

# Oregon Early Childhood Inclusion Impact Report 2024



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DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*



Division for  
Early  
Childhood

of the Council for Exceptional Children



Oregon Department of  
Early Learning  
and Care



State Advisory Council for  
Special Education



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EARLY CHILDHOOD  
INCLUSION

*Building Equitable Futures*



Inclusive  
Partners

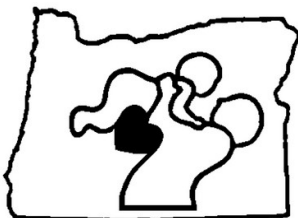
Oregon Department of  
Early Learning and Care



Children's  
Institute

OCCYSHN

Oregon Center for Children and  
Youth with Special Health Needs



State Interagency  
Coordinating Council



Oregon State  
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OPK  
Oregon Prenatal  
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Oregon Association for the Education of Young Children



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Empowering families - Transforming disability

**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

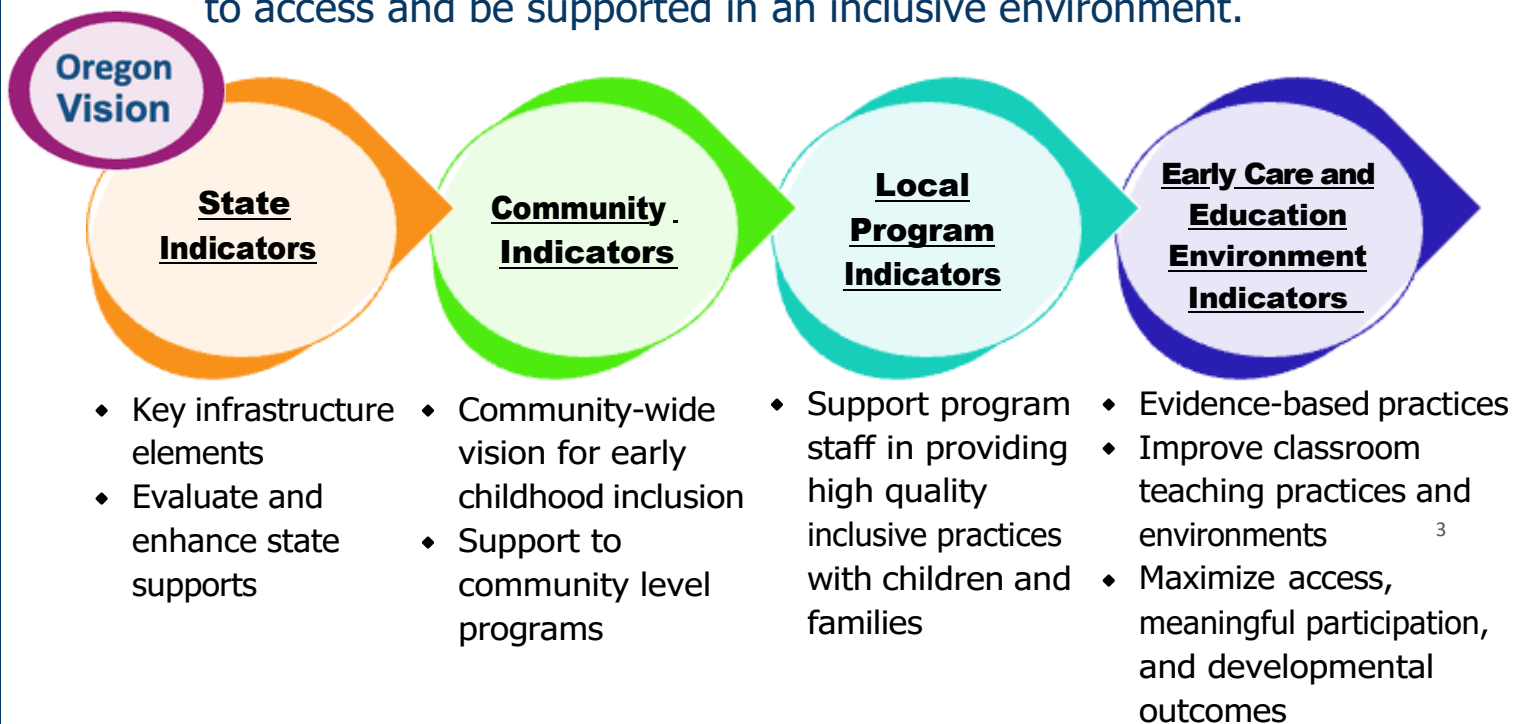
## We believe:

- **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

### ecta Early Childhood Technical Assistance Center NATIONAL CENTER FOR PYRAMID MODEL INNOVATIONS EARLY CARE AND EDUCATION ENVIRONMENT INDICATORS AND ELEMENTS OF HIGH-QUALITY INCLUSION (FIELD REVIEW)

April 7, 2020

The Early Childhood Education Environment (ECE) Indicators detail the key elements that are necessary for implementing high-quality inclusive practices in early childhood settings. They are designed to assist personnel in providing effective supports and services to young children with disabilities. It is assumed that all federal and state regulatory requirements are in place. These indicators are not meant to examine federal and state requirements. They are intended to enhance high-quality inclusive practices implemented by early care and education personnel.

