

Oregon Early Childhood Inclusion Impact Report 2024



State Advisory Council for
Special Education



This report is dedicated to Hadiyah Miller, a leader, scholar, parent and friend. Hadiyah was a dedicated member and collaborator during initial instillation of the State Leadership Team and Implementation of the Indicators of High Quality Inclusion. Her active participation in meetings, trainings and feedback sessions with providers, local and national partners leaves an imprint on the Indicators of High Quality Inclusion that cannot be overstated.



Shared Vision: Inclusion is Centered in Belonging

We believe:

- **Disability is to be appreciated** as a natural part of the human experience that makes our families and communities stronger.
- Families have the right to enter into relationships with early care and education providers **trusting their child will be welcomed, loved, and seen in all of their human dignity**, including their culture, race or 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 Initiative

Mission:

Co-Create a statewide, collaborative system that allows every child to access and be supported in an inclusive environment.



Shared Goals and Commitments

1

Establish cross-agency implementation teams at the **state, local**, and **program** level to address the needs of young children experiencing disability.

2

Strengthen **partnerships with families** so their vision for their child is fully realized.

3

Increase access to services and support through **coordination of resources** at the state and regional level.

4

Enhance and expand support to families, early learning personnel and early care and education programs through cross-disciplinary training and technical assistance.

5

Develop and strengthen **regional networks** of implementation and practitioner coaches.

6

Develop and strengthen policies, procedures, funding, and other **system infrastructure** components needed to support intentional implementation.

Oregon's Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes.

This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.



Building State Capacity to Provide What Programs Need

Center

Center equity,
culturally
responsive and
identity-affirming
practices

Evaluate

Evaluate data
to guide
action and
improvement

Prioritize

Prioritize
family
voice
and
choice

Provide

Provide
supports that
advance
equitable
outcomes

Implementing a Culturally Responsive and Anti-Racist Model

Addressing Implicit Bias & Racism

Coaches and Consultants actively and intentionally address implicit and explicit bias

Address intersectionality of race, gender, age, and ability



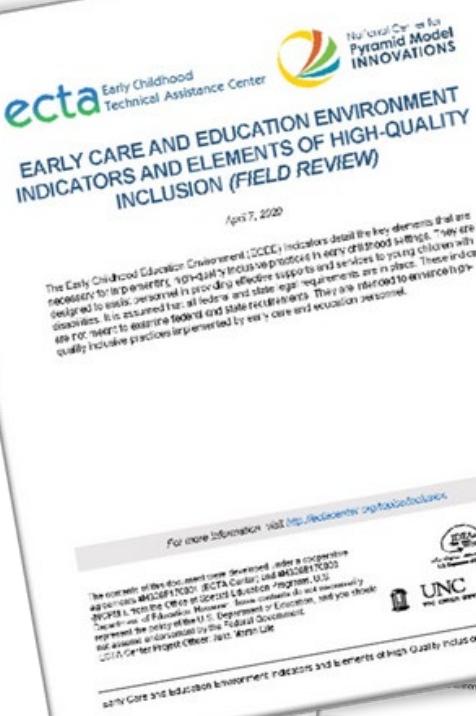
Training for coaches & consultants

Building authentic relationships by learning histories and current context of communities served

I learned a very important lesson in making sure the work always starts with me.

Inclusion Indicators Initiative

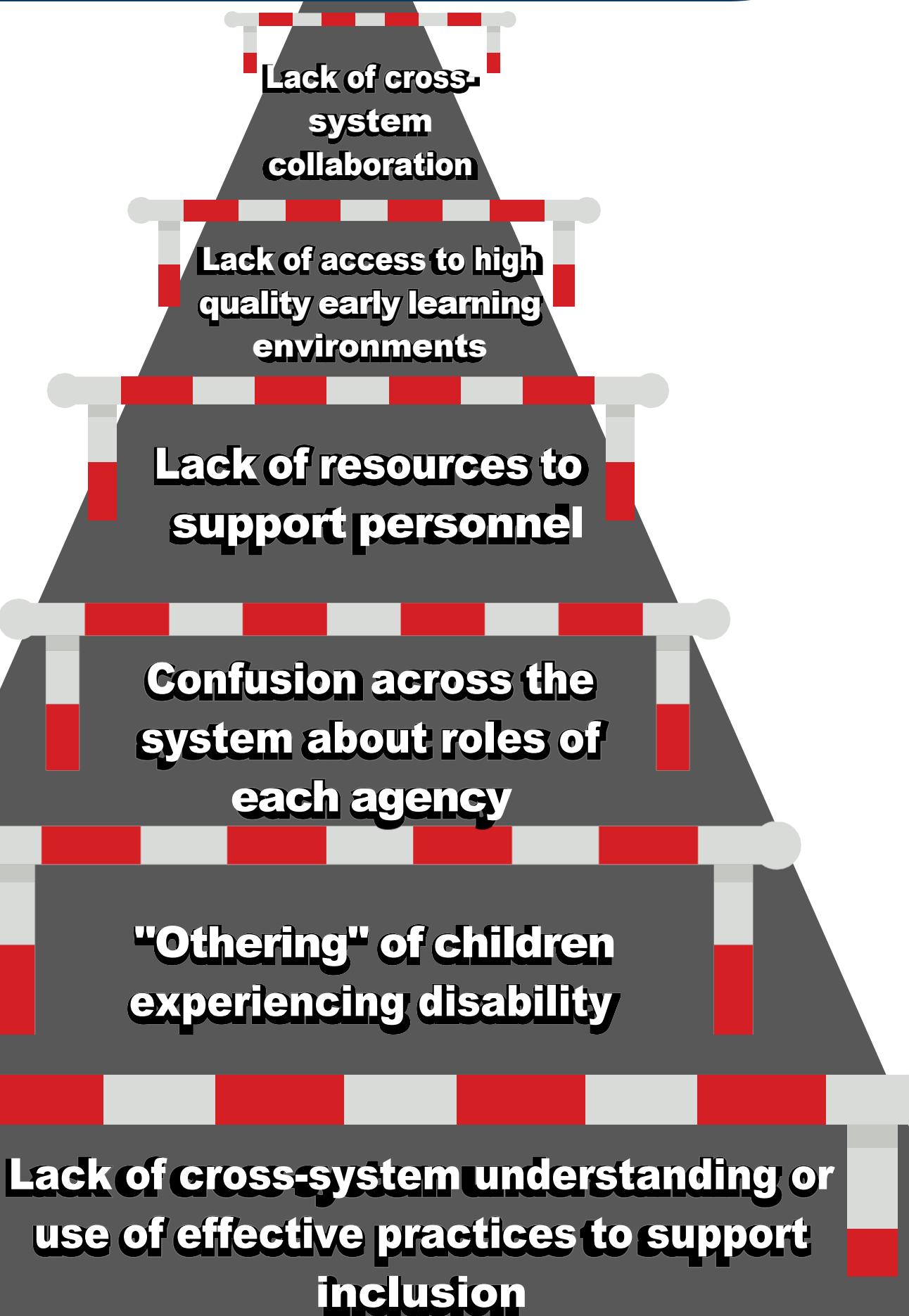
State Level, Program Level, and Early Care & Education Environment



