



# **Governor's Report 2023-2024**

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State Interagency  
Coordinating Council

## A MESSAGE FROM THE CHAIR

Welcome to this year's State Interagency Coordinating Council (SICC) Governor's Report. Each year we provide information and stories that highlight early intervention and early childhood special education services throughout the state of Oregon.

This year the SICC has adopted new goals as well as embraced the focus on inclusion for all of Oregon's earliest learners. With this focus, the SICC brings partners in early childhood from across the state to learn and collaborate together. It is through this dedication and hard work we seek to improve outcomes for all young children. We are particularly grateful for the parents and caregivers of children with disabilities who participate in the SICC.

As I end my tenure as the Chair of the SICC I want to thank all those who have partnered with us over my six years as a member of the council. I thank all of you for your continued support and commitment to all of Oregon's youngest learners.

Kevin Anderson

# The State Interagency Coordinating Council (SICC) Overview

## Who We Are:

Parents and early learning leaders from across Oregon


## What We Do:

- Ensure interagency coordination and service development
- Support the ongoing development of quality statewide EI/ECSE services
- Advise and assist Oregon Department of Education's Early Intervention and Early Childhood Special Education programs (EI/ECSE)

## Why We Do It:

Successful programs maximize each child's unique potential and ability to participate in their home, school and community.





**Special education  
is a service, not a  
place.**

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# EI/ECSE services are vital to Oregon's future.



## **EARLY INTERVENTION (EI)**

- Ages birth-3 years
- For infants and toddlers with developmental delays or disabilities
- Helps parents support their child's development



## **EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)**

- Ages 3-5 years
- Helps children be successful in their home, school, and community
- Supports school readiness

# Oregon has a unique service delivery model...

## AGES BIRTH-5

Services and supports are identified through [the Individualized Family Service Plan \(IFSP\)](#).

## FAMILY PARTICIPATION

Families' meaningful participation ensures that individualized goals are delivered in a culturally responsive manner.

## NO WAITLIST

There are NO waitlists for eligible families and children **MUST** be seen by professionals within certain timeframes.

## NO COST

There is NO COST to families who are eligible - either for the evaluation or for services.

## SERVICE DELIVERY

Services are provided in a child's Natural Environment (such as the home or child care) for ages 0-2 or in the child's Least Restrictive Environment (such as child care or other community preschool) for ages 3-5.

# Regional Inclusive Services

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## Provides specialized services to children who experience

- Blindness/Visual Impairments
- Orthopedic Impairments
- Deaf or Hard of Hearing
- DeafBlindness
- Traumatic Brain Injury
- Autism Spectrum Disorder

## Ages

Services are available from birth through 21 years of age

## Collaboration

Services are provided in collaboration with EI/ECSE providers and child's neighborhood school district.





# Local Interagency Coordinating Councils (LICC)

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There are 31 LICC's across the state of Oregon

Each of these Coordinating Councils convene parents and EI/ECSE professionals to:

- Help identify unmet needs for local children experiencing disabilities
- Elevate parent and community voice in local EI/ECSE programs
- Help ensure the state level work is informed by the needs and experiences of local communities



# Innovative Investments in Inclusive Strategies



Oregon's interagency group that is addressing, planning and supervising the advancement of inclusive practices across early learning settings while identifying systemic barriers to equitable education opportunities.

For more information click [here](#)



An initiative housed at Oregon State University to increase early access to high quality, professional learning opportunities and technical assistance for the early education workforce in Oregon.

For more information click [here](#)



A program that works to preserve access to inclusive child care settings by providing consultation/technical assistance and professional learning opportunities to early learning professionals.

For more information click [here](#)



# An Inclusion Story

“My son was born a typical developing child when he got very sick. We were devastated, grieving, and did not know what to do or what our future would be. We have received support and services from Early Intervention and our Regional Inclusive Services.

