OREGON
EARLY CHILDHOOD
INCLUSION
Building Equitable Futures

2025 Oregon Early Childhood
Inclusion Initiative Impact Report:

IMPROVING OUTCOMES FOR CHILDREN EXPERIENCING DISABILITY AND SPECIAL HEALTH NEEDS

CONTENTS

OREGON
**EARLY CHILDHOOD
INCLUSION**

EXECUTIVE SUMMARY

The Oregon Early Childhood Inclusion Initiative (OECI) is dedicated to ensuring that all children, including those with disabilities, have access to inclusive, high-quality early learning environments. Over the past few years, the initiative has made significant strides in creating inclusive settings, increasing access to essential services, and fostering strong partnerships with families and communities. Key achievements include the implementation of the Pyramid Model and Indicators of High-Quality Inclusion, which have led to improved developmental outcomes for children and enhanced support for families and educators. The initiative's findings and recommendations emphasize the need for continued investment in training and resources to sustain and expand these positive impacts.

Key findings:

- The Oregon Early Childhood Inclusion Initiative has increased access to early learning environments for children with disabilities from 38% in 2020 to 55.4% in 2024
- Nine communities or regions have joined the effort, expanding community-wide implementation across 19 counties and demonstrating a strong commitment to belonging and meaningful collaboration
- Over 400 Early Learning Professionals have accessed eModules for implementation of Pyramid Model
- Over 1000 Early Childhood Professionals have accessed live Pyramid Model and Inclusion Trainings through the Early Learning Systems Initiative (Oregon Inclusion Initiative)

This work joins other systems improvement initiatives including implementation of Raise Up Oregon, the early learning systems strategic plan; Student Success Act Implementation; the Department of Early Learning and Care (DELC)'s strategic plan, "Growing Oregon Together;" "Every Child Belongs", formally Suspension and Expulsion Prevention Program; and the Early Learning Systems Initiative, improving access to quality professional learning and coaching.

Many thanks go to the following partners whom without this last year
of implementation success would not have been possible:

State Leadership Team for Oregon Early Childhood Inclusion
(includes membership from the following organizations and programs):

OREGON DEPARTMENT OF EDUCATION

IDEA Part C and B619 (EI/ECSE)
IDEA Part B

DEPARTMENT OF EARLY LEARNING AND CARE

Publicly funded early learning programs (Head Start/Early Head Start, OPK, Preschool Promise, Relief Nursery)
Tribal Early Learning
Professional Learning
Early Childhood Suspension and Expulsion Prevention Program/IECMHC
Child Care Licensing Division
Inclusive Partners

FACT, OREGON'S PARENT TRAINING AND INFORMATION (PTI) CENTER

OCCYSHN, OREGON'S "TITLE V" (TITLE FIVE)

OREGON HEALTH AUTHORITY

Child and Family Behavioral Health

OREGON DEPARTMENT OF HUMAN SERVICES

Developmental Disabilities Services

OREGON STATE UNIVERSITY

Early Learning Systems Initiative
Oregon Inclusion Initiative Implementation Support Team

CHILDREN'S INSTITUTE

OR INFANT MENTAL HEALTH ASSOCIATION (ORIMHA)

Community and Program Leadership Teams in:

Clackamas, Multnomah, Lincoln, Linn-Benton, Eastern Oregon, Washington County, High Desert/Central Oregon, Wasco/Hood River, and Coos-Curry

Classroom Teaching Teams and coaches in:

Clackamas, Multnomah, Lincoln, Linn-Benton, Eastern Oregon, Washington County, High Desert/Central Oregon, Wasco/Hood River, and Coos-Curry counties

INTRODUCTION

The OECI was created to address the increasing need for inclusive early childhood education in Oregon. The initiative aims to establish a statewide, collaborative system that supports all children in inclusive environments. Its goals include increasing access to inclusive education, improving developmental outcomes, and providing robust support for families and educators. Partners involved in the initiative include state agencies, local programs, and community organizations, all working together to achieve these objectives.

Background

Beginning in 2020 at the onset of the pandemic, The Oregon Department of Education convened a state leadership team to address and explore solutions to the persistent barriers to inclusion of children with disabilities and special health needs in early care and education environments. State leaders and advocates identified three communities with local goals to improve access and outcomes for children experiencing disability. These communities had experience with the Pyramid Model Framework and coaching capacity to support equitable practices. Since then, six additional communities have joined, each at various stages of implementation, from exploration to small-scale implementation.

Research shows that early intervention and learning yield a return on investment, with up to a 10% cost savings by reducing special education enrollment and increasing graduation rates among students with disabilities, leading to better employment outcomes and enriched communities (Reynolds, Temple, White, Ou, & Robertson, 2011). Feedback from communities also emphasized the need for a statewide, cross-agency solution to address the disproportionate exclusion of children with disabilities and special health needs in early care and learning environments.

Report	Year	Description
Federal Reporting Data regarding Free Appropriate Public Education (FAPE), Least Restrictive Environment and Child Outcomes	FFY 2022	This report includes data on the percentage of preschoolers with disabilities attending regular early childhood programs, their social-emotional skills, and their acquisition and use of knowledge and skills.
Oregon Department of Education: Support for Students Experiencing Disabilities	2020	This audit report highlights the need for improved coordination and monitoring of services for students with disabilities, emphasizing the importance of providing appropriate education in the least restrictive environment.
PDG Household Survey	2020, 2022	These surveys collected data on the childcare needs and experiences of households with children aged 0-5, highlighting challenges and satisfaction with early care and education services.
EI/ECSE Community Engagement Report	2022	This report details findings and recommendations from community engagement sessions about the Early Intervention/Early Childhood Special Education (EI/ECSE) system, focusing on improving family experiences and system efficiency.
ELC Community Listening Sessions	2022	Conducted by the Oregon Department of Education and the Early Learning Division, these sessions gathered feedback from families and educators to improve the transition into kindergarten and early learning experiences.

Report	Year	Description
Oregon Early Childhood Inclusion Data	2022	This report provides data on the inclusion of preschoolers with disabilities in regular early childhood programs and their outcomes, focusing on the percentage of children receiving special education services in inclusive settings.
Oregon Early Childhood Inclusion (OECI) Annual Report	2023	This report outlines the vision, mission, and progress towards implementing the National Indicators of Early Childhood Inclusion at the state and local levels.
Governor's Report on Early Intervention and Early Childhood Special Education (EI/ECSE)	2024-2025	This report from the State Interagency Coordinating Council discusses the ongoing development of quality statewide EI/ECSE services and highlights stories from families positively impacted by these services.
House Bill 2166 and Senate Bill 236 Legislative Report	2024	This report addresses the suspension and expulsion of young children in early care and education programs, providing strategies for reducing these practices and addressing disparities.

Using a model for sustainable implementation for effective policy and practice change, the Oregon Early Childhood Inclusion Initiative leverages four key structures.[1]

> "Inclusion is centered on belonging. We are bringing together all parts of the early learning system to make a difference in the lives of families, children, and providers, so that every child belongs."
>
> — Meredith Villines, Oregon SLT member

State Leadership Team

Professional Development Network

Implementation Communities and Programs

Data

This approach results in the following applications of the Pyramid Model Framework and ECTA Indicators of High-Quality Inclusion. The Pyramid Model Framework is a multi-tiered system of support addressing social-emotional competence and effective and equitable ways to provide instruction, and build systems of support for early childhood professionals, staff, and providers through infrastructure development at the program, community, and state level. The Indicators of High-Quality Inclusion address access and quality of inclusive education policy and practices, issues prominent in early childhood education. Oregon State University provided training to help educators, coaches, and administrators deliver educational services that include children with disabilities and those from marginalized groups. Communities implementing these indicators participated in monthly webinars to learn about practical aspects of early childhood inclusion and received support from their designated Training Outreach Coordinators.
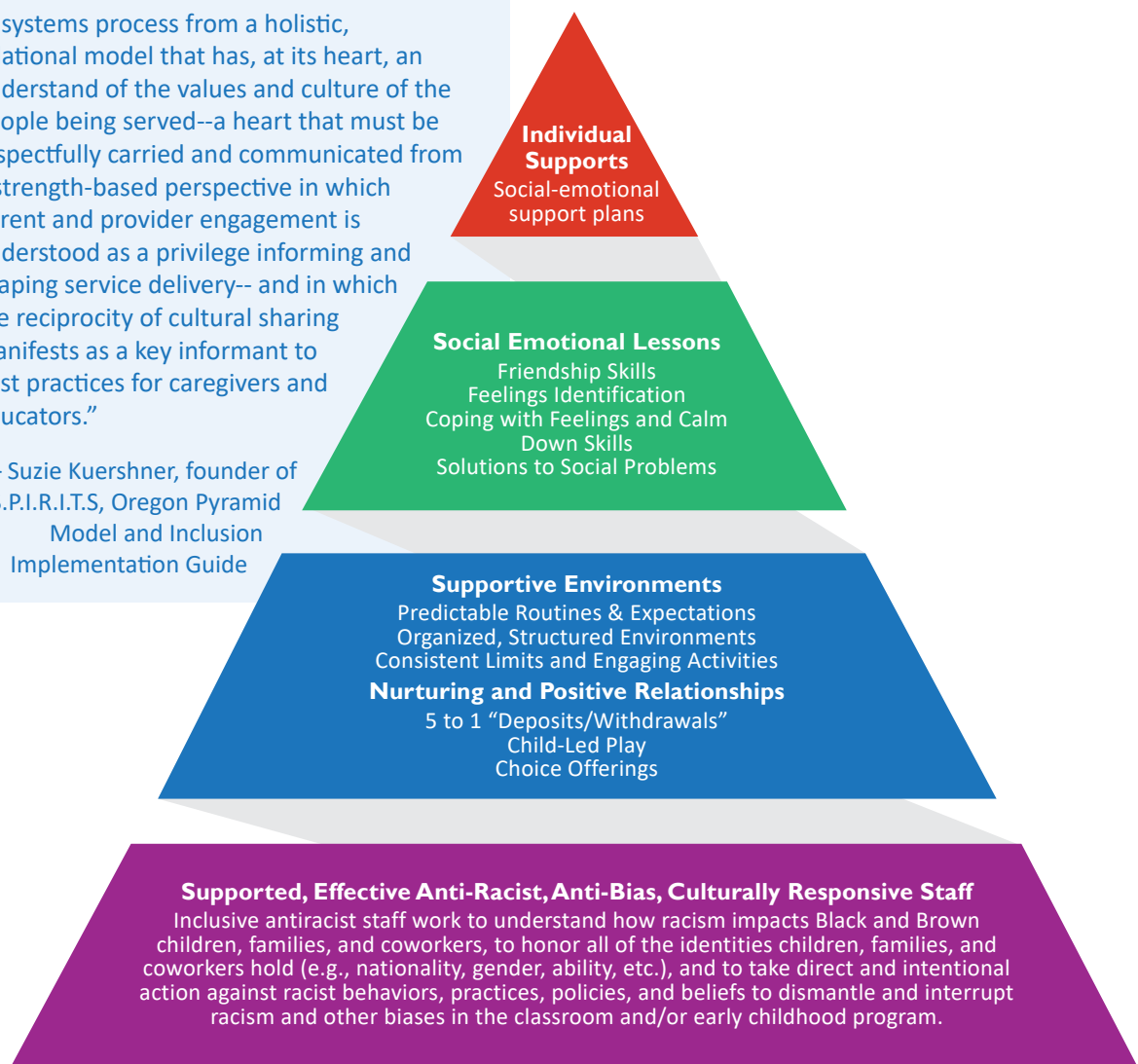
---