Webinar - Indicators of High Quality Inclusion: A Comprehensive Set of Tools



Barriers to Inclusion: The Root Causes



Ableism

Ableism is a form of systemic oppression that gives advantages to people without disabilities.

Overt Ableism

Violence

Hate Crimes

Ableist Slurs

Lack of captions

Police
brutality

Educational exclusion
& segregation

"Crazy"

Tokenism
Inappropriate
discipline

Fear of
disability

people
jokes

Intrusive
questions

"Everyone is a little
autistic"

Ableist curriculum

Low expectations

"You're
inspirational!"

Able savior
complex

Ableism suggests that some abilities are "normal" or "better" and ranks people's worth based on their abilities.

Ableism results in barriers and discrimination that negatively impact students with disabilities.

Ableism can manifest in overt or subtle ways, including:

- Refusing to provide accommodations
- Using ableist language like "lame" or "crazy"
- Segregating or marginalizing students
- Punishing students for disability-related behavior
- Limiting students' equitable access to education

Subtle Ableism

Equity in education cannot be addressed without addressing ableism.

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



...and 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

Inclusion Benefits Educators & Systems

Better able to assess children's needs and identify barriers



Using reflective questions helps educators to think about where their teaching style comes from.



Access to professional development

Access to early intervention practitioners, special education specialists, therapists and other colleagues who bring fresh perspectives and innovative teaching techniques

Cost benefits

Impacts of Exclusion*



Desegregating preschool access is an important step in ensuring all students are engaged learners in kindergarten and prepared for success in all aspects of school.

Fewer than half of young children ages 3-5 receive special education services in regular early childhood programs

Three-year-olds are the **least likely group** of young children to receive services in inclusive settings



Access

The number of young children with disabilities served in inclusive settings **remains unchanged since the passage of IDEA**



Equity

Children with certain categories of disability have **less access to inclusive settings**

Children of color are less likely to receive a developmental screening or obtain early intervention services

Children of color are overrepresented in special education (3-21) and **more likely to be placed in segregated settings**

