable children. These exciting opportunities also bring new challenges. Oregon already struggles with a shortage of qualified professionals to provide special education services. As the SSA provides funding to hire more service providers, we will have to creatively address capacity issues across the state.

We also know that the SICC must work closely with the Department of Education, Early Learning Division, the Legislature, and our Early Learning partners to fix the inadequate funding formula for EI/ECSE that brought Oregon to this place. If we do not correct the way that we calculate rising costs of service and increasing caseloads, the funds dedicated to quality service will quickly be absorbed by growth.

We look forward to the exciting work ahead, and we know we are not done yet. We will continue to advocate for our children in EI/ECSE until the program is fully funded, and every child receives adequate services to make progress and be ready for kindergarten.

Sincerely,

Jennifer Cooper McMullen
Chair: SICC
Parent Voices

Leo was born blind and hard of hearing. I have been working with Columbia Regional Program and Multnomah Early Childhood Program to help him learn and develop like other children. Columbia Regional Program helped him learn to crawl and walk and now he is using a cane and trailing in our home. Leo is learning Braille and learning to explore his environment. He likes to feel the braille. Columbia Regional Program is also giving me the tools to learn Braille, I have a Braille Machine, paper and they teach me some of the letters so I can learn with Leo. Leo is also learning sounds from his teachers and audiologist, he is practicing different sounds and imitating words. Leo and I are so comfortable with his teachers they are supportive and help Leo and I learn about development and ways to grow. I am looking forward to Leo going to kindergarten.

I am grateful for Columbia Regional Program and Multnomah Early Childhood Program for giving me information, tools, resources, toys, and materials to help Leo learn and grow.
Early Intervention and Early Childhood Education Programs:

- Provide seamless services from birth to age five
- Are on a strictly defined timeline as soon as a referral is made
- Serve all eligible children (cannot have a wait list)
- Provide all services free to eligible children and families
- Include families in the planning and implementation of the Individual Family Service Plan (IFSP)


<table>
<thead>
<tr>
<th>Early Intervention (EI)</th>
<th>Early Childhood Special Education (ECSE)</th>
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<tbody>
<tr>
<td>is special education for children from birth to age three, who have developmental delays or a medical condition likely to result in a developmental delay.</td>
<td>is special education for children age three to school age with developmental delays and/or other disabilities that qualify them for special education.</td>
</tr>
<tr>
<td>✓ Helps families understand their child’s developmental delay or disability and how to become their child’s advocate.</td>
<td>✓ Designed to promote learning and early skill development in early educational settings.</td>
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<tr>
<td>✓ Services are provided year round in the child’s home or childcare settings.</td>
<td>✓ Provides support and training to those who work with eligible children.</td>
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<tr>
<td>✓ Provides training, coaching, and support for families focusing on supporting the child with special needs in the home.</td>
<td>✓ Teachers</td>
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<tr>
<td>✓ Specialists collaborate with families and caregivers to promote development and learning.</td>
<td>✓ Caregivers</td>
</tr>
<tr>
<td></td>
<td>✓ Parents</td>
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<tr>
<td></td>
<td>✓ Creates a community of learners by serving children in settings with typical peers to the greatest extent possible.</td>
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Caseload Growth for Children Receiving Oregon Early Intervention and Early Childhood Special Education Services (EI/ECSE) September 2014 to August 2019

* December 2014-2018 represent official Special Education Child Count (SECC) data.
All other months represent actual caseload numbers based on the EI/ECSE Monthly Count.
Family Story: Early Intervention/Early Childhood Special Education (EI/ECSE)

We are so grateful for the EI/ECSE staff. The early intervention staff were so supportive and willing to go at our pace during the chaos of a diagnosis of Autism Spectrum Disorder, carefully explaining how they came to their conclusions, and giving us direction after.

The ECSE staff were so wonderful and encouraging. The teachers and therapists were enthusiastically helpful, even so far as to create personalized Velcro cutouts to help with transitions at home and creating specialized sensory toys and games that my son loved.