For more information, visit <http://ectacenter.org/technicalassistance>.

The contents of this document were developed under a cooperative agreement with the Office of Special Education, U.S. Department of Education. These contents do not necessarily represent the policy of the U.S. Department of Education, and should not be used to endorse or recommend any specific product or provider.

ecta Center Project Officer: Jada Morris-Lane  
ecta Center Project Officer: Jada Morris-Lane

### ecta Early Childhood Technical Assistance Center NATIONAL CENTER FOR PYRAMID MODEL INNOVATIONS INDICATORS AND ELEMENTS OF HIGH-QUALITY INCLUSION (FIELD REVIEW)

April 8, 2020

Indicators needed to be in place for an early childhood program to be considered high-quality inclusive. They are designed to inform state-level efforts to increase access to early childhood education for all children, including children with disabilities. It is assumed that all federal and state regulatory requirements are in place. These indicators are not meant to examine federal and state requirements. They are intended to enhance high-quality inclusive practices implemented by early care and education personnel.

For more information, visit <http://ectacenter.org/technicalassistance>.

### ecta Early Childhood Technical Assistance Center NATIONAL CENTER FOR PYRAMID MODEL INNOVATIONS COMMUNITY INDICATORS AND ELEMENTS OF HIGH-QUALITY INCLUSION (FIELD REVIEW)

April 8, 2020

Community Indicators (CIs) are the support of a Program Coach, early service providers, and families. The CI is a group of early childhood program personnel, family members, and others in a community that is designed to support high-quality inclusive practices. The CI is designed to support high-quality inclusive practices in early childhood education. It is assumed that all federal and state regulatory requirements are in place. These indicators are not meant to examine federal and state requirements. They are intended to enhance high-quality inclusive practices implemented by early care and education personnel.

For more information, visit <http://ectacenter.org/technicalassistance>.

### ecta Early Childhood Technical Assistance Center NATIONAL CENTER FOR PYRAMID MODEL INNOVATIONS LOCAL PROGRAM INDICATORS AND ELEMENTS OF HIGH-QUALITY INCLUSION (FIELD REVIEW)

April 7, 2020

Local Program Indicators (LPIs) are the support of a Program Coach, early service providers, and families. The LPI is a group of early childhood program personnel, family members, and others in a community that is designed to support high-quality inclusive practices. The LPI is designed to support high-quality inclusive practices in early childhood education. It is assumed that all federal and state regulatory requirements are in place. These indicators are not meant to examine federal and state requirements. They are intended to enhance high-quality inclusive practices implemented by early care and education personnel.

For more information, visit <http://ectacenter.org/technicalassistance>.


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

### INDICATOR 7: COLLABORATIVE TEAMING

Personnel use communication and collaboration strategies with interdisciplinary team members (e.g., special educator, occupational therapist, speech and language pathologist) and families to share information, review data, plan, and implement instructional supports and adaptations for individual children completely within the natural environment.



# Barriers to Inclusion: The Root Causes



**Lack of cross-system collaboration**

**Lack of access to high quality early learning environments**

**Lack of resources to support personnel**

**Confusion across the system about roles of each agency**

**"Othering" of children experiencing disability**

**Lack of cross-system understanding or use of effective practices to support inclusion**



# Ableism

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

## Overt Ableism

Violence

Hate Crimes

Ableist Slurs

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

Lack of captions  
Tokenism  
Inappropriate discipline  
Intrusive questions  
Police brutality  
Fear of disability  
“Everyone is a little autistic”  
Educational exclusion & segregation  
“Crazy”  
people jokes  
Ableist curriculum  
Low expectations  
“You’re inspirational!”  
Able savior complex

**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.**

## Access

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

**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



## 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**



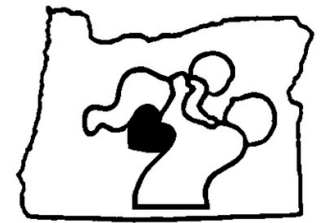
# Focus on Systems Change



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**Early Learning  
and Care**



State Advisory Council for  
Special Education



State Interagency  
Coordinating Council

**OCCYSHN**

Oregon Center for Children and  
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Early Learning System Initiative