Focus on Systems Change



Oregon Department of
**Early Learning
and Care**

OCCYSHN
Oregon Center for Children and
Youth with Special Health Needs




OREGON
**DEPARTMENT OF
EDUCATION**



State Advisory Council for
Special Education



State Interagency
Coordinating Council



Early Learning System Initiative

oraeyc


FACT OREGON
Empowering families - Transforming disability



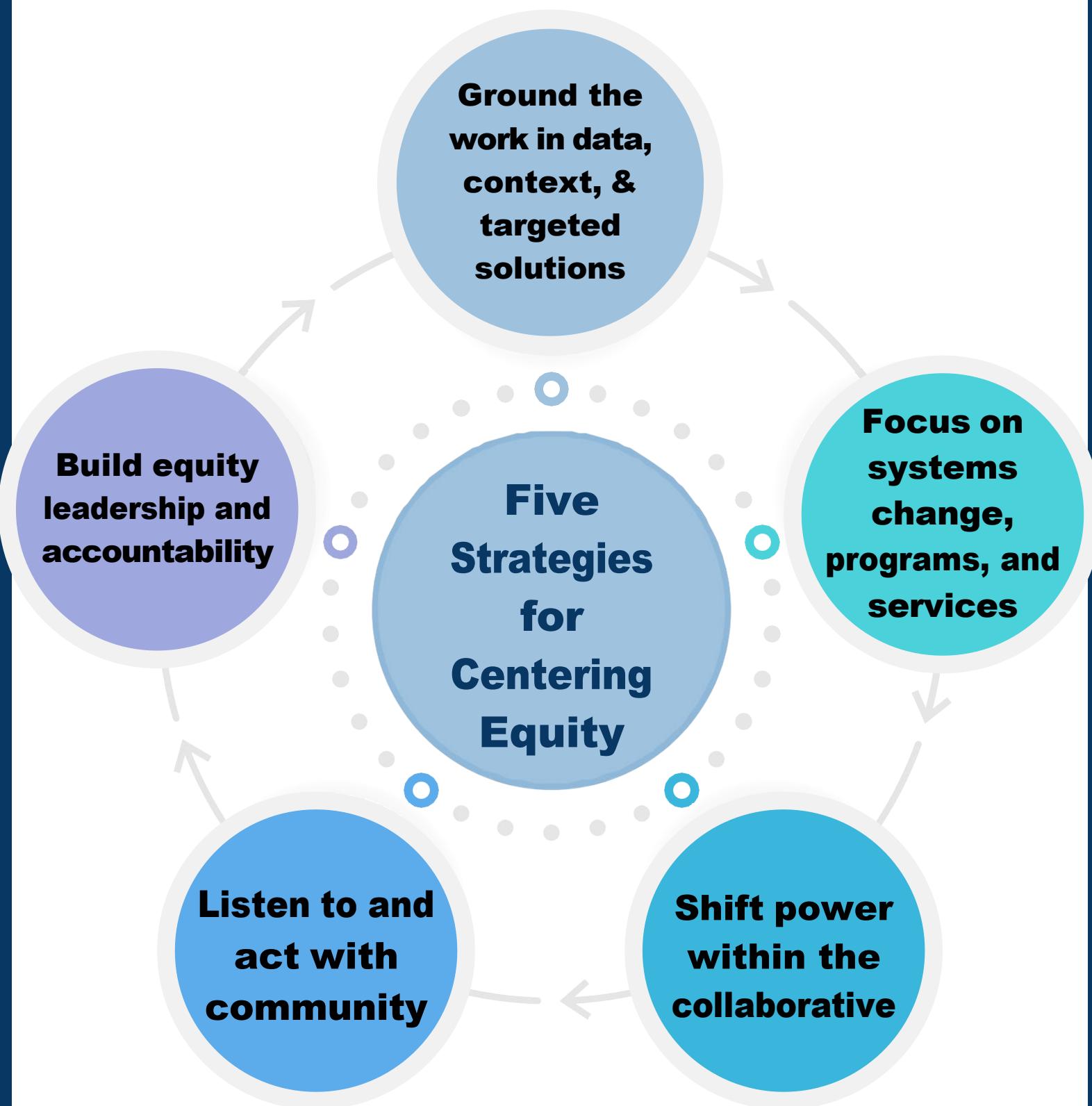
**Oregon State
University**


**Children's
Institute**

Raise Up Oregon
**Oregon's Early
Childhood Inclusion
State Leadership
Team**

**IDEA Services
Early Intervention/
Early Childhood
Special Education**

Centering Equity in Collective Impact



Supporting a Comprehensive Approach to Service Delivery

I know as we progress through it will all come together.

Transdisciplinary Service Delivery

Transdisciplinary service is defined as the **sharing of roles across disciplinary boundaries** so that communication, interaction, and cooperation are maximized among team members.



Transdisciplinary Service is:

Family Centered

Coordinated across disciplines

Designed to allow for an integrated approach

Recognized as the best practice for early intervention

Supporting Implementation

INCLUSION INITIATIVE IMPLEMENTATION SUPPORT TEAM

The goal is to contribute to expanding supports for an inclusive, culturally responsive, and identity-affirming early care and education workforce that can support families and community members who care for young children.

in partnership
with:



Primary activities include:

- Developing a framework of support to implement the Pyramid Model Framework and the National Indicators of Inclusion in Oregon early care and education environments
 - Using data to identify successes, gaps, & needs related to inclusive practices in Oregon
- Connecting with inclusion practitioners and communities in Oregon to best support the early care and education workforce, children, and families
- Supporting coaches in cohorts of Oregon Community Inclusion/Leadership Teams
- Engaging with system partners and leaders to increase inclusive opportunities for children across the state.

Our People



Dominic Paz, Implementation Manager

dominic.paz@oregonstate.edu

I want to build an early care system that welcomes all families. Contact me for Pyramid Model and inclusion professional learning and collaboration and the ELSI BILPOC Community of Practice.



Mackenzie Weintraub, Training Outreach Coordinator

mackenzie.weintraub@oregonstate.edu

I'm passionate about building communities where each young child is celebrated and supported. Contact me for Pyramid Model Trainings, community-wide implementation, and PIDS.



Chad Lahr, Training Outreach Coordinator

chad.lahr@oregonstate.edu

I believe in inclusive early childhood education and supporting educators. Contact me for Early Childhood Inclusion Indicator training and Community Inclusion Team support.



Tess Wood, Team Coordinator

tess.wood@oregonstate.edu

I aspire to be a bridge connecting children & families with what they need. Contact me for general questions, coordination, and collaboration.



Sindy Abzun, Training Outreach Coordinator

sindy.abzun@oregonstate.edu

I am inspired to provide support for educators, children, and families to reach their full potential and find their infinite value in society. Contact me for Early Childhood Inclusion Indicator training and Community Inclusion Team Support.

Drs. Bridget Hatfield and Megan McClelland serve as the principal investigators on this grant from Oregon Department of Education. Please reach out to them at bridget.hatfield@oregonstate.edu or megan.mcclelland@oregonstate.edu for additional questions related to the Inclusion Initiative. Visit <https://health.oregonstate.edu/elsi/oregon-inclusion-initiative> to learn more.

Coordinating with the Early Learning System Initiative



Early Learning System Initiative

The Early Learning System Initiative has four related objectives:

- **Relationship development**
- **Development of a mentor coaching framework**
- **Supportive training aligned with early educator competencies**
- **Data analysis and evaluation**



Underlying each objective, ELSI commits to centering anti-racism, equity and inclusion.

Leveraging Job-Embedded Professional Development

Practice-Based Coaching

Practice-based coaching is a cyclical process for **guiding practitioners' use of evidence-based practices** for promoting positive child outcomes.



Practice-based coaching involves the following components:

- Collaborative partnerships
- Shared goals and action planning
- Focused observation
- Reflection and feedback

Coaching Teachers in Inclusive Practices

Hearing
about it in training

Implementing
it in daily practice

Oregon Early Childhood Inclusion State Leadership Team



Who are we and what do we do?