1   Smith, B.J., Fox, L., Strain, P., Binder, D.P., Bovey, T., Jones, A., McCullough, K., Veguilla, M., Dunlap, G., Blase, K., Trivette, C.M., Shapland, D., and Danaher, J. (2018). *Statewide Implementation Guide*. Retrieved from https://ectacenter.org/sig

For communities leveraging one or both frameworks for improvement we have identified a unique formula for improvement in Oregon. This is reflected in the following diagram, designed by Multnomah County Mental Health Consultants, and shared with communities and programs across the state to illustrate a multi-tiered system of support that engages staff in the critical work of celebrating all who enter early learning and education environments. The Inclusive Pyramid Model Framework emphasizes the need for a sturdy foundation of support to build an effective, equity-driven workforce. It is rooted in practices that are anti-racist, anti-bias, culturally responsive, and identity-affirming.

"Successful collaboration and coordination of systems process from a holistic, relational model that has, at its heart, an understand of the values and culture of the people being served--a heart that must be respectfully carried and communicated from a strength-based perspective in which parent and provider engagement is understood as a privilege informing and shaping service delivery-- and in which the reciprocity of cultural sharing manifests as a key informant to best practices for caregivers and educators."

– Suzie Kuershner, founder of S.P.I.R.I.T.S, Oregon Pyramid Model and Inclusion Implementation Guide

Individual Supports
Social-emotional support plans

Social Emotional Lessons
Friendship Skills
Feelings Identification
Coping with Feelings and Calm Down Skills
Solutions to Social Problems

Supportive Environments
Predictable Routines & Expectations
Organized, Structured Environments
Consistent Limits and Engaging Activities
Nurturing and Positive Relationships
5 to 1 "Deposits/Withdrawals"
Child-Led Play
Choice Offerings

Supported, Effective Anti-Racist, Anti-Bias, Culturally Responsive Staff
Inclusive antiracist staff work to understand how racism impacts Black and Brown children, families, and coworkers, to honor all of the identities children, families, and coworkers hold (e.g., nationality, gender, ability, etc.), and to take direct and intentional action against racist behaviors, practices, policies, and beliefs to dismantle and interrupt racism and other biases in the classroom and/or early childhood program.

*Inclusive Anti-Racist Pyramid Model Graphic courtesy of Multnomah County Health Department

PROGRESS AND ACHIEVEMENTS

The OECI has made substantial progress in implementing inclusive practices across the state. Key milestones include the establishment of cross-agency implementation teams, increased access to services, and enhanced training programs for educators. Success stories and case studies highlight the positive impact of the initiative on children and families. For example, the implementation of the Pyramid Model has led to significant improvements in social-emotional development and overall well-being for children in inclusive settings. In the appendices, you will find data specific to communities engaged in implementation of equitable and effective practices community wide.

The Oregon Early Childhood Inclusion SLT has made steady progress on implementation of the State Indicators of High-Quality Inclusion. Key achievements include:

- Developing and expanding a cross-sector team to implement the ECTA Indicators of High-Quality Inclusion and Pyramid Model Framework.
- Increasing understanding and shared distribution of key state and federal early learning policies and guidance for educating children with disabilities.
- Allocating funds to support early care and education professionals through the Oregon Inclusion Initiative, which is part of the DELC-funded Early Learning Systems Initiative (ELSI) at Oregon State University
- Creating mechanisms for aligned on the job professional learning resources for those serving young children with disabilities in public and privately funded early care and learning environments.
- Development of capacity building supports and resources for community and program-wide implementation.
- Providing support for planning, sponsoring, and organizing speakers at the 2024 NW Early Learning and Pyramid Model Conference in Portland, OR on November 12-14, 2024.

NW Pyramid Model Champion Award winner Autumn Belloni's decade-long dedication to the Pyramid Model has profoundly transformed our program and community, fostering a more compassionate, inclusive environment for young children, particularly those with special needs. Her vision and commitment have set a new standard for implementing the Pyramid Model, creating an indelible impact on students, staff, families, and partner programs throughout Lincoln County. - Catie Dalton, EI/ECSE Administrator and Lincoln Community Inclusion Team Co-Lead.

In August 2022, Oregon invested ESSER funds along with other federal resources, including the B-5 Professional Development Block Grant and the Governor's Emergency Education Relief Funds, to support the Oregon Early Childhood Inclusion (OECI) efforts at Oregon State University (OSU) and throughout communities statewide.
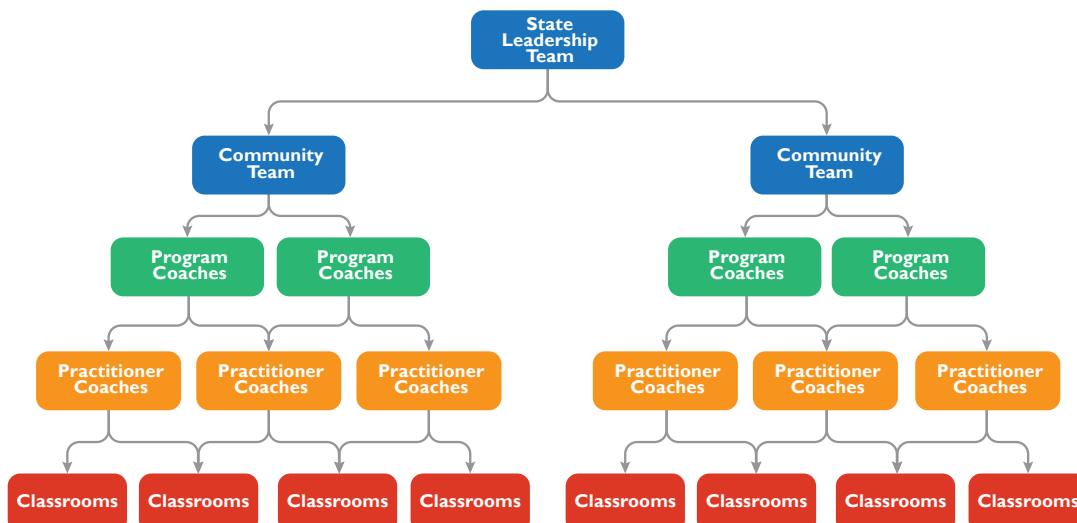
Key Activities and Professional Development from Oregon State University's Early Learning Systems Initiative/Oregon Inclusion Initiative

- **PYRAMID MODEL TRAINING:** Offered over 20 training courses on the Pyramid Model, addressing challenging behaviors in children. These were well-received by educators across Oregon. The feedback from these courses was overwhelmingly positive, with participants noting that the high-quality learning was directly applicable to their roles.

> "One of the main recovery challenges reported by educators and early childhood professionals has been managing children's behavior that adults find difficult. During the 2023-2024 grant cycle, we offered over 20 Pyramid Model trainings, which were attended by educators from nearly every county in Oregon."
>
> – Bridget Hatfield, OSU Inclusion Initiative Principle Investigator

- **HIGH-QUALITY INCLUSION:** Provided training on the National Indicators of High-Quality Inclusion for communities, programs and classroom teams, helping educators include children with disabilities and those from marginalized groups. Monthly webinars and support from Training Outreach Coordinators were part of this effort.

> "Inclusion is an essential part of early learning work and it made so much difference for the teachers, families and students in our program. I would recommend this to any program no matter where you are on your journey!"
>
> – Clackamas Inclusion Team Member

- **ANTI-BIAS LEARNING:** Expanded professional development in anti-bias learning and translated materials to increase access for early childhood professionals. The increase in access to these opportunities to engage in professional learning and improve reflective practice support early learning professionals and leaders to address implicit bias that may lead to exclusionary discipline or deficit thinking when it comes to certain students. This anti-bias approach is built into the Pyramid Model Framework and the Indicators of High Quality Inclusion, but needs intentional focus, and specific learning opportunities to build effective teaching practice. Partnership with community based, Threads of Justice, offered unique training to teachers and leaders across the state and in implementation communities.

> "I learned a very important lesson in making sure the work always start with me. I really appreciated the text that were shared and how they were woven through discussions during the eight weeks of class."
>
> – Threads of Justice Anti-Racist Learning Spaces class participant.

As a result of these efforts, over 1000 early childhood professionals in Oregon received in person training, guidance, or a combination of both on managing challenging behaviors and promoting high-quality inclusive education.

The community-level and community-led implementation of both the Pyramid Model practices and the Indicators of High-Quality Inclusion allowed communities to tailor their implementation to their specific needs and build on existing strengths and supports. To support this, the OSU implementation team created an Implementation Guide for Oregon Communities (available in English and Spanish) and developed an interactive map highlighting implementation sites. This partnership also produced research briefs and data reports to help programs use data for continuous quality improvement. This flexibility ensured that grant funds were used as effectively as possible to support the programs and communities involved in the initiative.