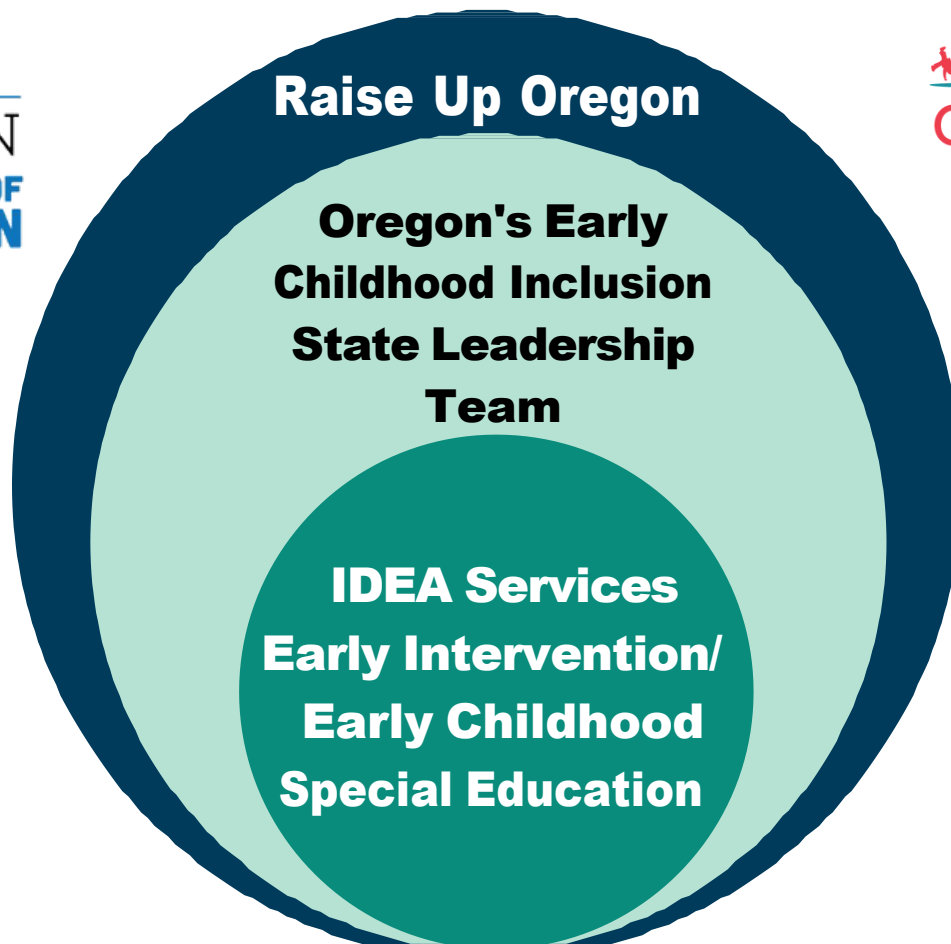


**Oregon State  
University**



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**Children's  
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# 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:



**Oregon State**  
University



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### **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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:bridget.hatfield@oregonstate.edu) or [megan.mcclelland@oregonstate.edu](mailto: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



**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.



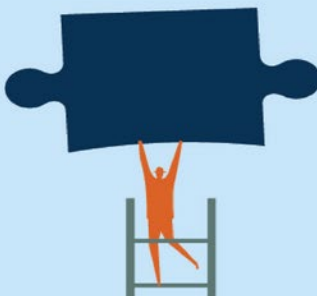
Practice-based coaching involves the following components:

- 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:**

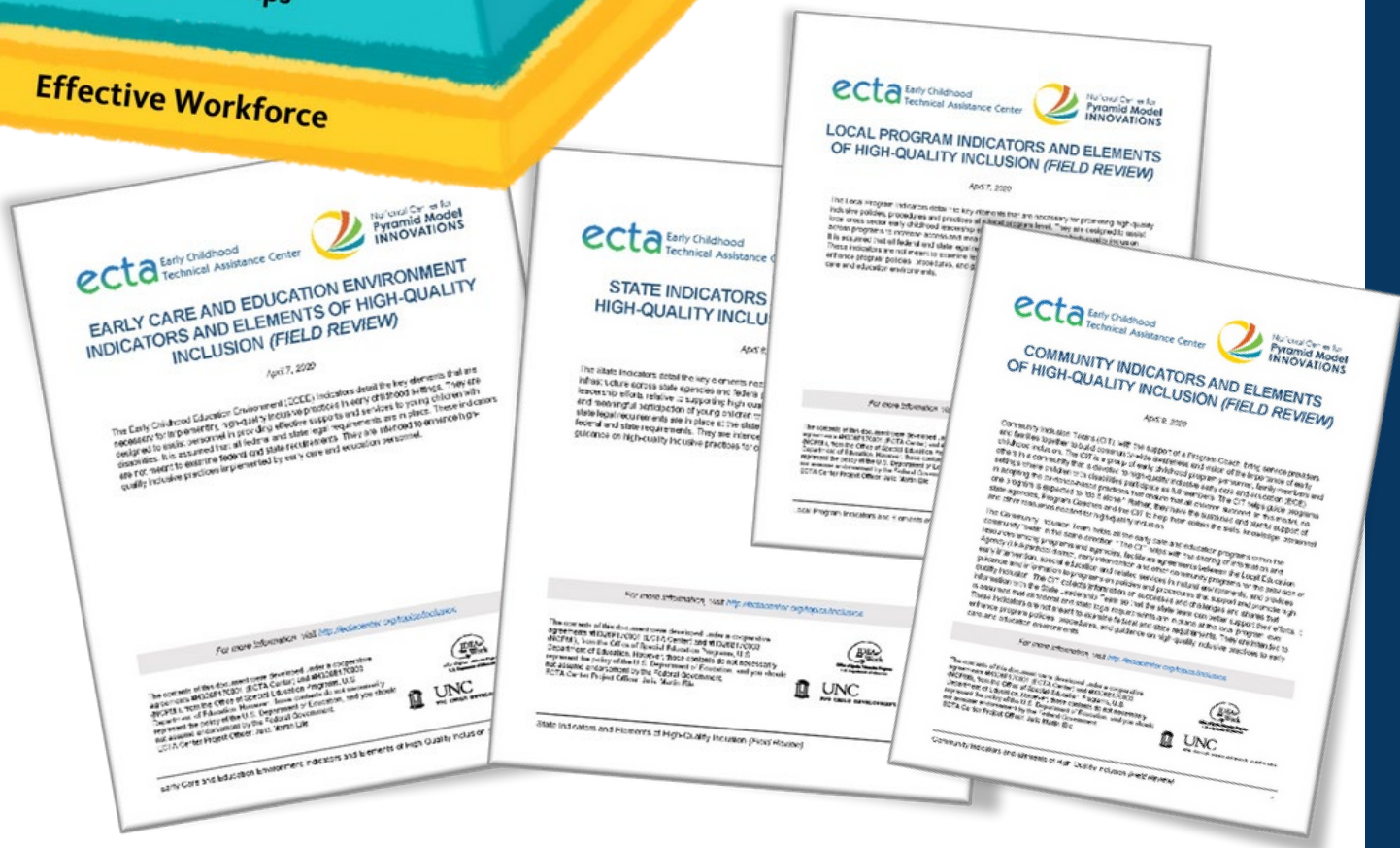
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- **Identifying funding supports**
  - **Advancing policy situations**
  - **Completing evaluation of initiative outcomes**
  - **Using data for decision making**
  - **Ensuring adequate training & coaching supports are available statewide**
  - **Supporting 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