The State Leadership Team (SLT) is an interagency group that is responsible for planning and supervising the initiative, including:

- **Identifying funding supports**
 - **Advancing policy situations**
 - **Completing evaluation of initiative outcomes**
- **Using data for decision making**
- **Ensuring adequate training & coaching supports are available statewide**
- **Supporting communities with implementation**
- **Advancing public awareness on equitable and effective practices**
- **Facilitating meaningful family engagement and partnership**

We use the State Leadership Team Benchmarks of Quality and the Early Childhood State Indicators of Inclusion to guide the initiative, assess progress, and plan future actions.

Innovations Supporting Inclusion and Advancing Positive Child Outcomes



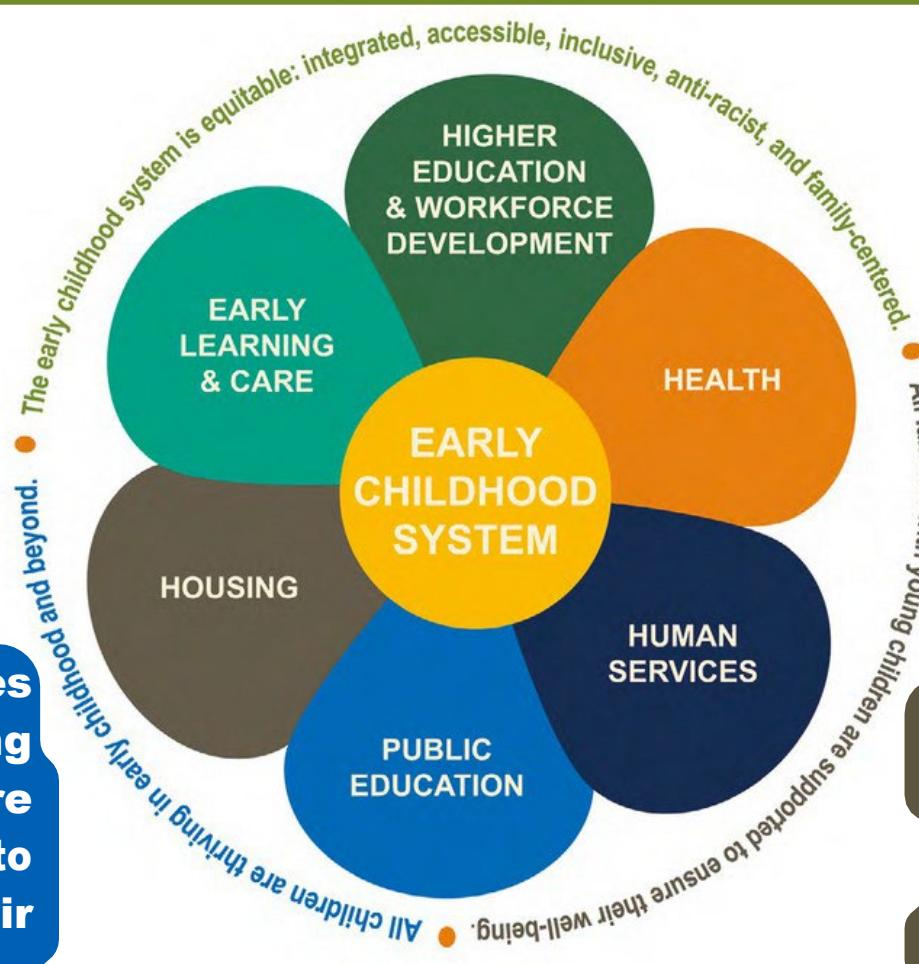
Elevate and Implement

Raise Up Oregon: A Statewide Early Childhood System Plan

Raise Up Oregon serves as Oregon's comprehensive state system plan for early childhood, prenatal to age five. The plan was created in partnership with six state agencies: ODE, DELC, ODHS, OHA, OHCS, and HECC.

Raise Up Oregon has three goals:

The early childhood system is equitable, integrated, accessible, inclusive, anti-racist, and family-centered.



All families with young children are supported to ensure their well-being.

All children are thriving in early childhood and beyond

Current Initiative Priorities

Establish a State Leadership Team: SLT Indicator 1

- Sustained Cross Agency State Leadership Team
- Unified Strategic Plan for Scale-up and Sustainability

Coordination of Cross-Sector Professional Development for Providers: SLT Indicator 9

- Investment in community level early learning professional development system (CCR&R)
- Training and support to regional trainers, coaches, and special education staff

Allocation of Resources to Support Personnel: SLT Indicator 8

- Shared investment in the Early Learning System Initiative (ELSI)
- Increased collaborative planning for PD that uses local community and program self-assessment data
- Advising state and local partners on fiscal investments in inclusive education.

Public Awareness: SLT Indicator 12

- Branding and resources for shared use across agencies
- Website, newsletter, and materials to support unified messaging
- Use and inclusion of cross-system data to identify root cause barriers to inclusion

Examining Data for Informed Decision-Making

Data Gathered:

- PDG Strengths and Needs Assessments
- Implementation Data
- Family and Community Input Reports (PDG and EI/ECSE)
- IDEA Outcome Data for children ages Birth to 5

The Context:

- Early Learning System consists of systems within systems
 - Specialists, providers, and training professionals serve the same population of families and children
- Families and providers bear the burden of navigating a complex system of supports

Agencies Represented in Oregon's State Leadership Team

Oregon Department of Education

- ◆ IDEA Part C and B619 (EI/ECSE)
- ◆ IDEA Part B ◆ PreK to 3rd Grade Coordination

Department of Early Learning and Care

- ◆ Publicly funded early learning programs (Head Start/Early Head Start, OPK, Preschool Promise, Relief Nursery)
- ◆ Early Childhood Suspension & Expulsion Prevention Program/IECMHC
 - ◆ Tribal Early Learning ◆ Professional Learning
 - ◆ Community Systems (Early Learning Hubs and CCR&R)
 - ◆ Office of Child Care ◆ Inclusive Partners

OCCYSHN, Oregon's Title V

- ◆ Public health agency for children and youth with special health care needs

Oregon State University

- ◆ A coaching capacity-building center at Oregon State University

FACT, Oregon's Parent Training and Information (PTI) Center

State Interagency Coordinating Council (SICC)