Community Investment in Inclusive Early Education distributed through EI/ECSE Regional Service Areas

State and federal funding, including recovery and IDEA implementation funds, have supported key activities in the following areas:
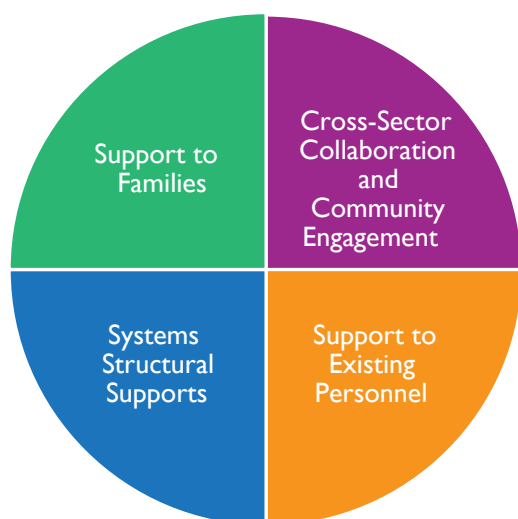
- **REGIONAL INCLUSION SUMMITS:** Engaged partners (Families, Early Learning Hubs, Head Start, Child Care, etc.) in cross-sector professional development, addressing barriers to inclusion, and mobilizing communities to take action.

- **RESOURCES TO SUPPORT EXISTING PERSONNEL:** Invested in professional development for early learning providers through cohort models with coaching, technology for remote coaching, multilingual materials, and ongoing support.

- **SUPPORTS TO FAMILIES:** Facilitated accessible family engagement, empowerment, and leadership, with resources like toolkits for refugee families, incentives for a comprehensive transition to kindergarten, and partnerships with historically marginalized groups to remove systemic barriers.

- **STRUCTURAL SUPPORTS FOR INCLUSION:** Funded sustainable investments in accessibility, universal design for learning, toolkits, and materials to support inclusion across early care and education settings, with meaningful participation from regular education staff in planning and transitions.

Impact of the investment

- **TRAINING REACH:** Over 1000 early childhood professionals in Oregon received in person training or guidance on managing challenging behaviors and inclusive education. Over 400 Individuals have accessed the ePyramid Modules, available for free to any early learning professional in English and Spanish.

- **COMMUNITY IMPLEMENTATION:** Communities adapted the Pyramid Model and High-Quality Inclusion practices to their specific needs. An Implementation Guide (available in English and Spanish) is available to anyone wanting to explore implementation in their community and an interactive map of implementation communities and sites, training providers, and coaches can be used to connect people across the state who are doing this work.

- **ANTI-RACIST LEARNING SPACES:** Developed professional development in creating anti-racist learning spaces and leadership, available in multiple languages for both educators and leaders in early learning.

- **INCREASED ACCESSIBILITY OF SUPPORTIVE MATERIALS:** 70 resources for Pyramid Model and National Indicators of High-Quality Inclusion into 8 language languages requested (e.g., Spanish, Somali, Arabic) by our communities in Oregon and nationally.

- **DATA AND RESEARCH:** Produced research briefs and data reports to help communities, programs, and state leaders use data for continuous improvement. This includes investment in an implementation data system, the Pyramid Implementation Data System (PIDS), that allows all levels of the system to access and examine their data in a systematic manner.

Support to Families

Cross-Sector Collaboration and Community Engagement

Systems Structural Supports

Support to Existing Personnel

- Family Roadmap for Inclusion
- Supports for K-transition
- Parent Education
- Community Convening
- Accessible Education Materials
- Equitable and Effective Trainings and Tools
- Support for Micro PD modules
- Staffing for transition to inclusive environments

METHODOLOGY

The initiative uses a comprehensive data collection approach, including surveys, interviews, and observations, to gather both quantitative and qualitative data. Analysis combines statistical and thematic methods to assess impact and identify areas for improvement. While data collection is limited by resource constraints, it provides valuable insights into the effectiveness of inclusive practices in Oregon's early childhood systems and programs.

Briefs of current implementation of the ECTA Indicators of Early Childhood Inclusion and the Pyramid Model can be found on the Oregon Inclusion Initiative website. The following describes the Agency's analysis of data collected to measure child outcomes and access to the least restrictive environment for children with disabilities three to five years of age (not yet in kindergarten).

Data Methodology for IDEA Indicator B6

Under the Individuals with Disabilities Education Act (IDEA), states must report key indicators to the Office of Special Education Programs (OSEP) to monitor the implementation of special education services. One such indicator, B6, tracks the educational settings for preschool children (ages 3-5) with Individualized Family Service Plans (IFSPs). Data is collected annually in December and reflects the educational settings of preschool settings using the following categories:

a. **REGULAR EARLY CHILDHOOD PROGRAM:** Programs with at least 50% nondisabled children (e.g., Head Start, public or private preschool, district run preschool, childcare programs designed for care of 3–5-year-olds).

b. **SPECIAL EDUCATION PROGRAM:** Programs with less than 50% nondisabled children (e.g., separate class, separate school, residential facility)

c. **HOME:** Special education and related services in the residence of the child's family or caregiver or other location not included in the other categories.
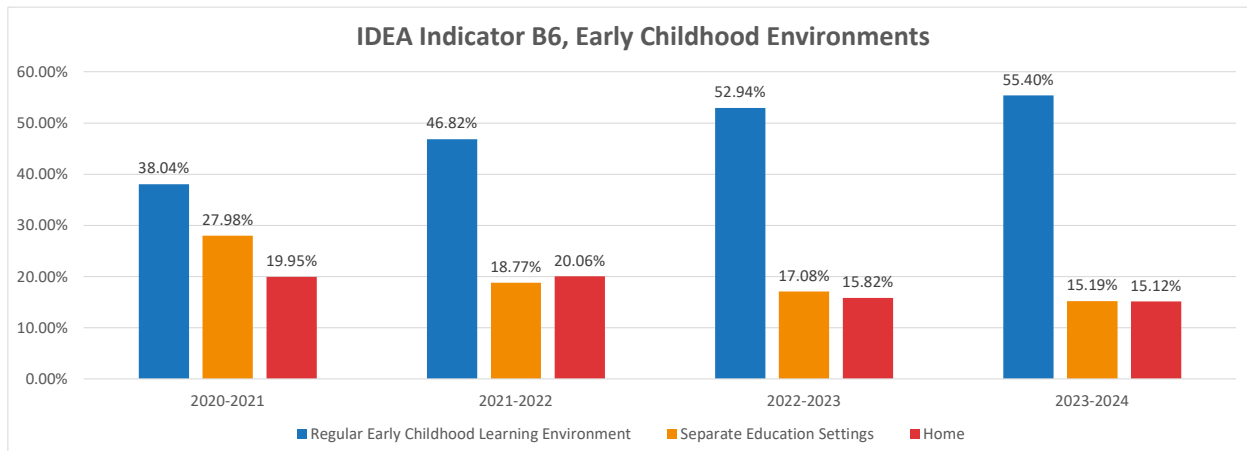
Data is reported to the Department of Education through the state's Annual Performance Review and posted on the ODE website. It informs the At-A-Glance Profiles for EI/ECSE programs and reflects the continuum of special education placements, ranked from least to most restrictive.

IMPACT ON CHILDREN, FAMILIES, AND EARLY LEARNING PROVIDERS

Quantitative data shows the initiative has increased the number of children served and improved access to inclusive education, with more children with disabilities enrolled in inclusive settings, leading to better developmental outcomes.

The figure below highlights changes since the initiative's start and shows where children receive the majority of their special education services.

IDEA Indicator B6, Early Childhood Environments

	2020-2021	2021-2022	2022-2023	2023-2024
Regular Early Childhood Learning Environment	38.04%	46.82%	52.94%	55.40%
Separate Education Settings	27.98%	18.77%	17.08%	15.19%
Home	19.95%	20.06%	15.82%	15.12%

Using the State Indicators of High-Quality Inclusion and Benchmarks of Quality, the State Leadership Team has made ongoing improvements in a complex early learning system involving multiple agencies, local implementation communities, local programs, and classrooms.