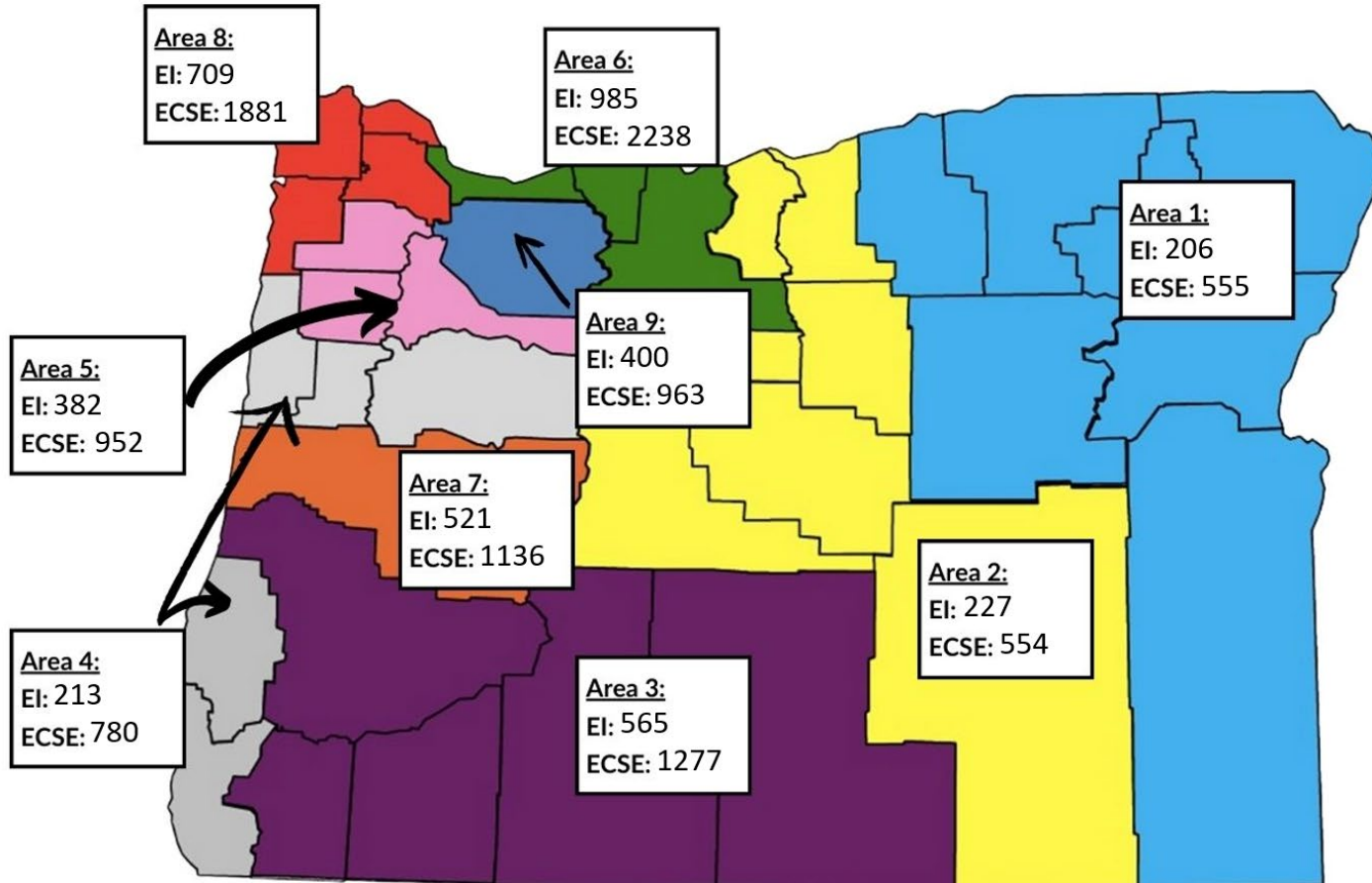
Their programs came into our life when we truly needed it the most!!

The support, guidance and knowledge for not just my little one but for myself has been amazing! The past years we have seen him grow into such a capable and independent little human and we owe so much of that to this program and the amazing people involved. His teacher of the visually impaired has helped to make sure he has been included in his preschool class and *will be* included in his future kindergarten classroom at our neighborhood school.

We can't imagine our lives without this support!”