State Advisory Committee for Special Education (SACSE)

Oregon Association for the Education of Young Children (ORAEYC)

Oregon Division of Early Childhood (OrDEC)

Children's Institute

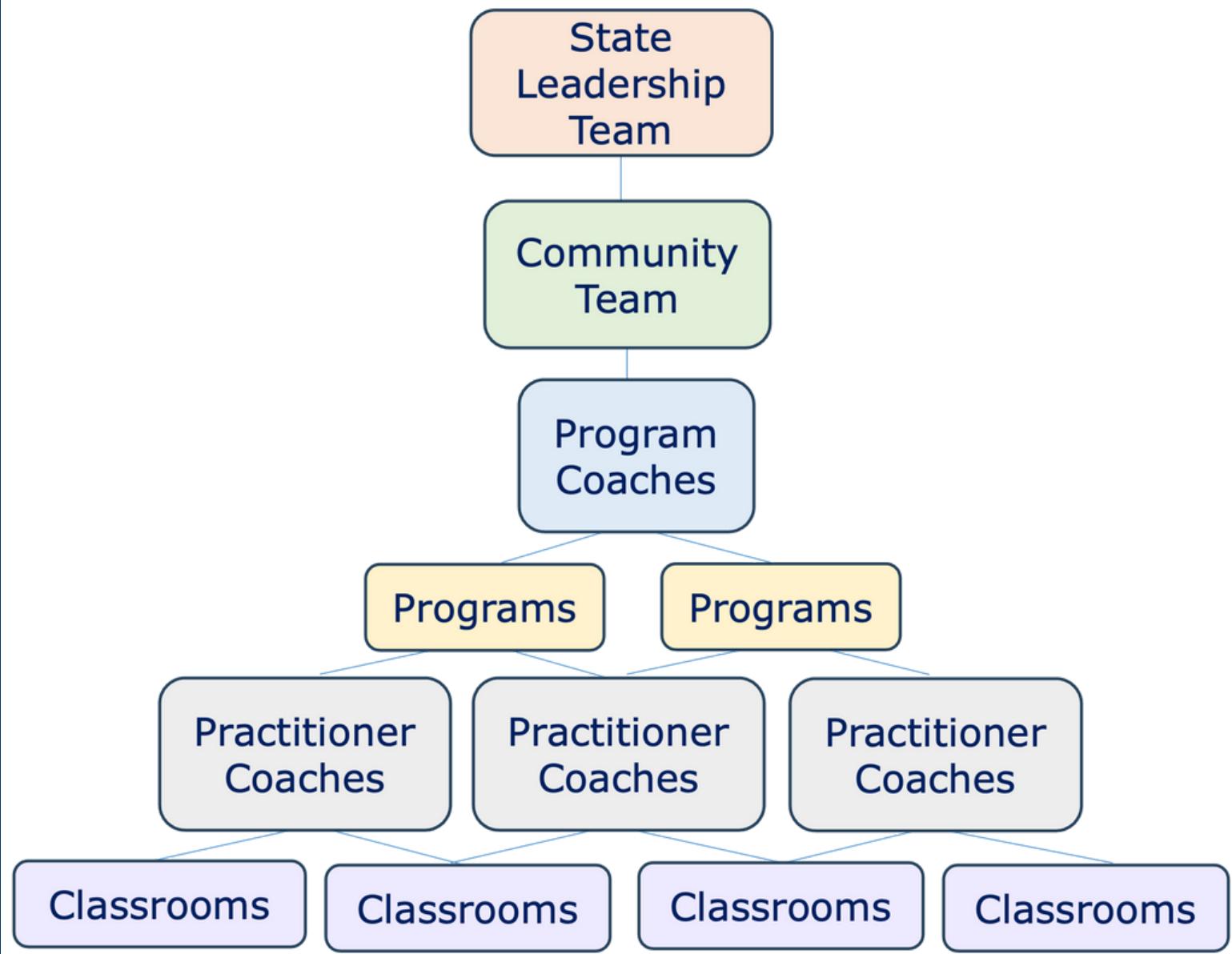
State-Wide Implementation Structure



OREGON EARLY CHILDHOOD INCLUSION



Building Equitable Futures



Current Investments in Oregon Early Childhood Inclusion Initiative



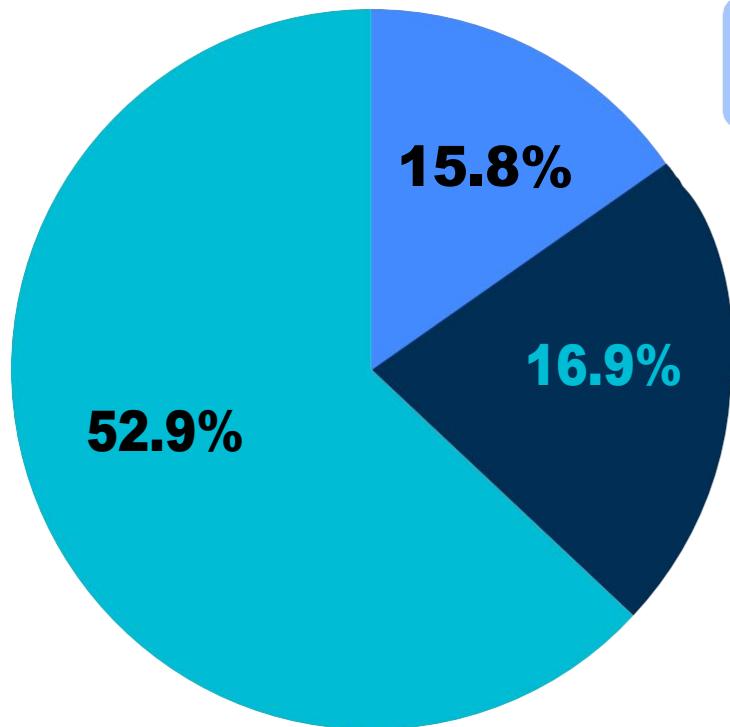
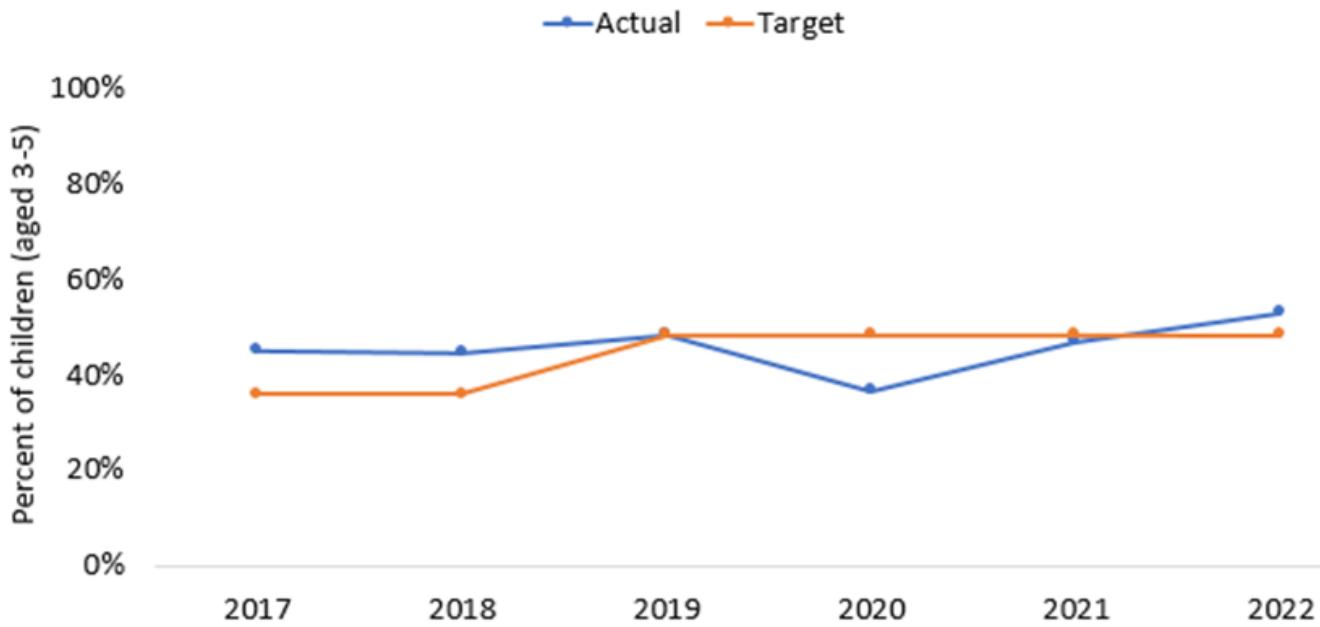
- **Minimum of \$20,000 set aside for implementation activities, events, and training opportunities**
- **\$4,000,000 ESSER Investment in the Early Learning Systems Initiative to build out infrastructure for sustainability and scale-up**