State Indicators of High Quality Inclusion Self Assessment
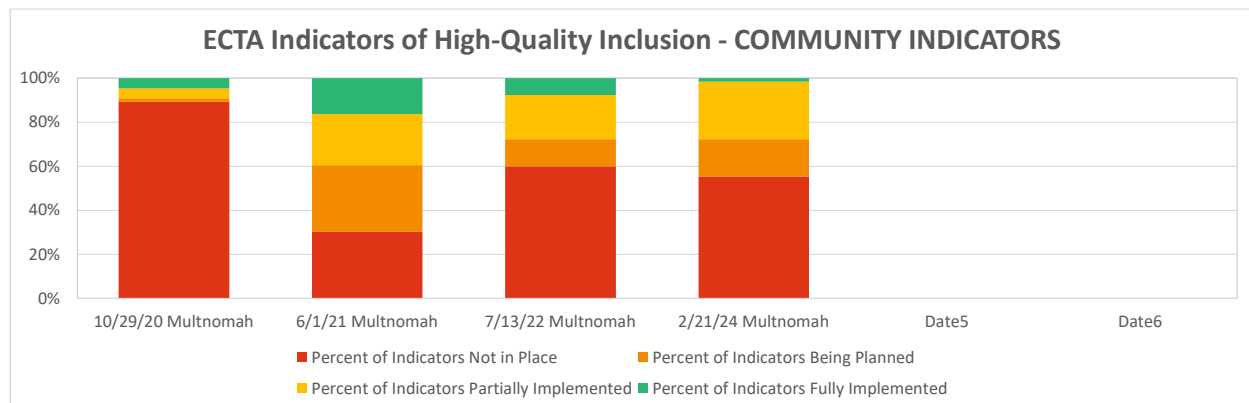
(9/15/22 and 10/27/21)
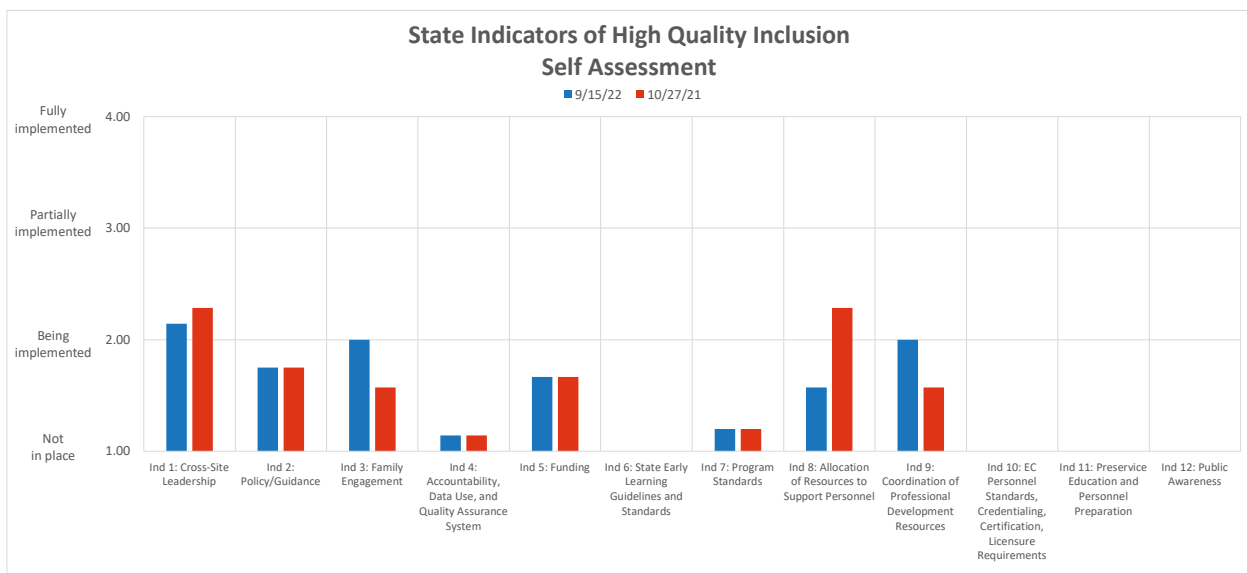
Qualitative data, including testimonials from families and educators, highlights the positive changes in quality of life and educational experiences for children. Comparative analysis shows marked improvements in child outcomes and family satisfaction before and after the initiative's implementation. Families report feeling more supported and empowered, while educators note enhanced skills and confidence in providing inclusive education.
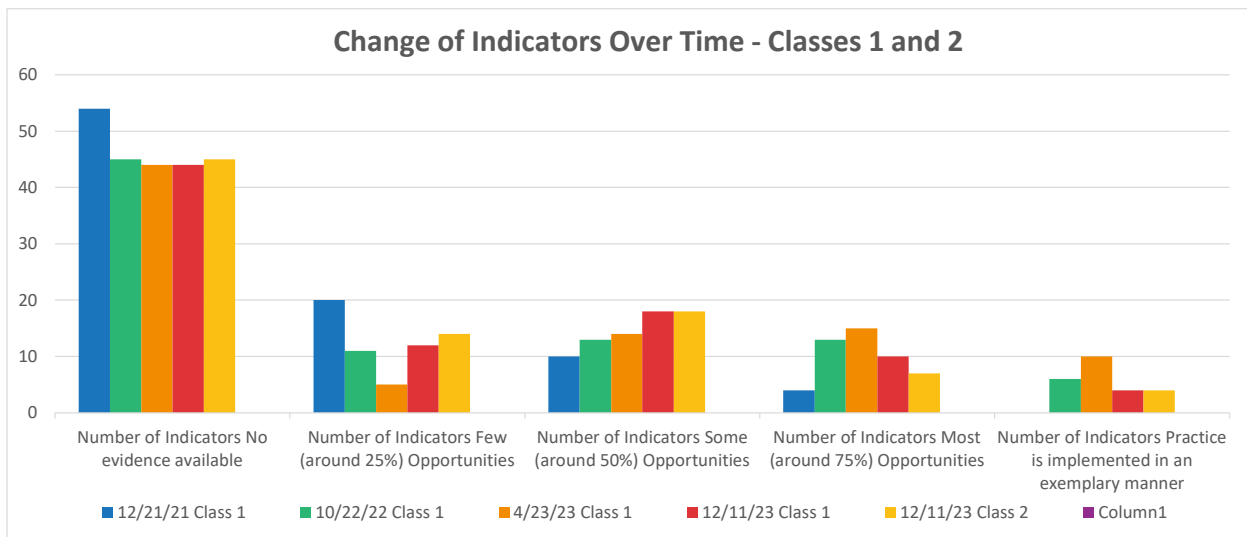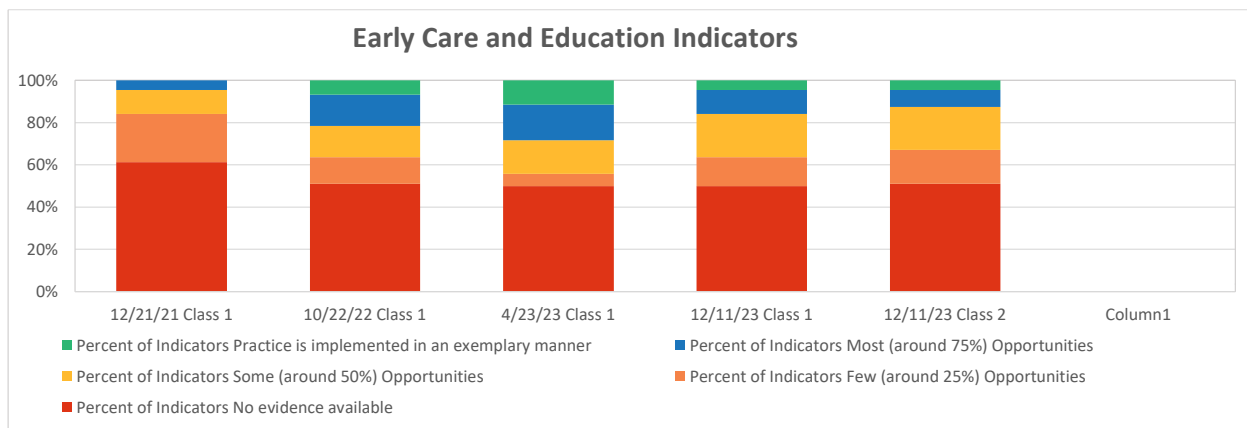
The figures below show improvements in EI/ECSE service access and quality in Multnomah County due to this initiative.

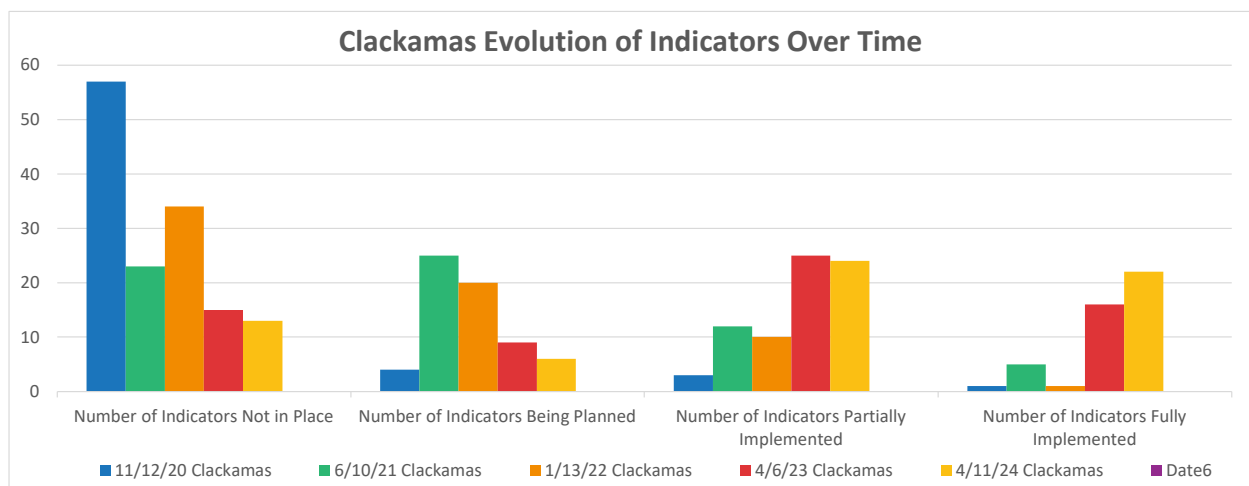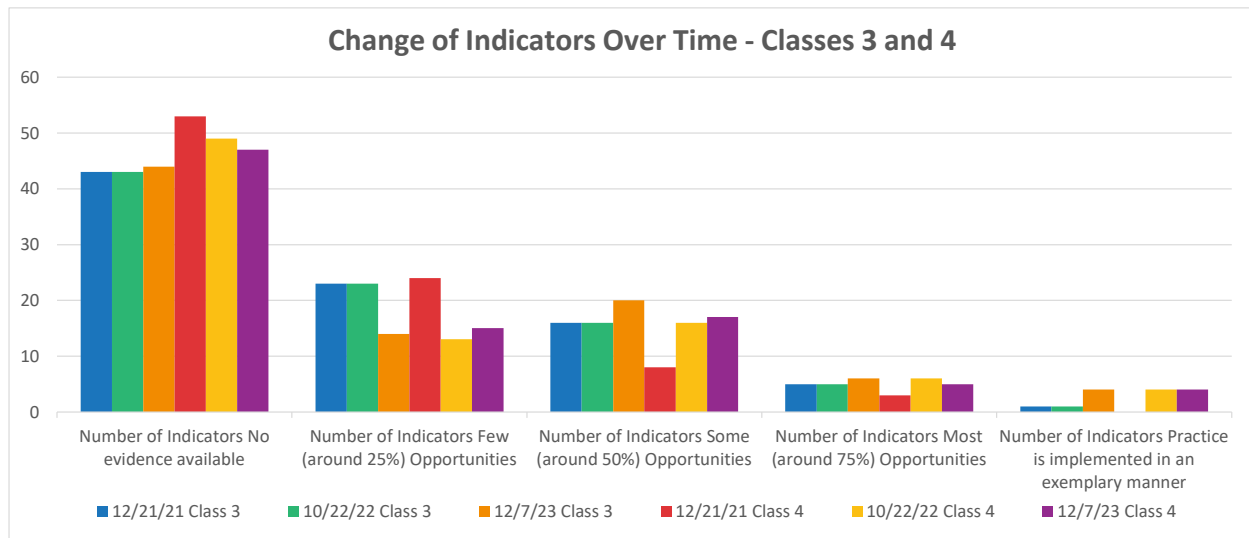**ECTA Indicators of High-Quality Inclusion - COMMUNITY INDICATORS**