# 14,544 Oregon children

were enrolled in EI/ECSE as of April 2024



Children in Early Intervention:

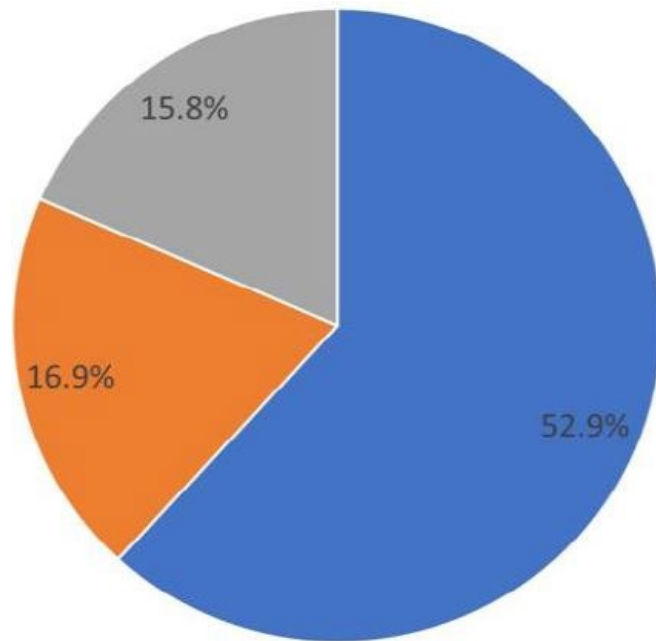
**4,208**

Children in Early Childhood Special Education:

**10,336**

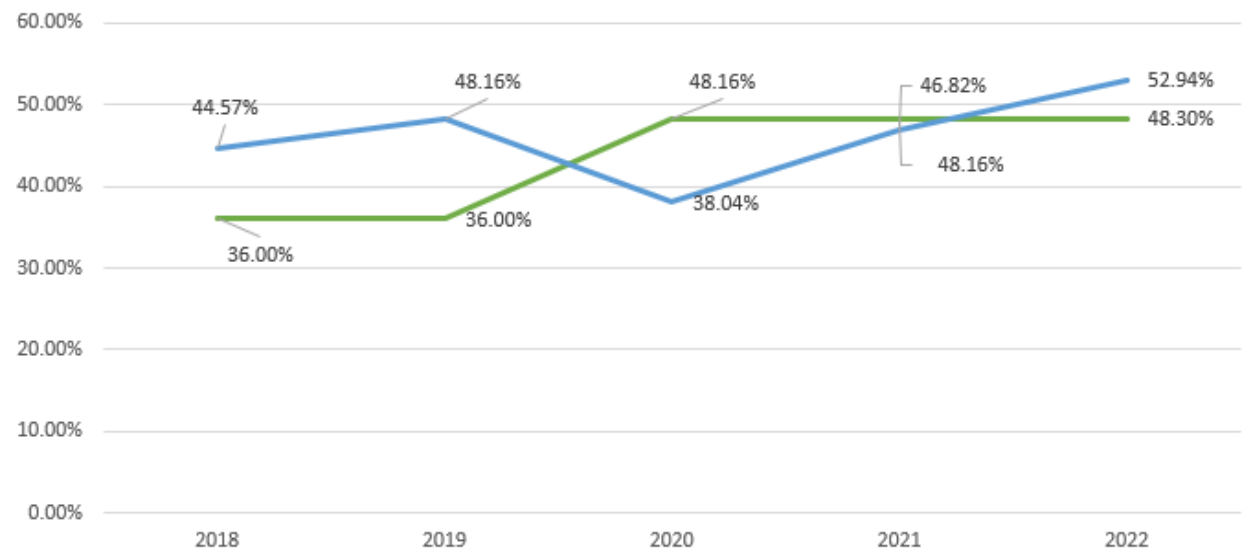
# Early Learning Settings Where Children Are Receiving Special Education Services