When my son transitioned out and into Kindergarten, it was smooth and coordinated. All of the staff worked together to make sure that he was set up for success for his first year in public school.

So often the lessons that we've learned, and even the advice I give others, are things we have learned from the wonderful teachers and therapists.
Currently children are receiving services well below the standard minimum level.

### Percentage of Children Receiving Adequate Service Levels

#### Early Intervention Adequate Service Level % of Children

<table>
<thead>
<tr>
<th>Services for infants and toddlers (typically home-based)</th>
<th>Specialized consultation services with caregivers: 1 X Week</th>
<th>39.1%</th>
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</thead>
</table>

#### Early Childhood Special Education: Level of Need Adequate Service Level % of Children

<table>
<thead>
<tr>
<th>Low Need: Delayed in 1-2 areas of development</th>
<th>Specialized ECSE services: 1 X week</th>
<th>61.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate Need: Delayed in 3-4 areas of development</td>
<td>Preschool: 12 hours/week Specialized consultation: 1 X week Parent education: 1 x month</td>
<td>21.8%</td>
</tr>
<tr>
<td>High need: Delayed in most or all areas of development</td>
<td>Preschool: 15 hours/week Specialized consultation: 1 X week Parent education: 1 X month</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

*Percentages based on April 2019 data

For information about EI/ECSE programs: [https://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/default.aspx](https://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/default.aspx)
Cost and Funding Implications

Average $ Per Child

- 2009-11: $7,213
- 2011-13: $6,572
- 2013-15: $7,380
- 2015-17: $7,711
- 2017-19: $8,726
- 2019-20*: $8,469
- 2020-21**: $11,230

* 2019-21 General Funds were split 50/50 between the 19/20 and 20/21 year
** Based on 2019-21 CSL estimate, includes $37.5M in SSA Funding that begins July 1, 2020
Trending Challenges

EI/EC SE Programs experience challenges with:

- Providing adequate services for increasing numbers of children referred and found eligible
- Increasing numbers of children with complex behavioral and/or mental health needs
- Persistent decreases in funding for Regional Programs for Low Incidence disabilities leading to significant reduction in services
- Inclusion for traditionally marginalized populations within Oregon
- Hiring and retaining qualified staff to provide service, particularly in rural areas
- Addressing equity within our programs to meet an ever diversifying population
- Finding inclusive placements that meet children’s needs, and supporting community providers to meet children’s unique needs in their settings
Family Story for EI/ECSE Services

Kaycyn was born with a significant hearing loss along with other physical complications. Since she was 3 months old, our family has been working with Eastern Oregon Regional Program through the Intermountain Education Service District to help her develop her listening and language skills, as well as to make sure that we were able to access all the support and resources we needed to help Kaycyn reach all of her developmental milestones. Malina Lindell is Kaycyn’s Teacher of the Deaf/Hard of Hearing, and she has been a consistent support to Kaycyn and our family. She has been a wonderful teacher for all of us, making sure we understand the difficulties Kaycyn may face, and the tools and technology that can help her overcome those difficulties. Kaycyn is 4 years old now and is doing great! She loves people and playing with her Barbies and baby dolls, and will be continuing her work with Malina to make sure she is ready for Kindergarten next year. We are very grateful for all of the support and help from the Eastern Oregon Regional Program and their dedication to the success of Kaycyn and our family.
SICC Goals and Recommendations 2019-2020

• 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.

• Advise and assist the Oregon Department of Education (ODE) and the Early Learning Division (ELD) to continue to collaborate with the Early Learning Division, Oregon Health Authority and Council in the development of statewide systems that support children receiving EI/ECSE services.

• Ensure that strong and effective Local Interagency Coordinating Councils (LICCs) and other local supports exist for every EI/ECSE contractor and/or subcontractor.

• Recommend appropriate additions, deletions, and/or changes in policies for children who are eligible for EI/ECSE services and their families.