Legend:
- Percent of Indicators Not in Place
- Percent of Indicators Being Planned
- Percent of Indicators Partially Implemented
- Percent of Indicators Fully Implemented

Multnomah Evolution of Indicators Over Time

Legend:
- 10/29/20 Multnomah
- 6/1/21 Multnomah
- 7/13/22 Multnomah
- 2/21/24 Multnomah
- Date5
- Date6

IMPLEMENTATION STORY: Sunshine Early Learning Childcare Center Sunshine Early Learning Childcare Center partnered with the Clackamas Community Inclusion Team (CIT) to become an inclusion implementation site in late 2020. The site had recently quadrupled their preschool program with newly allocated Preschool Promise slots. Sunshine had a lot of new staff and a high percentage of children with suspected and diagnosed disabilities enrolled in the program. Sunshine's Owner & Senior Executive Director, Jennifer Foglesong, wanted help to support children and staff to ensure inclusive classrooms were successful. Sunshine staff partnered with their Preschool Promise Coach and Clackamas ESD Early Childhood Special Education (ECSE) staff to ensure teaching staff were trained in the Indicators of High-Quality Inclusion and Pyramid Model Framework and received regular coaching. Classroom staff also met regularly with special education providers to discuss interventions, modifications, and adaptations needed to support individual children with Individualized Family Service Plans (IFSPs). The program also created a Program Leadership Team, which is comprised of the owner/executive director, site director, classroom teacher, director of family services, data specialist/quality specialist, ECSE specialist, ECSE administrator, Preschool Promise Coach, and Preschool Promise Quality Improvement Specialist (QIS).

Early Care and Education Indicators

- ■ Percent of Indicators Practice is implemented in an exemplary manner
- ■ Percent of Indicators Most (around 75%) Opportunities
- ■ Percent of Indicators Some (around 50%) Opportunities
- ■ Percent of Indicators Few (around 25%) Opportunities
- ■ Percent of Indicators No evidence available

Change of Indicators Over Time - Classes 1 and 2

- ■ 12/21/21 Class 1 ■ 10/22/22 Class 1 ■ 4/23/23 Class 1 ■ 12/11/23 Class 1 ■ 12/11/23 Class 2 ■ Column1

Change of Indicators Over Time - Classes 3 and 4

Categories: Number of Indicators No evidence available, Number of Indicators Few (around 25%) Opportunities, Number of Indicators Some (around 50%) Opportunities, Number of Indicators Most (around 75%) Opportunities, Number of Indicators Practice is implemented in an exemplary manner

Legend: 12/21/21 Class 3, 10/22/22 Class 3, 12/7/23 Class 3, 12/21/21 Class 4, 10/22/22 Class 4, 12/7/23 Class 4

Clackamas Evolution of Indicators Over Time

Categories: Number of Indicators Not in Place, Number of Indicators Being Planned, Number of Indicators Partially Implemented, Number of Indicators Fully Implemented

Legend: 11/12/20 Clackamas, 6/10/21 Clackamas, 1/13/22 Clackamas, 4/6/23 Clackamas, 4/11/24 Clackamas, Date6

CHALLENGES AND LESSONS LEARNED

The OECI faced several challenges during its implementation in the last year, including limited resources, changes in team leadership, confusion about initiative purpose and connection to other statewide efforts to prevent exclusion (i.e. Every Child Belongs and the CCO Social-Emotional Metric), varying levels of readiness among programs, and the need for ongoing training and support. To address these, solutions included expanding regional networks and communities of practice, cross-disciplinary training, continuous feedback loops, and aligned messaging.

Key lessons highlight the importance of collaboration, flexibility, and sustained investment in training and resources for future success in inclusive practices.

RECOMMENDATIONS

The initiative's recommendations focus on both short- and long-term strategies to sustain and expand inclusive practices. Short-term recommendations prioritize continued investment in training and resources, while long-term goals include expanding inclusive practices and strengthening partnerships with families and communities. Proposed policy changes include adopting evidence-based practices, improving agency coordination, and increasing funding for inclusive education. Future priorities involve enhancing family support, addressing systemic inequities, and scaling successful practices.

These recommendations are detailed in the State Leadership Strategic Plan, mid-year and end-of- year reports on OSUs website, and ongoing reports to the State Interagency Coordinating Council and Early Learning Council.

CONCLUSION

 The OECI has contributed to improvements in inclusive education and developmental outcomes for children. The initiative's progress highlights the importance of collaboration among families, educators, and community partners. The findings emphasize the need for continued investment in inclusive practices and ongoing support to maintain these improvements.

RESOURCES

Oregon Department of Education. (2020). *Support for students experiencing disabilities*. Retrieved from https://sos.oregon.gov/audits/Documents/2020-24.pdf

Oregon Department of Education. (2022). *Oregon Early Childhood Inclusion Data*. Retrieved from https://oregonccrr.org/wp-content/uploads/2022/10/OECI-Outreach-Slide-Deck-2022.pdf

Oregon Department of Education. (2023). *Oregon Early Childhood Inclusion (OECI) Annual Report*. Retrieved from https://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Documents/OECreport.pdf

Oregon Department of Early Learning and Care. (2021). *Every Child Belongs Program*. Retrieved from https://www.oregon.gov/delc/programs/pages/ecb.aspx

Oregon Department of Early Learning and Care. (2024). *Families' Experiences of Early Childhood Suspension and Expulsion*. Retrieved from https://www.oregon.gov/delc/Documents/delc-pdg-family-voice-expulsion-web-en.pdf

Oregon Department of Early Learning and Care. (2024). *House Bill 2166 and Senate Bill 236 Legislative Report*. Retrieved from https://www.oregon.gov/delc/Documents/ECSEPP%20Legislative%20Report_Jan2024.pdf

Oregon Department of Education. (2024-2025). *Governor's Report on Early Intervention and Early Childhood Special Education (EI/ECSE)*. Retrieved from https://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/oeci.aspx

Hatfield, B., Paz, D., Wood, T., & the ELSI Implementation Support Team (2024). Oregon Early Childhood Inclusion (OECI) Mid-Year Celebration Report. Report submitted to Oregon Department of Education Office of Enhancing Student Opportunities. Retrieved from https://health.oregonstate.edu/elsi/oregon-inclusion-initiative.

Hatfield, B., Paz, D., Wood, T., & the ELSI Implementation Support Team (2024). Implementing the Pyramid Model and the Indicators of High-Quality Inclusion: A Guide for Oregon. Submitted to Oregon Department of Education Office of Enhancing Student Opportunities. Retrieved from https://health.oregonstate.edu/elsi/oregon-inclusion-initiative.

Reynolds, A. J., Temple, J. A., White, B. A. B., Ou, S. R., & Robertson, D. L. (2011). Age 26 cost-benefit analysis of the Child-Parent Center early education program. *Child Development,* 82(1), 379-404. https://doi.org/10.1111/j.1467-8624.2010.01563.x

Stouffer, J., Hatfield, B., Paz, D., Wood, T., & the ELSI Implementation Support Team (2024). Oregon Early Childhood Inclusion (OECI) End of Year Celebration Report. Report submitted to Oregon Department of Education Office of Enhancing Student Opportunities. Retrieved from https://health.oregonstate.edu/elsi/oregon-inclusion-initiative.

APPENDICES

Appendix A: Community Information for 2025 OECI Impact Report

| Community:	Clackamas
Community contact:	Molly Hulett (mhulett@clackesd.k12.or.us) and Dani Stamm Thomas (dstammthomas@clackamas.us)
Number of implementation sites:	2
Estimate of the total number of children currently enrolled across implementation sites:	about 120 preschoolers
Number of program coaches:	2
Number of practitioner coaches:	3
Number of community professionals who have completed Program Coach Training:	6
Number of community professional who have completed TPOT reliability training:	25
Number of community professional who have completed TPITOS reliability training:	14
Number of community professional who have completed ECEE Indicator training:	7
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed between spring 2024-winter 2025 (pulled from PIDS):	3
Number of Pyramid Model or Classroom Inclusion Indicator observations completed between spring 2-24-winter 2025 (pulled from PIDS):	3
Number of programs in the community in PIDS:	6

What impacts from the past year would you like to share?

Program wide work has expanded into their private pay preschool programs as a way to increase equitable access to high quality preschool. This has been challenging but the Program leadership team has been focused on problem solving and finding the best way to support teachers. The team continue to lean into Data based decision making utilizing BIR acorss programs, Program wide BOQ and Program inclusion indicators and TPOT and ECEE indicators in ways that are responsive and supporative to classrooms. This program has also changed program wide systems and does not allow use of suspension and expulsion. This has been one of few programs in the county that is stepping up and creating program policy that does not allow this. Even our Head Start Partners continue to do this to children and famliies in our county.

Would you like to include any quotes from implementation program administrators, classroom staff, or coaches?

"Inclusion is an essential part of early learning work and it made so much difference for the teachers, families and students in our program. I would recommend this to any program no matter where you are on your journey!"