Early Learning Settings



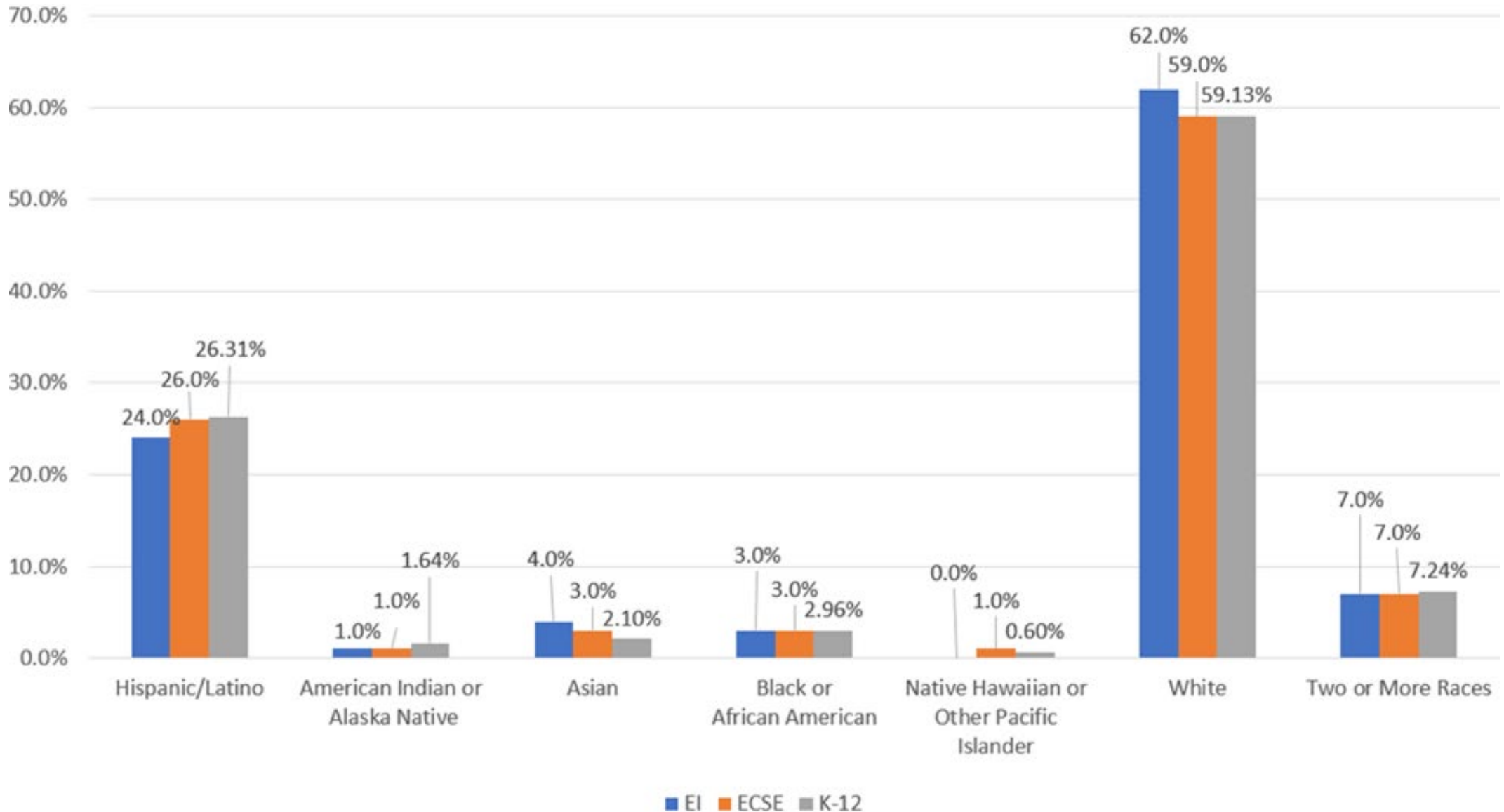
■ Regular Early Childhood Program Target: > or = 48.3%  
■ Special Education Class Target: < or = 23.0%  
■ Home Target: < or = 19.7%

Percentage of children aged 3-5 who receive the majority of their special education services in an inclusive Early Childhood Program.



■ Oregon's State Target ■ Oregon's 2018-2022 Data

# Race & Ethnicity for Children Receiving Special Education Services





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*Our son is deaf. Having **access** to a speech-language pathologist has allowed us to track his development, which gives us confidence that he'll be ready for kindergarten in the Fall. For my wife and I, the greatest benefit by far has been our **relationship** with our son's teacher of the Deaf and Hard of Hearing. She is our expert eyes and ears in the classroom and has been a wonderful **advocate** for our son, as well as a great resource for our family.*