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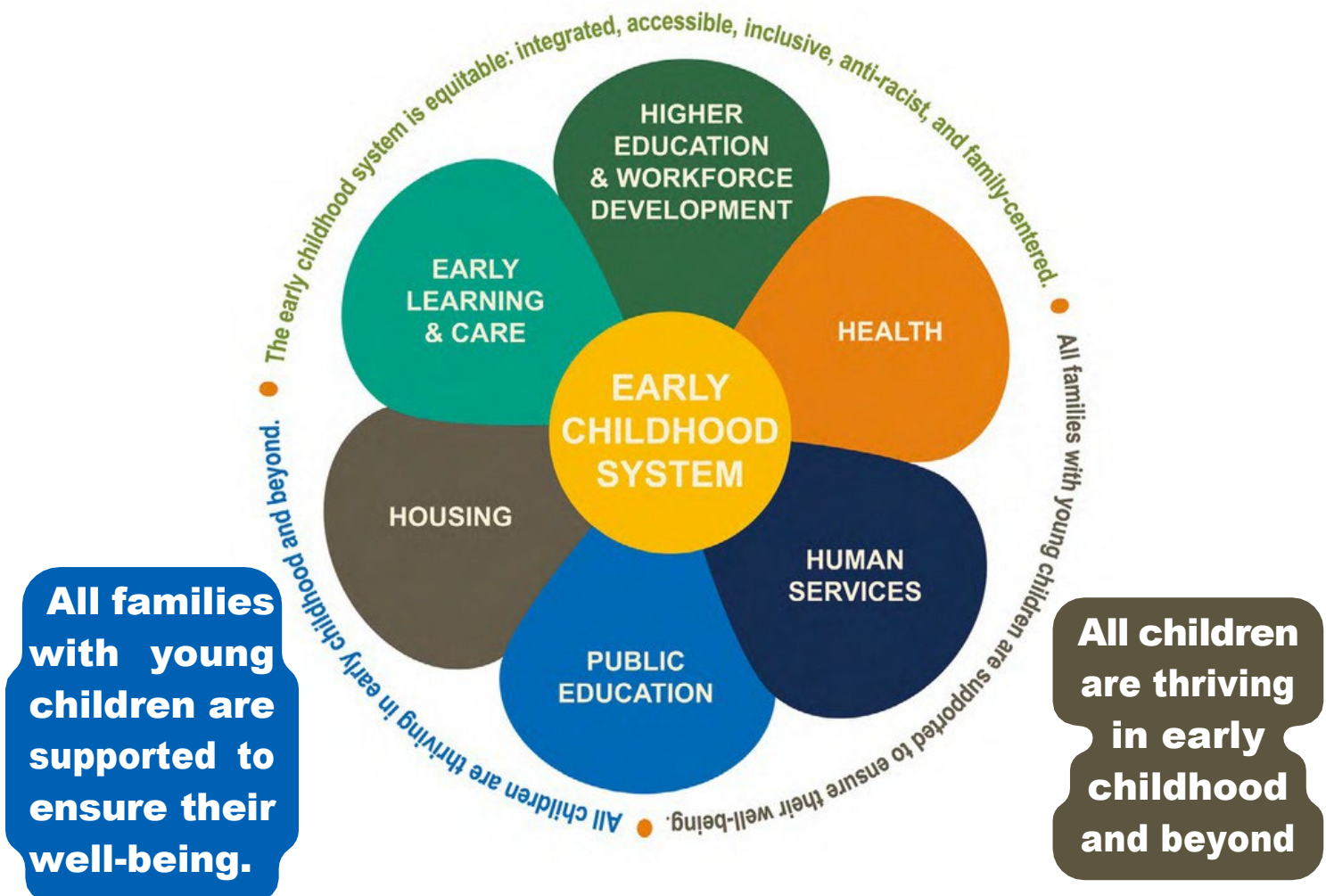
# Elevate and Implement