"This work has given us more intentional pathways for our work " (relating to program level leadership team work"

Clackamas EI/ECSE — B6A by School Year: 2020-2021 ≈42%, 2021-2022 ≈58%, 2022-2023 ≈62%, 2023-2024 ≈64%
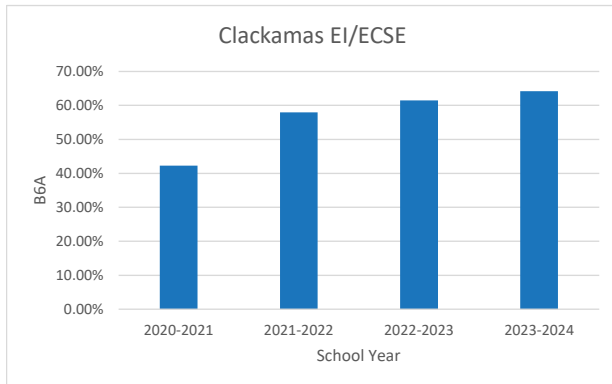
Community:	Eastern Oregon
Community contact:	Rod Belknap (rod.belknap@malesd.org)
Number of implementation sites:	12 Programs, 21 Sites
Estimate of the total number of children currently enrolled across implementation sites:	700
Number of program coaches:	1- Contract with PELE center
Number of practitioner coaches:	6
Number of community professionals who have completed Program Coach Training:	1
Number of community professional who have completed TPOT reliability training:	14
Number of community professional who have completed TPITOS reliability training:	3
Number of community professional who have completed ECEE Indicator training:	1
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed between spring 2024-winter 2025:	2
Number of Pyramid Model or Classroom Inclusion Indicator observations completed between spring 2-24-winter 2025:	34
Number of programs in the community in PIDS:	6

What impacts from the past year would you like to share?

In the past year, we have gone from 3 Implementation programs to 12. We are getting reports from the 3 original implementation sites that they are seeing a reduction in challenging behaviors.

Would you like to include any quotes from implementation program administrators, classroom staff, or coaches?

"The Pyramid Model has had a significant impact on our program by promoting social-emotional competence and addressing challenging behaviors. It has provided our teachers with strategies to prevent and address these behaviors. Since implementing the model, we have seen a decrease in disciplinary issues and an improvement in family engagement."

– Jaecie Manzo (Director of Wiggles and Giggles)

"Implementing the Pyramid model into my classroom has had a tremendous positive impact. Not only do I see this with my staff inside my classroom and the language and care that they provide to each individual child, but also with my students. Utilizing the friendship skills and social/emotional literacy that is being implemented daily, has taught my students compassion for one another, it has also shown them how to navigate problem solving situations, how to currently label emotions, as well as how important it is to find different ways to calm our bodies. This has made my classroom an environment that my students feel safe in and loved."

"The pyramid model has made my classroom effective for promoting social-emotional competence in my children. It has also given us the foundations to be successful teachers."
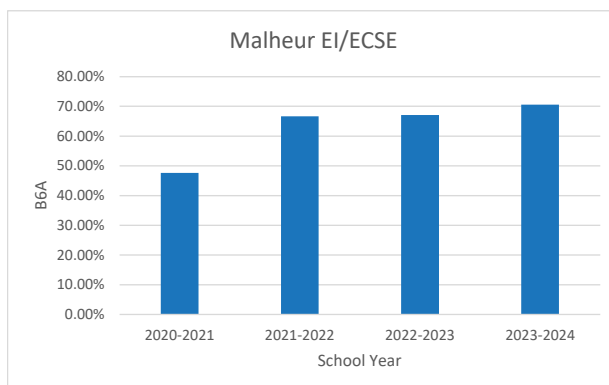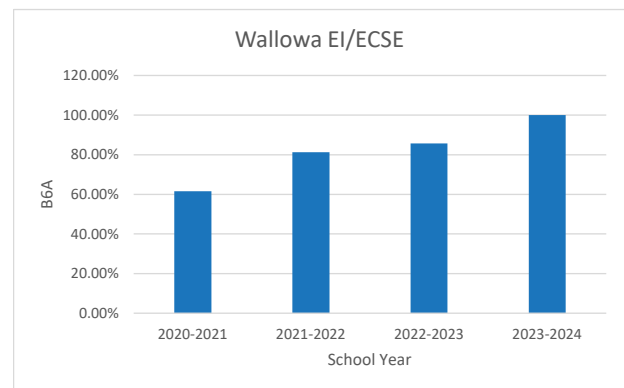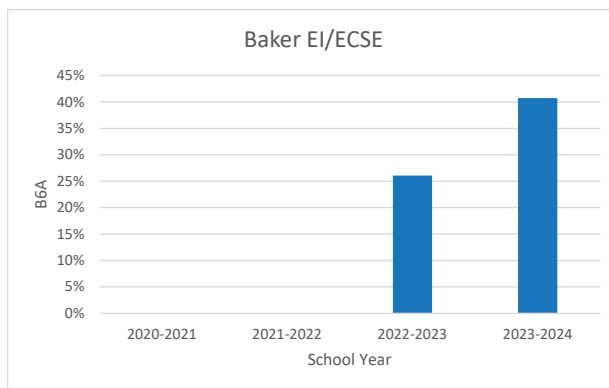
– Teacher Paula

"I would say the Pyramid Model has really helped create a more supportive and structured environment. It's given us useful strategies for encouraging positive behavior and addressing challenges in a proactive way. Over the past year, I've seen stronger relationships, better social-emotional growth, and a more inclusive atmosphere. It's also helped our team work together more consistently, making sure we're all on the same page when it comes to supporting kids."
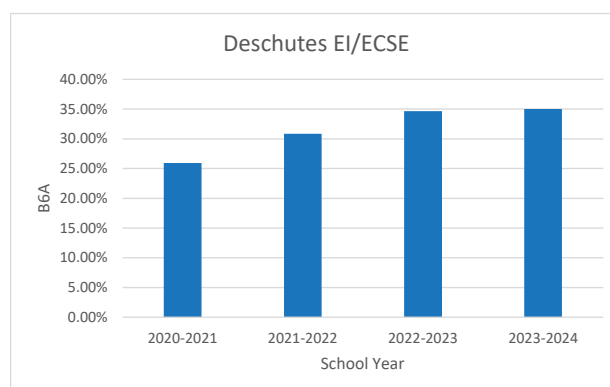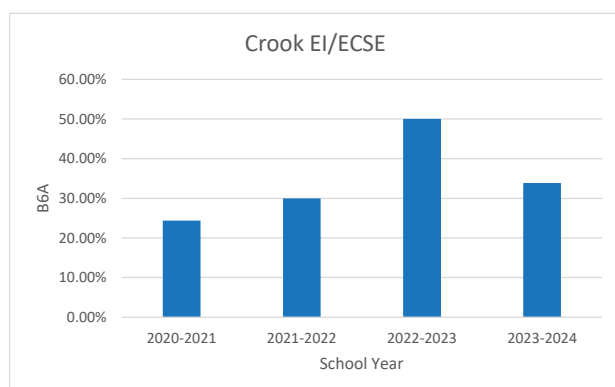
– Teacher Aaron

"Our programs have greatly benefited from implementing Pyramid Model practices. It has given classrooms a strong foundation and has allowed teachers to feel supported and purposeful. Students feel connected to staff and one another. Parents notice the effects the positive environments have on their children. As a coach, it allows me to guide teachers using research-based practices to improve outcomes and develop collaborative partnerships. The Pyramid Model has also benefited my personal life as I raise my own kids, coach their sports teams, or interact with others in the community."
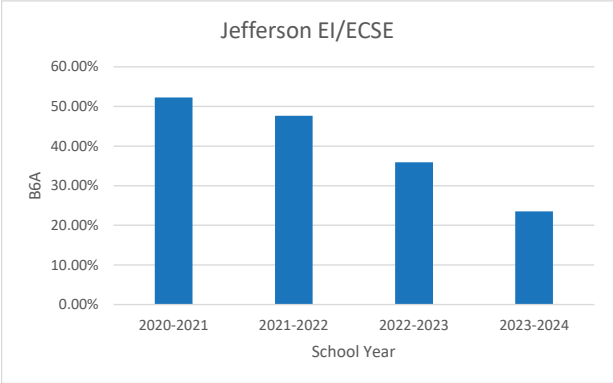
– Jenna Mejia- Practitioner Coach

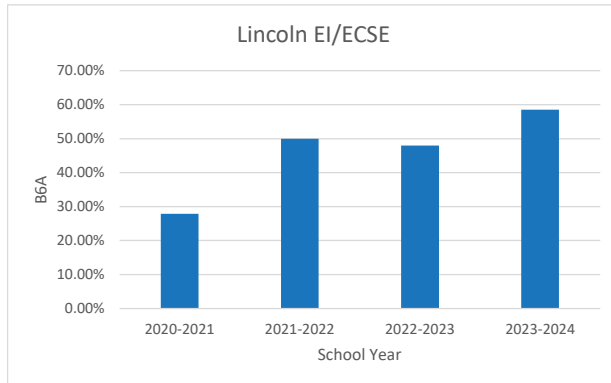| Community:	High Desert
Community contact:	Jennie Willis (jennie.willis@hdesd.org), Anita Hisatake (anitah@neighborimpact.org), Maddie Hood (maddieh@neighborimpact.org)
Number of implementation sites:	CCR - Currently working with TCLC/Madras Implementation Site 1
Number of implementation sites:	Head Start - 2
Estimate of the total number of children currently enrolled across implementation sites:	TCLC (1 classroom, 10 students)
Estimate of the total number of children currently enrolled across implementation sites:	38
Number of program coaches:	TCLC (1 program coach - Laura/CCR/IP)
Number of practitioner coaches:	TCLC (1 practitioner coach - Donna/TCLC Coach)
Number of community professionals who have completed Program Coach Training:	2
Number of community professional who have completed TPOT reliability training:	18
Number of community professional who have completed TPITOS reliability training:	4
Number of community professional who have completed ECEE Indicator training:	1
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed between spring 2024-winter 2025:	0
Number of Pyramid Model or Classroom Inclusion Indicator observations completed between spring 2-24-winter 2025:	2
Number of programs in the community in PIDS:	3

Crook EI/ECSE

Deschutes EI/ECSE

Jefferson EI/ECSE

Bar chart showing B6A percentage by School Year:
- 2020-2021: ~52%
- 2021-2022: ~48%
- 2022-2023: ~36%
- 2023-2024: ~24%