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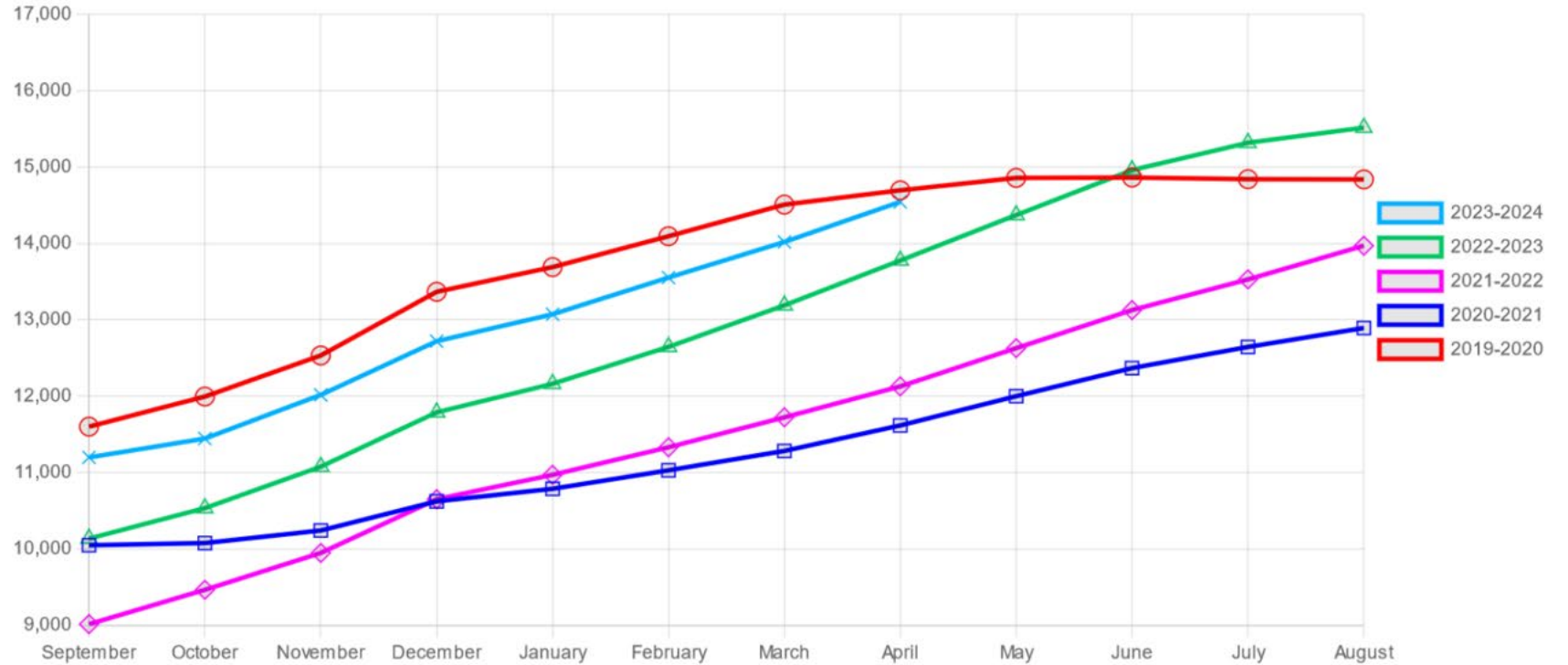


2023-2024 enrollment is showing growth closer to pre-covid numbers.



### Caseload Growth for Children Receiving Oregon Early Intervention and Early Childhood Special Education Services (EI/ECSE)

September 2019 to April 2024  
(February 2020 - April 2024 represent data affected by COVID)