## 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.**



# 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.

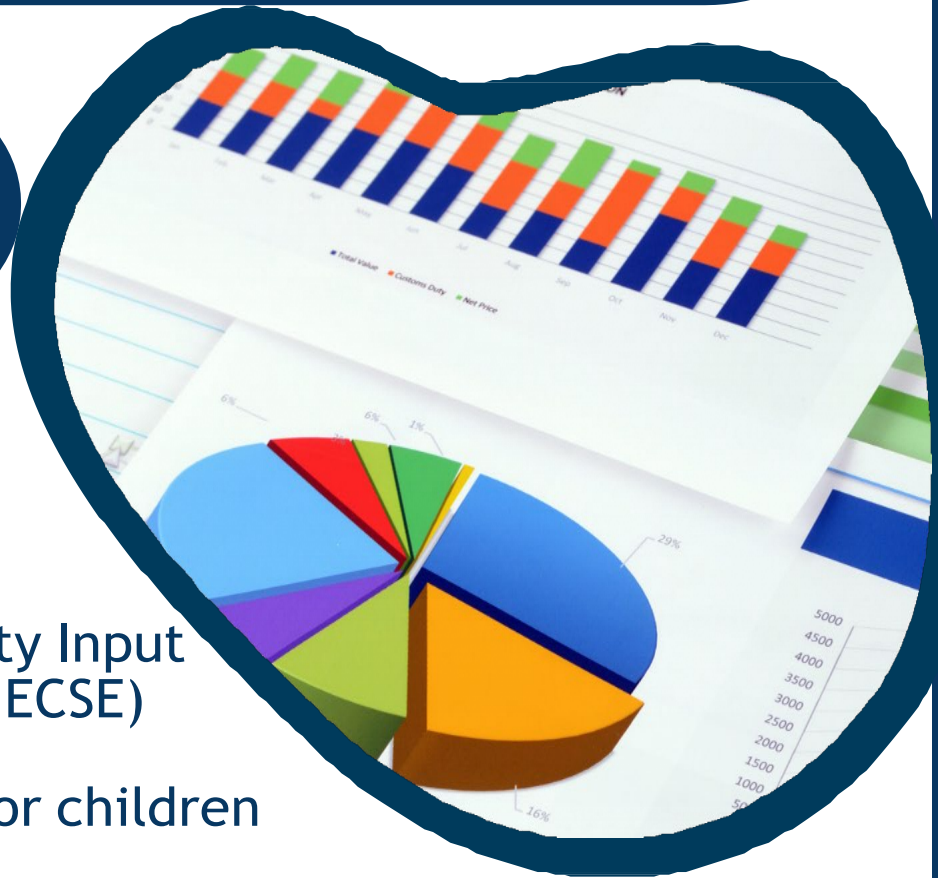
## **Public Awareness: SLT Indicator 12**

- 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 Advisory Committee for Special Education (SACSE)**