- **\$4,000,000 PDG/GEER Funds for Inclusion to support, policy initiatives, evaluation, data-based decision making, training, and coaching, community selection, and public awareness.**



- FTE for State Coordinator Roles
- Local Investments in FTE, Professional Development Supports, and Community Partnerships
- Inclusive Partners, Child Care Development Funds leveraged to ensure Regional Supports for Inclusion are accessible to all

Focused on Solutions that Lead to Positive Impact

Indicator B6A: Percent of children (aged 3-5) attending a regular early childhood program and receiving the majority of special education and related services in that program (Results)



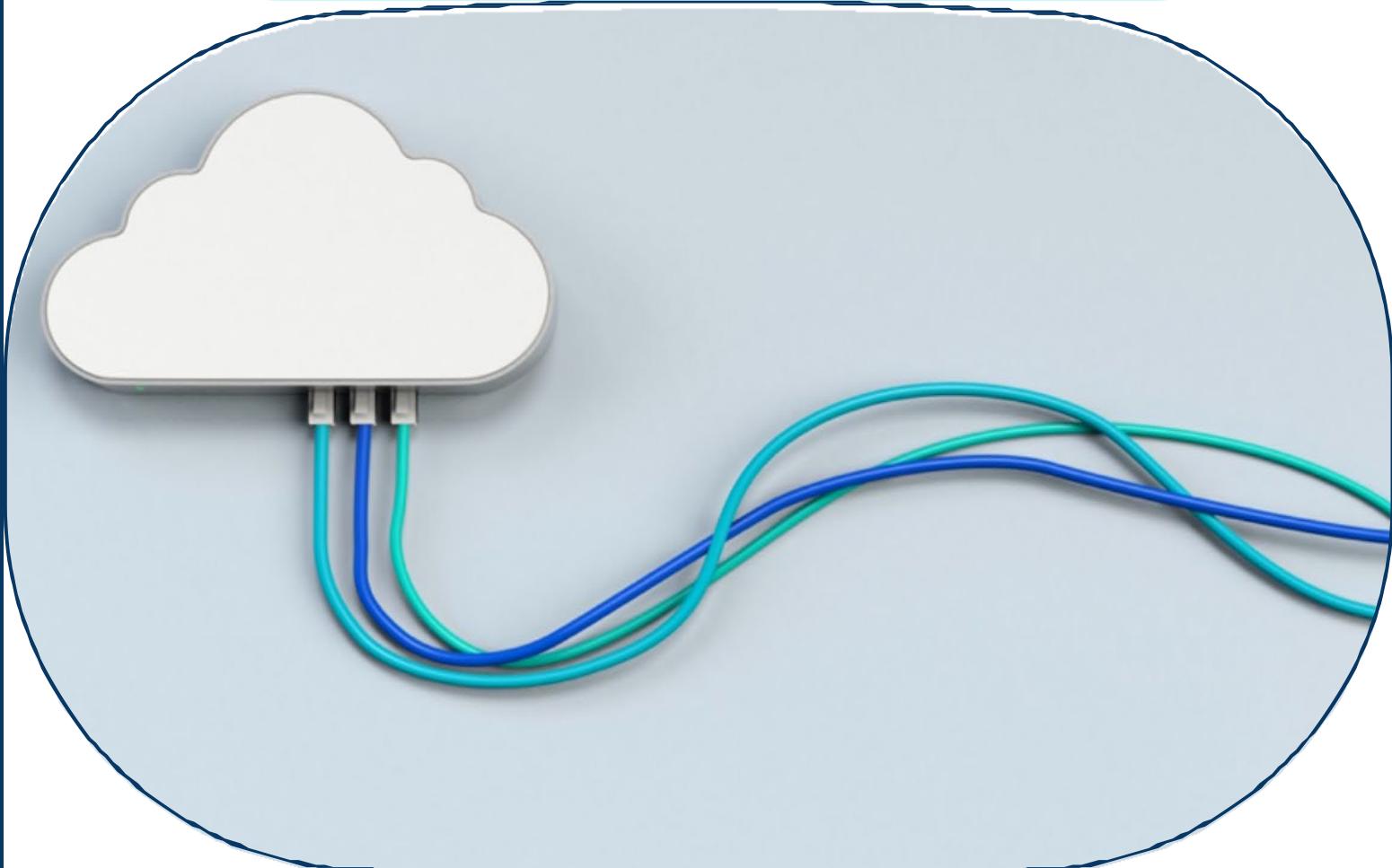
Home Target: less than or equal to 19.7%