Community:	Lincoln
Community contact:	Catie Dalton (catie.dalton@lblesd.k12.or.us)
Number of implementation sites:	2 officially - LCSD Tiger Cubs @ Ocean Lake Elementary and Melissa Collard's classroom at Samaritan Early Learning Center however because of the CIT and our close partnerships we are working to implement inclusive practices in all Head Starts, LCSD preschools, and SELC classrooms.
Estimate of the total number of children currently enrolled across implementation sites:	In the two official implementation sites we have about 35
Number of program coaches:	1 (Jill Luther)
Number of practitioner coaches:	CSC Head Start utilizes a group coaching model. We have a Preschool Promise coach serving SELC. Diane Wilkinson is the program coach for LCSD.
Number of community professionals who have completed Program Coach Training:	3
Number of community professional who have completed TPOT reliability training:	4
Number of community professional who have completed TPITOS reliability training:	0
Number of community professional who have completed ECEE Indicator training:	0
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed between spring 2024-winter 2025:	0
Number of Pyramid Model or Classroom Inclusion Indicator observations completed between spring 2-24-winter 2025:	2
Number of programs in the community in PIDS:	4

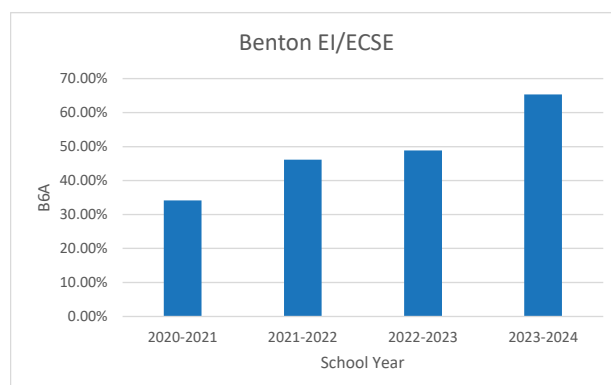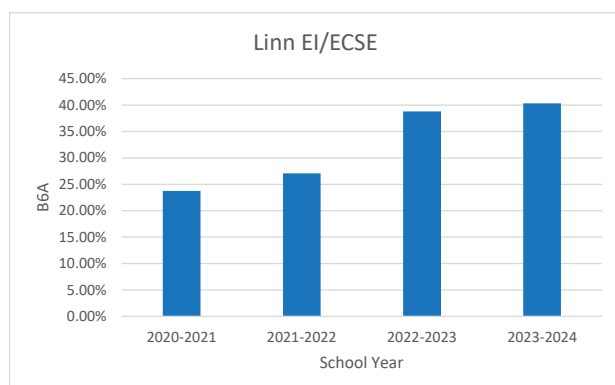**What impacts from the past year would you like to share?**

75 preschool teachers and staff participated in the Lincoln County Inclusive Practices summit in August 2024. An informal audit of ecWeb indicates that 57% of children ECSE in Lincoln County are being served in inclusive preschool settings. That includes 24 children with IFSPs enrolled in CSC Head Start and 12 in LCSD preschools.

Would you like to include any quotes from implementation program administrators, classroom staff, or coaches?
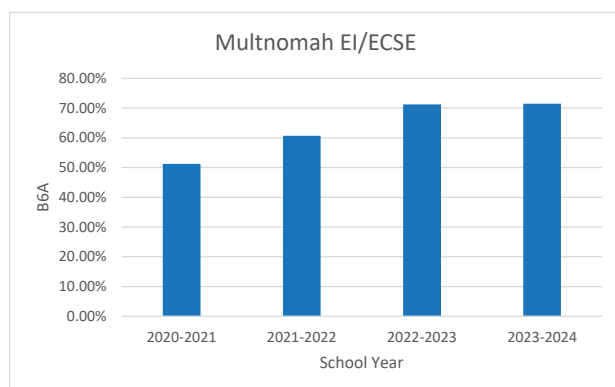
"Too many to count! Having specialists in the classroom, providing modeling and resources around those students on IFSP's as well as other students in the classroom. I'm all about accountability, and having other eyes in our classrooms at various points in the week or day helps me know that I would hear if something inappropriate or unsafe was happening. Patterns would be visible, and I have a great relationship with the Service Coordinator and team in general. I know that our success is their priority. There is also a flexibility that comes with trust in the partnership and families, so we can have honest conversations about what is working and what might not be."

Lincoln EI/ECSE — bar chart showing B6A percentage by School Year: 2020-2021 ≈ 28%, 2021-2022 ≈ 50%, 2022-2023 ≈ 48%, 2023-2024 ≈ 58%.

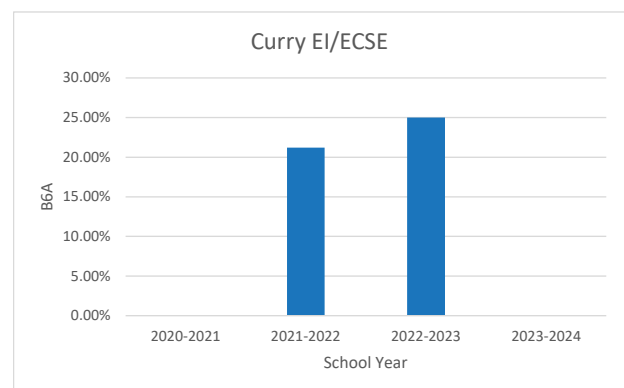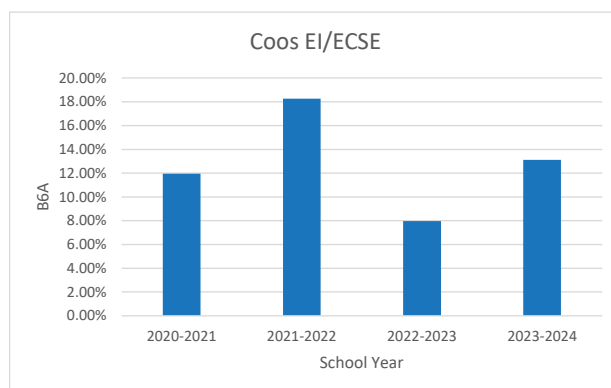| Community:	Linn-Benton
Community contact:	Autumn Belloni (autumn.belloni@lblesd.k12.or.us), Kimberly MccCuthceon Gross (kimberly.gross@lblesd.k12.or.us), and Tina Linn (tina.linn@lblesd.k12.or.us)
Number of implementation sites:	4
Estimate of the total number of children currently enrolled across implementation sites:Number of program coaches:	2 Jenifer McAllister (Jenifer.mcallister@lblesd.k12.or.us) and Melisa Bermel (melissa.bermel@lblesd.k12.or.us)
Number of practitioner coaches:	2 Jose Hernandez- Rosales (hernanj@linnbenton.edu)
Number of community professionals who have completed Program Coach Training:	4
Number of community professional who have completed TPOT reliability training:	4
Number of community professional who have completed TPITOS reliability training:	0
Number of community professional who have completed ECEE Indicator training:	0
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed between spring 2024-winter 2025:	0
Number of Pyramid Model or Classroom Inclusion Indicator observations completed between spring 2024-winter 2025:	0
Number of programs in the community in PIDS:	2

Linn EI/ECSE

Benton EI/ECSE

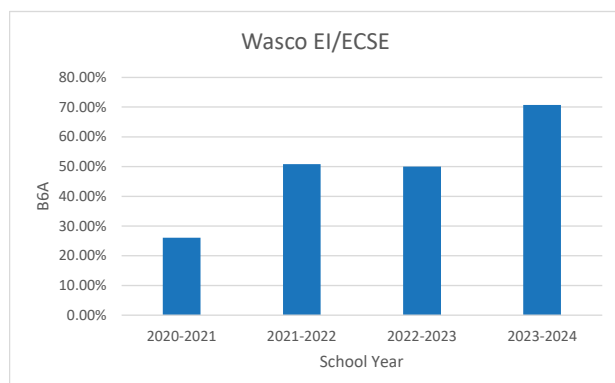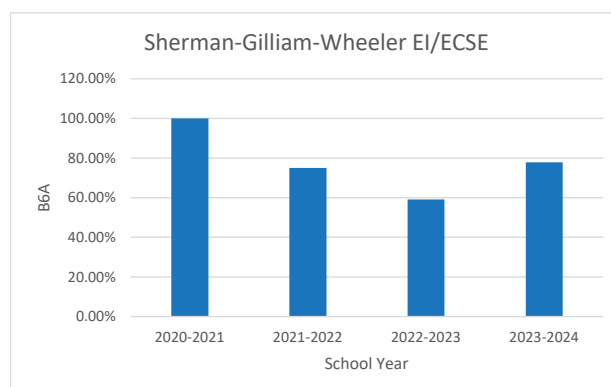| Community:	Multnomah
Community contact:	Alicia Riddle (alicia@factoregon.org) and Mindy Parker (mindy@nwdisabilitysupport.org)
Number of implementation sites:Estimate of the total number of children currently enrolled across implementation sites:Number of program coaches:Number of practitioner coaches:Number of community professionals who have completed Program Coach Training:	8
Number of community professional who have completed TPOT reliability training:	41
Number of community professional who have completed TPITOS reliability training:	25
Number of community professional who have completed ECEE Indicator training:	2
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed between spring 2024-winter 2025:	1
Number of Pyramid Model or Classroom Inclusion Indicator observations completed between spring 2-24-winter 2025:	23
Number of programs in the community in PIDS:	10

Multnomah EI/ECSE

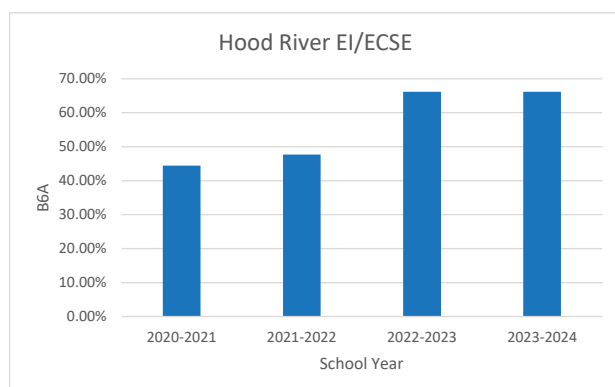| Community:	South Coast
Community contact:	Corinne Potts (cpotts@screlhub.com)
Number of implementation sites:	0
Estimate of the total number of children currently enrolled across implementation sites:	0
Number of program coaches:	0
Number of practitioner coaches:	0
Number of community professionals who have completed Program Coach Training:	1
Number of community professional who have completed TPOT reliability training:	1
Number of community professional who have completed TPITOS reliability training:	1
Number of community professional who have completed ECEE Indicator training:	3
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed between spring 2024-winter 2025:	0
Number of Pyramid Model or Classroom Inclusion Indicator observations completed between spring 2-24-winter 2025:	0
Number of programs in the community in PIDS:	3