**Oregon Division of Early Childhood (OrDEC)**

**State Interagency Coordinating Council (SICC)**

**Oregon Association for the Education of Young Children (ORAEYC)**

**Children's Institute**



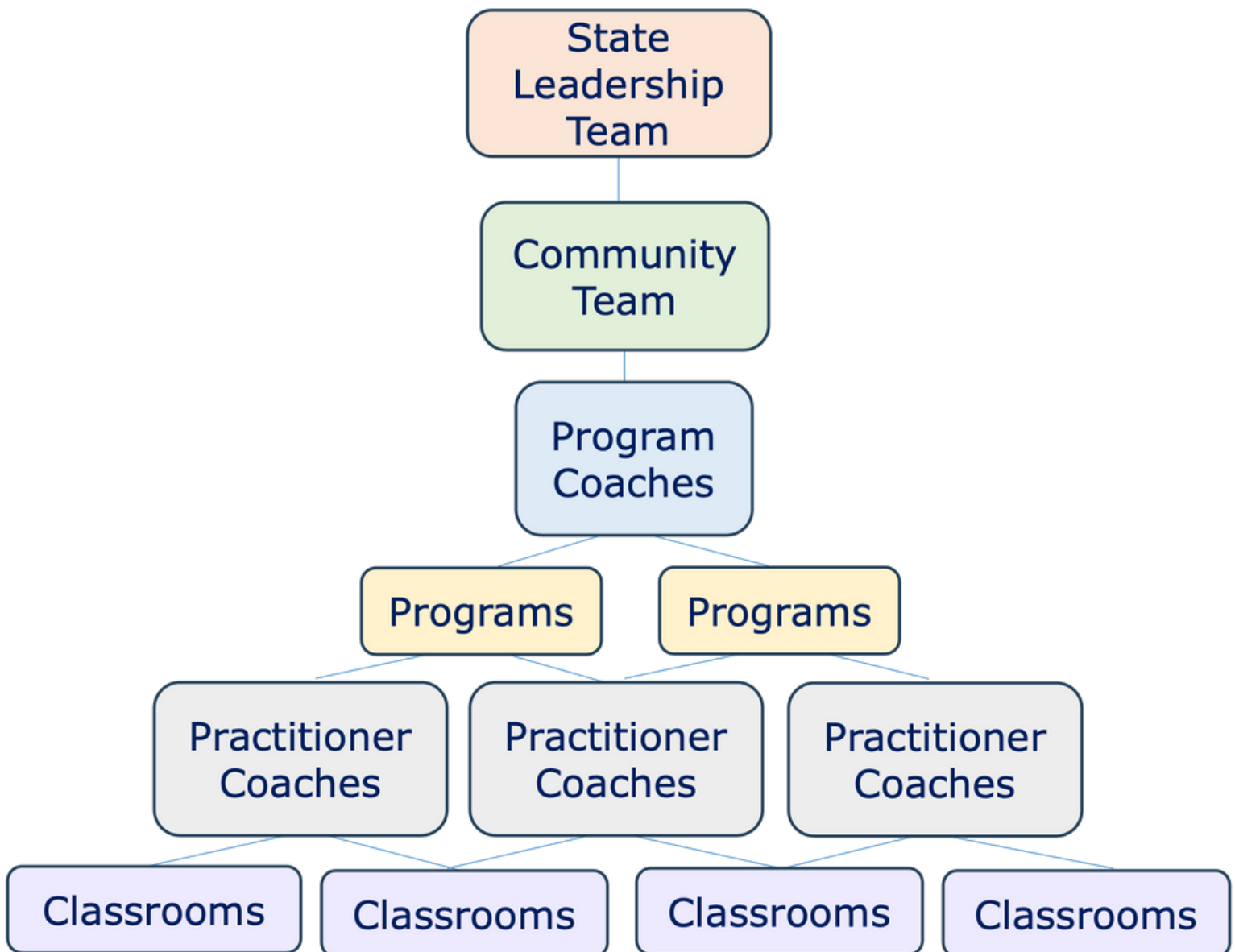
# State-Wide Implementation Structure



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# Current Investments in Oregon Early Childhood Inclusion Initiative



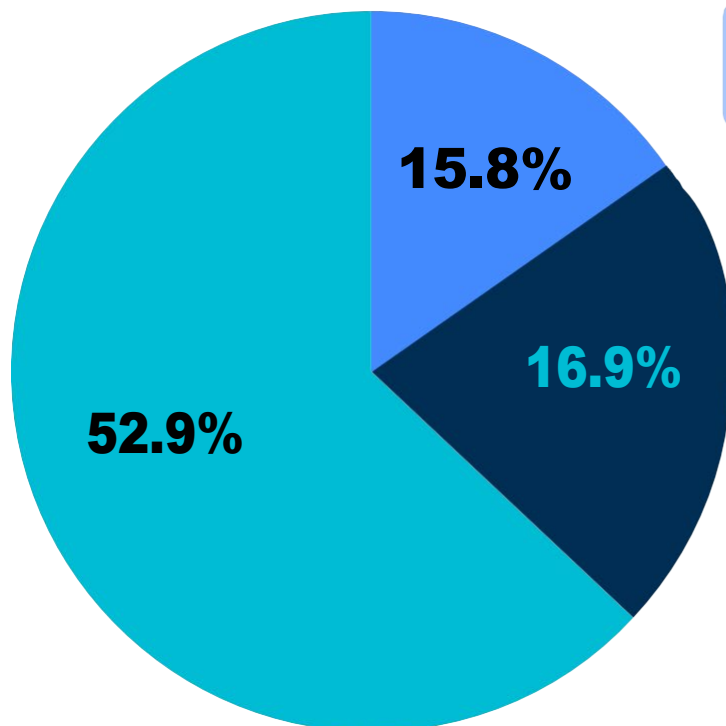
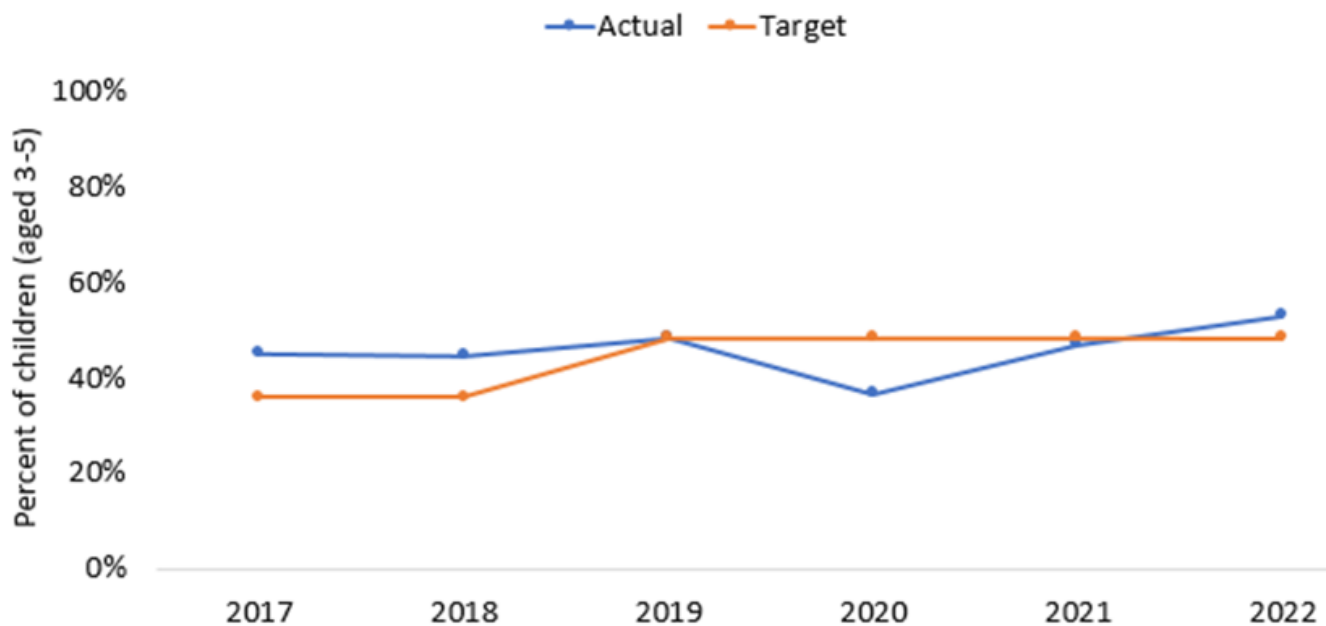
- **Minimum of \$20,000 set aside for implementation activities, events, and training opportunities**
- **\$4,000,000 ESSER Investment in the Early Learning Systems Initiative to build out infrastructure for sustainability and scale-up**
- **\$4,000,000 PDG/GEER Funds for Inclusion to support, policy 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)