The SICC of Oregon is a Governor-appointed council that advises and assists to ensure interagency coordination and to support the ongoing development of quality statewide services for young children and their families. (By Authority of IDEA and ORS 343.499.) We advise, advocate and collaborate on state, local and individual levels to maximize each child’s unique potential and ability to participate in society. We work to improve the quality of life, according to each family’s valuesystem.
Number of Children Served by Service Area

Number of Early Intervention (EI) children on IFSP’s = 4,246

Number of Early Childhood Special Education (ECSE) on IFSP’s = 10,345

Total Children served in EI/ECSE: 14,591 in April 2019
Parent Voices

It is impossible to describe how much this school, and staff, has enriched our lives in just 8 months. If I had a way of funding this program myself, I would do so in a heartbeat. Since we moved to the area, my son has flourished under the guidance of his teachers. Previously, he had to be dragged kicking and screaming into the classroom, and little to no progress was made in his IFSP. Within the first week of starting, he was excited to go to school – within the first month, behavior problems became more manageable and communication became easier for our family.

After only 8 months, he now can communicate rather than speak a few memorized words. I believe that the main reason for his success is the genuine caring and dedication of his teachers – they see him, not just as a student, but as someone whose future matters to them.

They emphasize that we are not just parents, and teachers – we are the team that will guide him to be the best that he can be. We are currently working on preparing for Kindergarten. Our team met to discuss goals, progress and needs. We set up a plan for meetings, training sessions, extra time in class, and communication methods to prepare for the transition and make sure he gets the services he needs to succeed. We wish the teachers could move with us (to kindergarten)!
Partnerships Across Oregon
# SICC Council Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Representation</th>
<th>Name</th>
<th>Representation</th>
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</thead>
<tbody>
<tr>
<td>Lydia Dennehy (Vice Chair)</td>
<td>Parent, Child 12 and under</td>
<td>Kara Williams</td>
<td>Dept. of Education, Director of EI/ECSE</td>
</tr>
<tr>
<td>Margaret Maes</td>
<td>Parent, Child 12 and under</td>
<td>Lillian Duran</td>
<td>Personnel Preparation (Higher Ed)</td>
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<tr>
<td>Jennifer McMullen (Chair)</td>
<td>Migrant/Seasonal Head Start Oregon Pre-kindergarten Early Head Start</td>
<td>Ronald Fredrickson</td>
<td>Dept. of Consumer &amp; Business Services</td>
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<tr>
<td>Tonya Coker</td>
<td>Willamette ESD, EI/ECSE Provider</td>
<td>Sara Gelser</td>
<td>State Representative</td>
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<tr>
<td>Kevin Anderson</td>
<td>David Douglas School District, EI/ECSE provider</td>
<td>Mandy Stanley</td>
<td>Dept. of Education, SICC Liaison</td>
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<tr>
<td>Sidney Trean</td>
<td>Early Learning/Child Care Division</td>
<td>Dr. Suzanne McClintick</td>
<td>Medical Provider</td>
</tr>
<tr>
<td>Bruce Baker</td>
<td>Department Human Services</td>
<td>Christy Reese</td>
<td>FACTOregon Representative</td>
</tr>
<tr>
<td>Melinda Benson</td>
<td>OCDD, ICCP, SACSE</td>
<td>Les Rogers</td>
<td>Parent, Child 12 and under</td>
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<tr>
<td>Dona Bolt</td>
<td>State coordinator for Homeless Education</td>
<td>Catherine Stelzer</td>
<td>Child Welfare, Foster Care</td>
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<td>Gayle Campbell</td>
<td>Tribal Head Start</td>
<td>Laurie Theodoro u</td>
<td>Oregon Health Authority</td>
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<tr>
<td>Sondra Williams</td>
<td>Douglas ESD, EI/ECSE Provider</td>
<td>Linda Williams</td>
<td>Dept. of Human Services</td>
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<tr>
<td>Cori Mielke</td>
<td>FACT, Parent Advocacy Group</td>
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