Special Education Class Target: less than or equal to 23.0%

Regular Early Childhood Program Target: greater than or equal to 48.3%

OECI Online

- Website: [Oregon Early Childhood Inclusion](#)
- Video: [2022 Office of Special Education Programs \(OSEP\) Leadership and Project Conference: Indicators of High Quality Inclusion- Community Based Inclusion](#)
- [ODE Key Messages-OECI Newsletter](#) (search Oregon Early Childhood Inclusion)
- [Insights from the Field: Implementing Pyramid Model Community -Wide](#)
- Website: [Oregon Inclusion Initiative Implementation Support Team](#)



Sequence of Scale-Up Events

State Leadership Team selects first set of Community Teams and assigns a Program Implementation Coach to each

- **First set of Community Leadership Teams select first cohort of programs**
- **Programs reach fidelity**
- **Community leadership teams scale to second cohort of programs, etc**

State Leadership Team selects second set of Community Teams and assigns a Program Implementation Coach to each

- **Second set of Community Leadership Teams select first cohort of programs**
- **Programs reach fidelity**
- **Community leadership teams scale to second cohort of programs, etc**

State Leadership Team selects third set of Community Teams and assigns a Program Implementation Coach to each

- **Third set of Community Leadership Teams select first cohort of programs**
- **Programs reach fidelity**
- **Community leadership teams scale to second cohort of programs, etc**

Valuing Community Inclusion

Moving Towards Equitable Education

Community-Wide Implementation: Purpose

- **Support implementation and sustainability of equitable and effective practices**
- **Empower communities to make decisions based on their unique context**
- **Build awareness throughout the community**
- **Link high-quality inclusive programs to the public, including policy makers, student teachers, media, and institutions of higher education**
- **Collect and share community progress information annually**
- **Identify and support additional programs to implement evidence-based practices over time, scaling-up a sustainable system of equitable and effective practices**

Community-Wide Implementation: Method



- **Monthly meetings**
- **Norms**
- **Vision**

- **Thoughtful and intentional membership**
- **Meaningful data collection and use**



Resources



**OREGON
EARLY CHILDHOOD
INCLUSION**



Building Equitable Futures

Fact Sheets on Preschool Inclusion

**The research is clear.
Inclusion benefits everyone!**

Fact Sheet of Research on Preschool Inclusion
Erin E. Barton & Barbara J. Smith
June, 2014

1. In 27 years, the practice of providing special education and related services in regular early childhood settings to preschoolers with disabilities has increased only 5.7% and many young children with disabilities continue to be educated in separate settings.

U.S. Department of Education. (2014). 2012 IDEA Part B Child Count and Educational Environment. explore-data.ed.gov/Education/2012-IDEA-Part-B-Child-Count-and-Educational-Envir [S472-4539]

Summary: In 2012, across all states, a total of 42.5% of children 3 – 5 served under IDEA received special education and related services in a regular early childhood classroom.

U.S. Department of Education. (1987). Annual report to congress on the implementation of the Act. U.S. Department of Education, Washington, D.C.

Summary: During 1984-85, across all states, a total of 36.8% of children 3 – 5 received special education and related services in a regular early childhood classroom.

Comparing the 1985 data to the 2012 data, the practice of providing special education and related services to preschoolers with disabilities age 3-5 years old in regular early childhood settings has increased only 5.7%.

2. Inclusion benefits children with and without disabilities.

Busse, V., Goldman, B. D., & Skinner, M. L. (2002). Setting effects on friend selection for children with disabilities. *Exceptional Children*, 68, 503-517.

Summary: Typically developing children in specialized classroom settings had more friends who were typically developing than did children with disabilities. The authors noted that when children with disabilities have at least one friend who is typically developing, they are more likely to develop social and play skills. Also, child care teachers in specialized classrooms reported that children with disabilities had more friends who were typically developing than did teachers in regular classrooms.

Cross, A. F., Traub, E. K., Hulter-Pishgahi, L., & Shelton, G. (2007). Peer relationships of preschoolers with disabilities. *Topics in Early Childhood Special Education*, 27, 10-19.