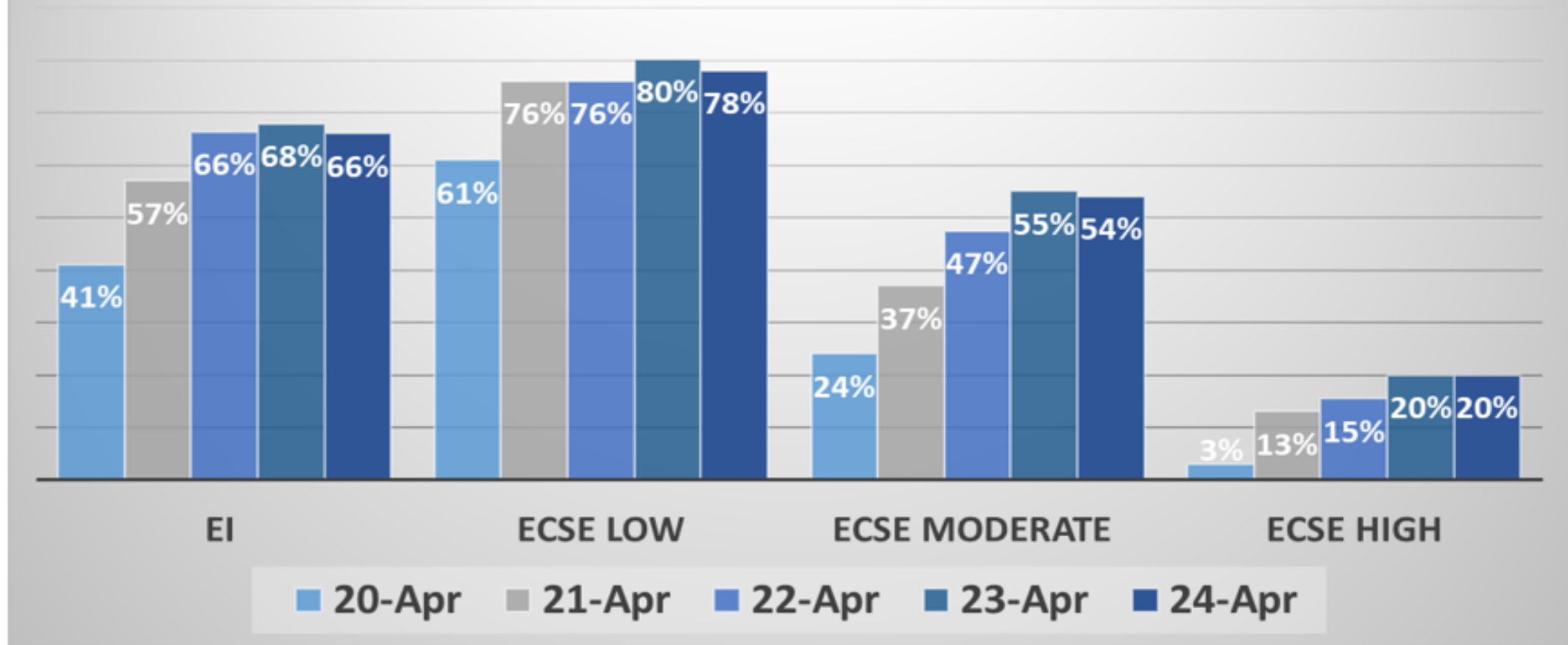


## EI/ECSE Enrollment Growth September 2019 - February 2024

# EI/ECSE Adequate Service Levels

Early Intervention	Adequate Service Level (ASL)
Services for infants and toddlers	❖ EI service at least 1x week
Early Childhood Special Education (ECSE is based on Level of Need)	Adequate Service Level (ASL)
<p><b>Low Need:</b> Delayed in 1-2 areas of development</p>	❖ ECSE service at least 1x week
<p><b>Moderate Need:</b> Delayed in 3-4 areas of development</p>	<ul style="list-style-type: none"> <li>❖ Preschool: 12 hours or 3x week</li> <li>❖ ECSE service at least 1x week</li> <li>❖ Family teaching activity: 1x month</li> </ul>
<p><b>High Need:</b> Delayed in most or all areas of development</p>	<ul style="list-style-type: none"> <li>❖ Preschool: 15 hours a week</li> <li>❖ Related or equivalent service: 1x week</li> <li>❖ Family teaching activity: 1x month</li> </ul>

## Statewide Percentage of Children Receiving Adequate Service Levels



Increasing caseloads have made it difficult for EI/ECSE programs to maintain adequate service levels statewide due to budget constraints.



## Progress is ongoing and Oregon continues to address consistent challenges.

### **Challenges to reaching adequate service levels include:**

- Equitable access to inclusive preschool options for families
- EI/ECSE workforce shortages
- Early Learning workforce shortages
- Geographic variance in service options
- Current funding allocations based on prior biennial enrollment data





# A story from the field

As someone deeply passionate about helping children with neurodevelopmental disabilities, especially autism, I am committed to making the educational experience more inclusive and effective for those we serve.

Our efforts are driven by an unwavering commitment to ensuring every child, especially those with autism, receives the support they need to thrive in school and beyond. We believe in the potential of every child and are dedicated to creating an environment where they can succeed.

To watch a video on how Malheur County Education Service District is using LEAP - an evidence-based, inclusive framework - click [here](#).

# In the National Spotlight

## Oregon's inclusion efforts were recognized in the 2023 Federal *"Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs"*

- Our Inclusion Initiative is highlighted as an exemplar of community inclusion efforts
- Community Implementation Teams work with key members to support the availability of high quality inclusive early childhood programs through joint action plans.
- Our State Leadership team also provides support through strategic planning, identifying additional funding sources and ongoing data analysis.



For more information on the joint policy statement click here [joint policy statement](#)



# Early inclusion opens opportunities for us all