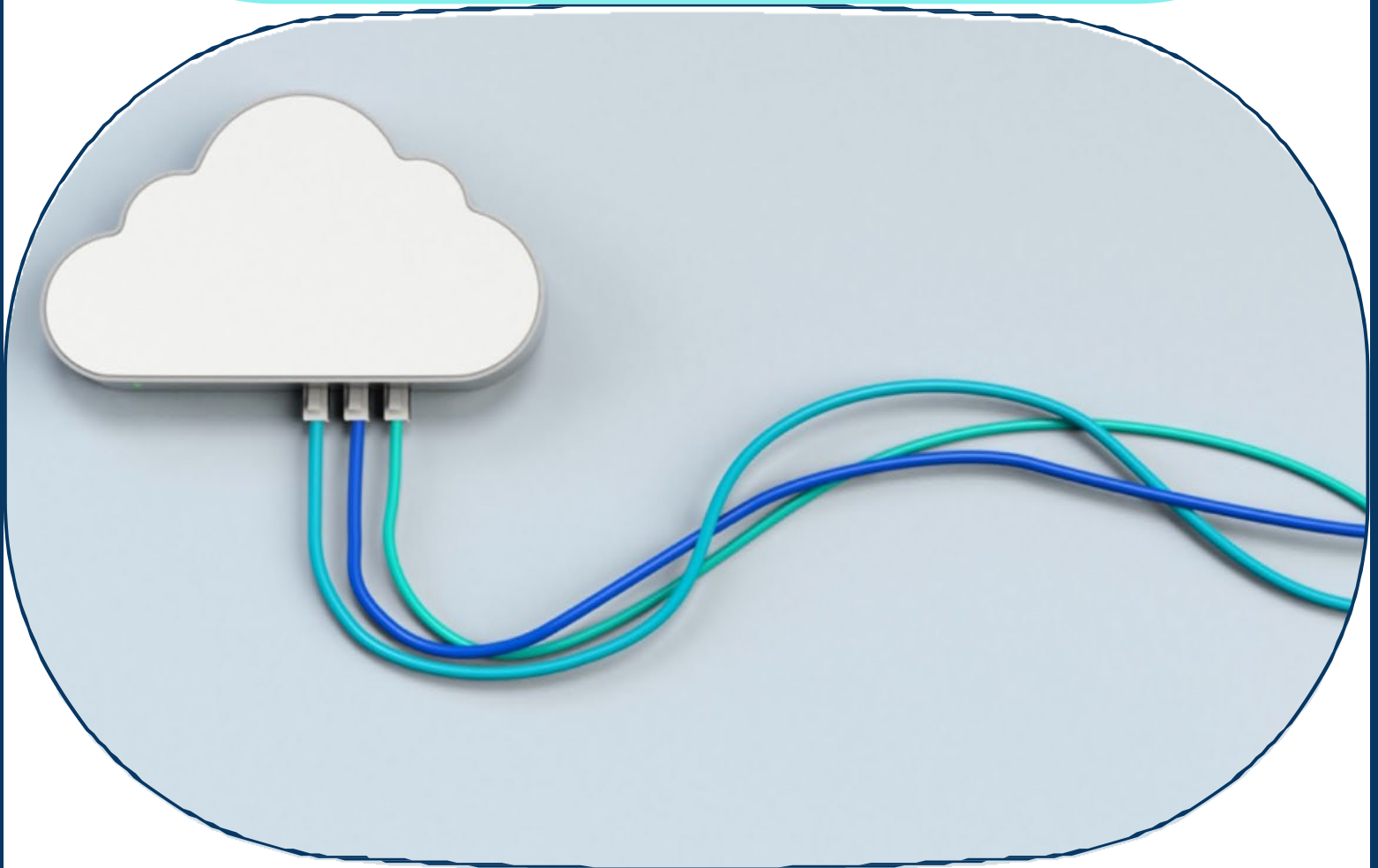
**Home Target: less than or equal to 19.7%**