Summary: The authors examined the teacher and peer relationships of preschoolers with disabilities. The authors found that peers with disabilities had more friends who were typically developing than did children without disabilities. Individualized instruction was specifically cited as a factor that influenced peer relationships.

Brief Summary: Fact Sheet of Research on Preschool Inclusion
Erin E. Barton & Barbara J. Smith
June, 2014

1 In 27 years, the practice of providing special education and related services in regular early childhood settings to preschoolers with disabilities has increased only 5.7% and many young children with disabilities continue to be educated in separate settings.^{1,2}

2 Inclusion benefits children with and without disabilities.^{3, 4, 5, 6, 7}

3 The quality of preschool programs including at least one student with a disability were as good as or better than preschool programs without children with disabilities. However, traditional measures of early childhood program quality might not be sufficient for assessing quality of programs that include children with disabilities.^{8,9}

4 Children with disabilities can be effectively educated in inclusive programs using specialized instruction.^{10, 11, 12, 13}

5 Parents and teachers influence children's values regarding disabilities.^{14, 15, 16}

6 Individualized embedded instruction can be used to teach a variety of skills, including those related to early learning standards, and promote participation in inclusive preschool programs to children with and without disabilities.^{17, 18, 19, 20, 21}

7 Families of children with and without disabilities generally have positive views of inclusion.^{22, 23}

8 Inclusion is not more expensive than having separate programs for children with disabilities.^{24, 25}

9 Successful inclusion requires intentional and effective collaboration and teaming.^{26*}

10 The individual outcomes of preschool inclusion should include access, membership, participation, friendships, and support.^{27*}

11 Children with disabilities do not need to be "ready" to be included. Programs need to be "ready" to support all children.^{27*}

Note. A sample of empirical citations are provided for each "fact." Thus, this fact sheet does not provide a comprehensive list of the references for each "fact." The citations were intentionally identified to include recent references, representation across disabilities when possible, and studies using rigorous methods.

*These facts are based on principles guiding the field of early childhood special education, recommended practices, and our collective knowledge and experiences.

Resource retrieved from:
<https://ectacenter.org/topics/inclusion/research.asp>

NAEYC-DEC Joint Statement on Inclusion

Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places – homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities¹ and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion.² The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered.³ However, because inclusion takes many different forms and implementation is influenced by a wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.

Division for Early Childhood of the Council for Exceptional Children
27 Fort Missoula Road | Missoula, MT 59804
Phone 406.543.0872 | Fax 406.543.0887
Email: dec@dec-sped.org | Web: www.dec-sped.org

naeyc
National Association for the Education of Young Children
Email: naeyc@naeyc.org | NAEYC.org

Includes recommendations for using this statement to improve early childhood **access, participation, and support.**

Resource retrieved from: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf

Policy Statements on Early Childhood Inclusion

"Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional) , friendships with peers, and sense of belonging. **This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities.**"



U.S. DEPARTMENT OF
HEALTH AND HUMAN SERVICES



U.S. DEPARTMENT OF
EDUCATION

POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY CHILDHOOD PROGRAMS

[Policy Statement
on Inclusion of
Children with
Disabilities in
Early Childhood
Programs \(PDF\)](#)
[\(ed.gov\)](#)

"Dear Colleague" Letter from US Department of Education



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

January 9, 2017

Dear Colleague:

We are writing to reaffirm the position of the U.S. Department of Education (ED or Department) that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations. Over the last few years, States and communities have made progress in expanding early learning opportunities for young children, with all but four States investing in free public preschool programs.¹ The Federal government, while aligning with the movement of States, has led several efforts to increase access to and the quality of early childhood programs, such as the Preschool Development Grants and expansion of Head Start. States have focused on improving the quality of early learning programs, including the development of early learning program standards and incorporating these into Quality Rating and Improvement Systems (QRIS).²

“ We are writing to reaffirm the position of the U.S. Department of Education (ED or Department) that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations.”

[Dear Colleague Letter related to Preschool Least Restrictive Environments \(PDF\)](#)

Head Start Memorandum on Inclusion of Children with Disabilities

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-20-01	2. Issuance Date: 01/22/2020
3. Originating Office: Office of Head Start		
4. Key Word: Head Start; Children with Disabilities; Inclusion		

TO: All Head Start and Early Head Start Agencies and Delegate Agencies
SUBJECT: Inclusion of Children with Disabilities

ABSTRACT:

This Information Memorandum (IM) highlights requirements in the Head Start Program Performance Standards (HSPPS) related to the inclusion of children with disabilities and delays. It includes a list of free resources for grantees' use in implementation efforts.

BACKGROUND:

Head Start and Early Head Start programs are required to ensure that at least 10% of enrollment slots are occupied by children with disabilities. In fact, Head Start's founders and early pioneers recognized that both children with and without disabilities would benefit from participating together in the same classrooms. Since 1972, over 3 million children with disabilities have fully participated in Head Start.

The 2016 HSPPS provide additional specificity regarding the inclusion of children with disabilities within Head Start and Early Head Start programs. Additionally, at [45 CFR §§1302.62](#) and [1302.60](#), the HSPPS explicitly require that every effort be made to include and provide services to children identified with delays or suspected delays, even if they are not eligible for services under Individuals with Disabilities Education Act (IDEA).

Section [640\(d\)\(1\)](#) of the Head Start Act defines the term "child with a disability" as:

- A child with a disability, as defined in section 602(3) of IDEA

"Head Start Program Performance Standards explicitly require that every effort be made to include and provide services to children identified with delays or suspected delays, even if they are not eligible for services under Individuals with Disabilities Education Act (IDEA)."

Inclusion is for Everyone, Everywhere



Oregon Department of
Early Learning and Care



OREGON
EARLY CHILDHOOD
INCLUSION 
Building Equitable Futures



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!