Coos EI/ECSE

Curry EI/ECSE

| Community:	Wasco
Community contact:	Shira Skybinskyy (sskybinskyy@cgesd.k12.or.us) and Kristen Slatt (kslatt@cgesd.k12.or.us)
Number of implementation sites:Estimate of the total number of children currently enrolled across implementation sites:Number of program coaches:Number of practitioner coaches:Number of community professionals who have completed Program Coach Training:	0
Number of community professional who have completed TPOT reliability training:	0
Number of community professional who have completed TPITOS reliability training:	1
Number of community professional who have completed ECEE Indicator training:	0
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed between spring 2024-winter 2025:	1
Number of Pyramid Model or Classroom Inclusion Indicator observations completed between spring 2-24-winter 2025:	2
Number of programs in the community in PIDS:	7

Hood River EI/ECSE

Sherman-Gilliam-Wheeler EI/ECSE

Wasco EI/ECSE

Community:	Washington
Community contact:	Nancy Leon (nancyl@unitedway-pdx.org) and Tiffany Vargas (tvargas@caowash.org)
Number of implementation sites:	14
Estimate of the total number of children currently enrolled across implementation sites:	Total 329 - TTSD (70), Adelante Mujeres (142), Hillsboro School District (117)
Number of program coaches:	at least 3
Number of practitioner coaches:	none operating in this capacity at this time
Number of community professionals who have completed Program Coach Training:	4
Number of community professional who have completed TPOT reliability training:	6
Number of community professional who have completed TPITOS reliability training:	4
Number of community professional who have completed ECEE Indicator training:	8
Number of Program Benchmarks of Quality or Program Indicators of High-Quality Inclusion Indicators completed between spring 2024-winter 2025:	0
Number of Pyramid Model or Classroom Inclusion Indicator observations completed between spring 2-24-winter 2025:	5
Number of programs in the community in PIDS:	5

What impacts from the past year would you like to share?

Establishing Community-wide Leadership Team; identifying stakeholders and interested programs; offering Pyramid Model trainings at reduced cost in quarterly training catalogs; identifying funding for a coach housed in CCR&R.

Washington EI/ECSE
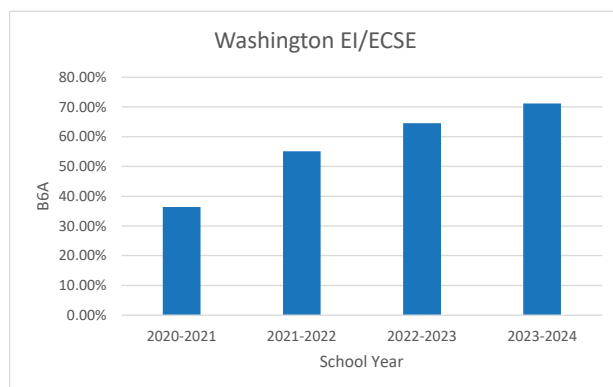
Appendix B: ESSER Grant Narrative for Oregon Inclusion Initiative

A brief narrative for Oregon State University's IGA #22090 with Oregon Department of Education. Final Report with ESSER funding | Fall 2024

The funding for the Inclusion Initiative activities at Oregon State University (OSU) to expand Oregon Department of Education's Oregon Early Childhood Inclusion (OECI) efforts began on August 17, 2022, when we onboarded and hired key employees and transitioned work from ODE to OSU during 2022 and 2023s. In this narrative, we focus on our activities during the 2023-2024 year, when early childhood communities and programs are continuing to recover from the effects of the COVID-19 pandemic. We focus on an overview of the grant activities and professional development that we offered, centered on the Pyramid Model and the National Indicators of High-Quality Inclusion, as well as the work we did to expand professional development in anti-bias learning and translation of materials to support increased access for early childhood professionals.

One of the primary recovery challenges reported from educators and other early childhood professionals has been managing children's behavior that adults find challenging. The Pyramid Model implementation portion of our grant activities specifically addressed this challenge in the context of educators, coaches, administrators, and families. The team offered 20+ Pyramid Model trainings during the 2023-2024 grant cycle, which were accessed by educators from nearly all counties across Oregon. Evaluations from these trainings were overwhelmingly positive; participants indicated that they experienced high-quality learning that would apply directly to their roles. The Indicators of High-Quality Inclusion directly address issues of access in early childhood education. Trainings were delivered to assist educators, coaches, and administrators in delivering educational services which include children with disabilities and children who are members of marginalized groups. Communities implementing the Indicators of High-Quality Inclusion participated in monthly webinars designed to familiarize them with the practical aspects of early childhood inclusion in addition to accessing support from their designated Training Outreach Coordinators. As a result of the efforts and activities during this grant cycle, over 800 early childhood professionals in Oregon have received training, guidance, or some combination of training and guidance around prevention and management of behavior adults find challenging and high-quality inclusive education.

The community-level and community-led implementation structure of both Pyramid Model practices and the Indicators of High-Quality Inclusion allowed communities to adapt their implementation and build on existing strengths and supports, focusing work on identified needs specific to that community. In the spirit of this, our team worked with communities and produced an Implementation Guide for Oregon Communities (English, Spanish). Further, we built an interactive map that highlights Oregon Pyramid Model and Indicators of High-Quality Inclusion Implementation sites, providing connection and collaboration pathways for the early care educators and providers of Oregon. This flexibility ensured that grant monies were spent as effectively as possible to support the programs and communities involved in the initiative.

Finally, we created and provided professional development in 'creating anti-racist learning spaces' and 'anti-racist leadership' for the ECE workforce (available in English and Spanish) and translated 70 resources for Pyramid Model and National Indicators of High-Quality Inclusion into 8 language languages requested (e.g., Spanish, Somali, Arabic) by our communities in Oregon and nationally.

Collectively, our efforts at OSU to extend OECI with ESSER funds have directly supported schools and leaders. Our grant activities and deliverables include individualized supports, professional development to expand learning around equity, inclusion, anti-racisim, and well-being, translated documents to increase access to professional development and implementation materials, and increased access to high-quality inclusive and supportive preschool programming in the Oregon early care and education system.

OREGON EARLY CHILDHOOD INCLUSION

The Oregon Early Childhood Inclusion Initiative (OECI) is a coalition across agencies in Oregon to create a state-wide, collaborative system that allows every child to be supported in an inclusive environment. OECI incorporates both the Pyramid Model Framework and the Indicators of High-Quality Inclusion. Both practices call for leadership teams at the program, community, and state level. The leadership teams at each level (state, community, and program) have their own set of purposes and tools to maximize their effectiveness within their scope. This structure allows each team to focus on the scope in which they can work most effectively and elevate needs and barriers. The figure below shows the Oregon Leadership Team structure.
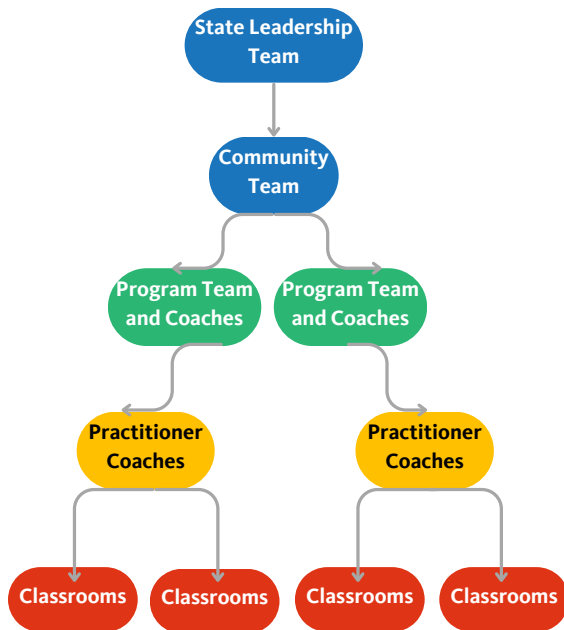
STATE LEADERSHIP TEAM

VISION

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

MISSION

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

Shared beliefs:

- 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 dis/ability.
- 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.

OREGON EARLY CHILDHOOD INCLUSION

OREGON EARLY CHILDHOOD INCLUSION
Building Equitable Futures

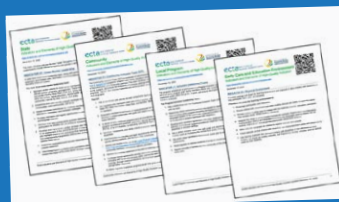## INCLUSION BENEFITS CHILDREN

...WITH DISABILITIES

- Positive gains across all areas of development
- Higher level social skills
- Improved peer relationships
- Gains in language and literacy skills
- Benefits for all children regardless of nature, type or severity of disability

...WITHOUT DISABILITIES

- Greater cognitive and language skills
- Higher-level empathy skills
- Advanced social skills and stronger peer relationships
- Achieve an awareness, respect, and understanding of diverse abilities
- Inclusive classrooms tend to be of higher quality in general, so all children benefit

INNOVATIONS SUPPORTING INCLUSION

Pyramid Model

Individual Supports
Social Emotional Lessons
Supportive Environments
Nurturing and Positive Relationships
Supported, Effective, Anti-Racist, Anti-Bias, Culturally Responsive Staff

Indicators of High-Quality Inclusion

LEARN MORE & GET IN TOUCH

QR code for the OECI website and training calendar

QR code for the Oregon Inclusion Initiative website

Email: elsi-inclusion@oregonstate.edu

INCLUSION IS NOT A PLACE. INCLUSION IS ABOUT BELONGING.

Oregon State University
Hallie E. Ford Center

OREGON EARLY CHILDHOOD INCLUSION

Oregon Department of Early Learning and Care

OREGON DEPARTMENT OF EDUCATION

OREGON
**EARLY CHILDHOOD
INCLUSION**
Building Equitable Futures