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

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

# OEI 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



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# Fact Sheets on Preschool Inclusion

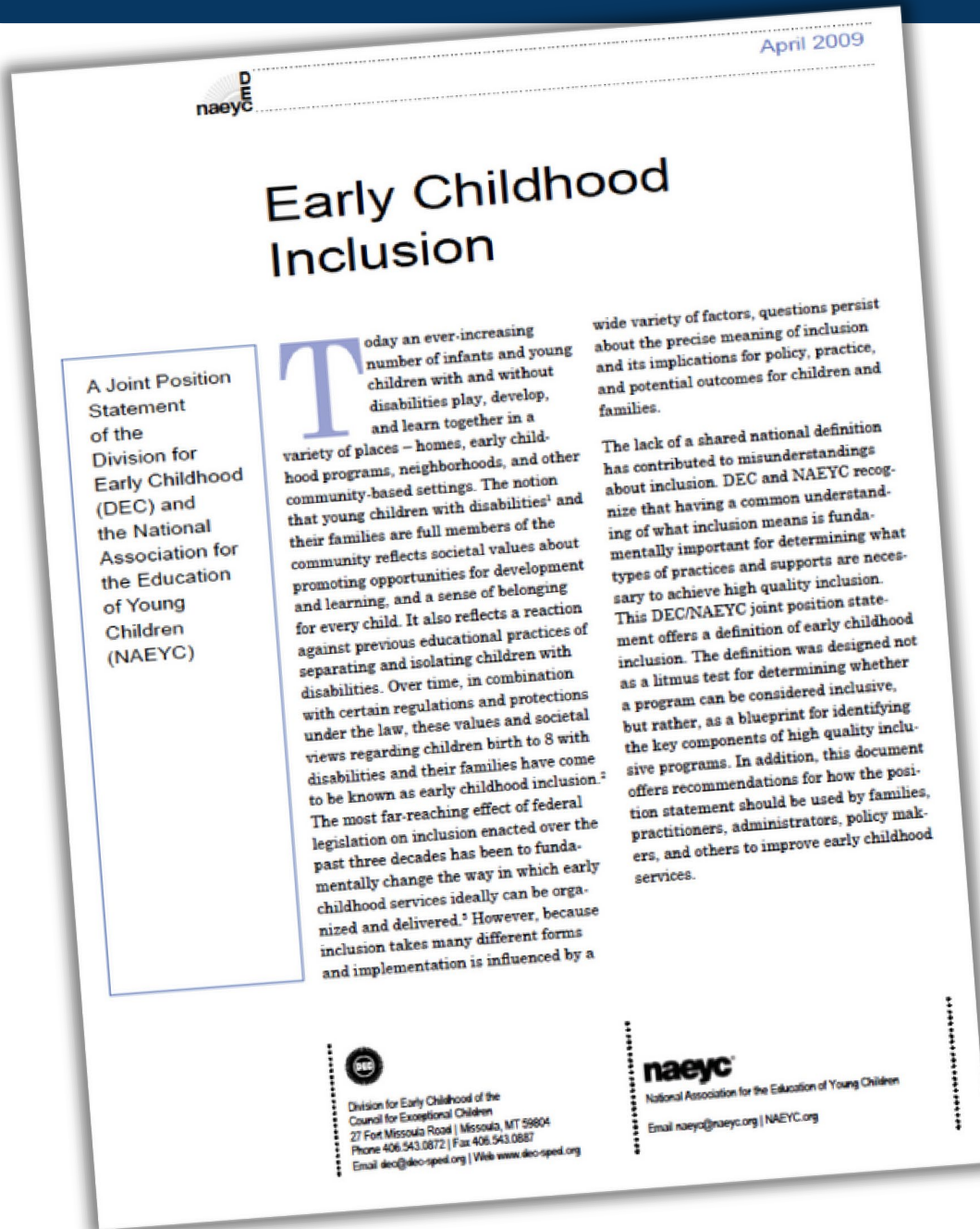
**The research is clear.  
Inclusion benefits everyone!**



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



# NAEYC-DEC Joint Statement on Inclusion



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](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



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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.<sup>1</sup> 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).<sup>2</sup>

**“ 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



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