

STATE INTERAGENCY COORDINATING COUNCIL

GOVERNOR'S REPORT

2021-2022

A MESSAGE FROM THE CHAIR

KEVIN ANDERSON



Click [here](#) to watch video.

SICC supports Oregon's EI/ECSE Programs

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The State Interagency Coordinating Council
(SICC) is

parents and leaders in early learning throughout the state ...

who

ensure interagency coordination and service development

and advise and assist Oregon's Early Intervention and Early
Childhood Special Education (EI/ECSE) programs...

because

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

For more information on the SICC, including goals and the membership roster, click [here](#).

Diverse partnerships support EI/ECSE statewide.



Clackamas Education
SERVICE DISTRICT



EARLY LEARNING
MULTNOMAH



Multnomah Early Childhood Program
David Douglas School District



Local Interagency Coordinating Councils (LICC)

- Regional advisory boards made up of parents and EI/ECSE professionals enhance parent voices in these programs
- Help identify unmet needs for local children experiencing disabilities.
- **31** councils throughout the state





WHY EI/ECSE MATTERS TO OUR FAMILY:

My son, K, was diagnosed at 9 months old with chronic ear infections. After having 5 of them back-to-back over about 1 year he had tubes placed in both ears. As a result of the chronic ear infections, he ended up having a speech delay.

He was enrolled into speech therapy just before he turned 2 years old. Willamette Education Service District (WESD) worked with me to help K overcome his speech delay. We had therapy twice a month and also regular hearing checkups. They were so helpful by giving me support and ideas on how to help K at home and in his daycare. Once COVID hit we also did virtual visits with his counselor on top of in-person visits.

Just before he turned three, he graduated from speech therapy and now is talking at the developmental level he should be at. When he turned three, they did a re-evaluation and he passed for speech. Receiving these services when he was so young has meant that in the future when he goes to a public school he will not have to have help in class with speech. I have only good things to say about WESD, without them K would still be having speech and language problems.

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.

AGES BIRTH5

Services from birth-5 years are provided through an Individualized Family Service Plan (IFSP).

FAMILY PARTICIPATION

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

NO WAITLISTS

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.

NATURAL/LEAST RESTRICTIVE ENVIRONMENT

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

Regional Inclusive Services is an increased level of specialized service for specific eligibility diagnoses.

- Specially designed instruction based on eligibility.
- Examples include students/children who experience visual impairment, orthopedic impairment, deafness or hard of hearing, deaf-blindness, traumatic brain injury and/or autism spectrum disorder.
- These services are available from birth through 21 years of age.

For more information on the Regional Inclusive Services click [here](#).



Inclusion = everywhere for everyone!

- Children are provided services in their local community
- Individualized interventions help children thrive in schools and communities
- Children learn more when with same aged peers
- All children benefit from the rich and valued environment that inclusion creates.



"It's worth it - I promise!"

A MESSAGE FROM A CHILD CARE PROVIDER

I've been a child care provider for over 25 years and I want to help other providers not be afraid to care for children that have different needs.

The effort we put out in these early years will make the greatest difference in all of our futures.

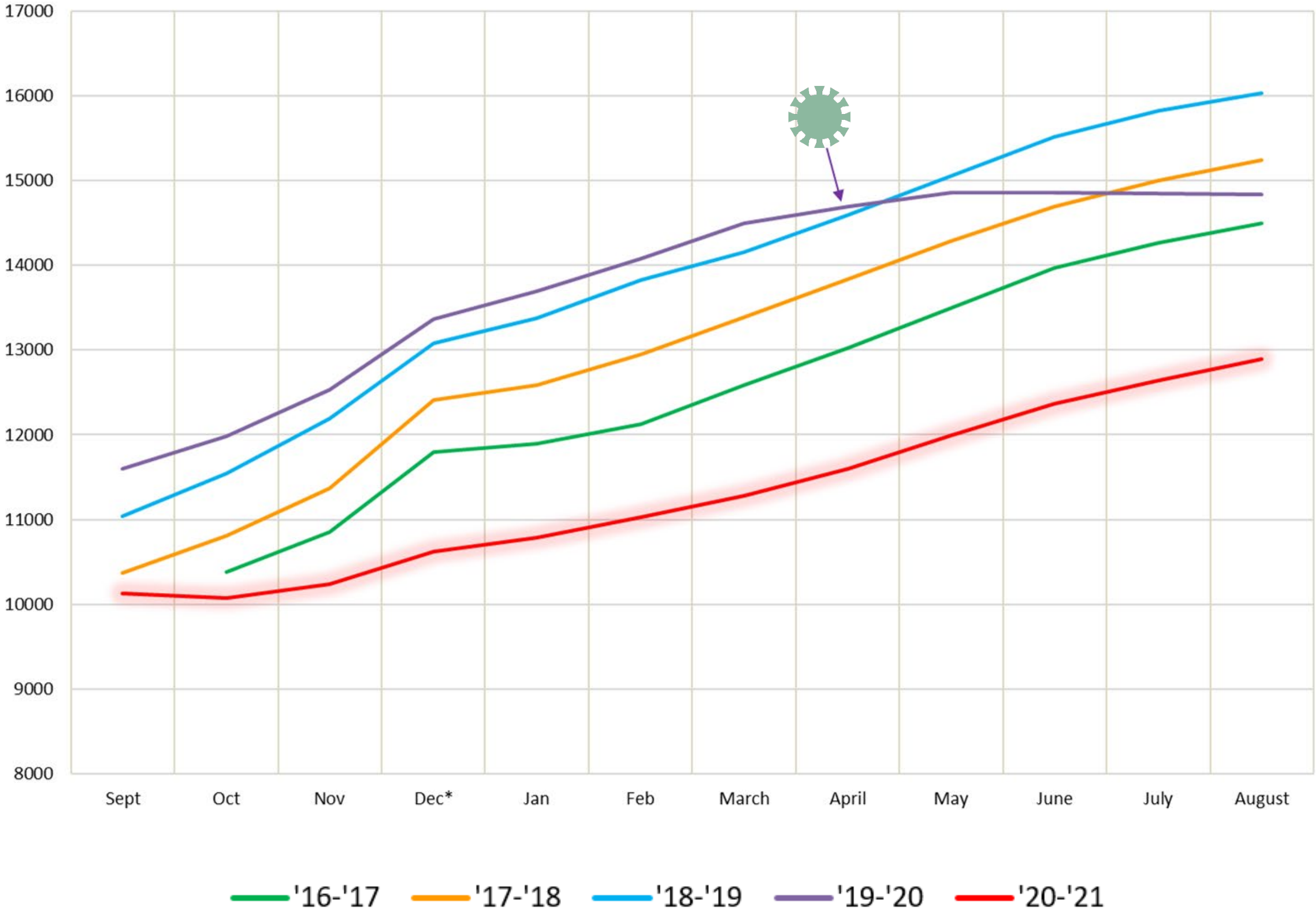
Children that play together today will be working together as adults. When they see each other as peers, everyone becomes more understanding of differences.

It's worth it - I promise!

-Sandi, child care provider



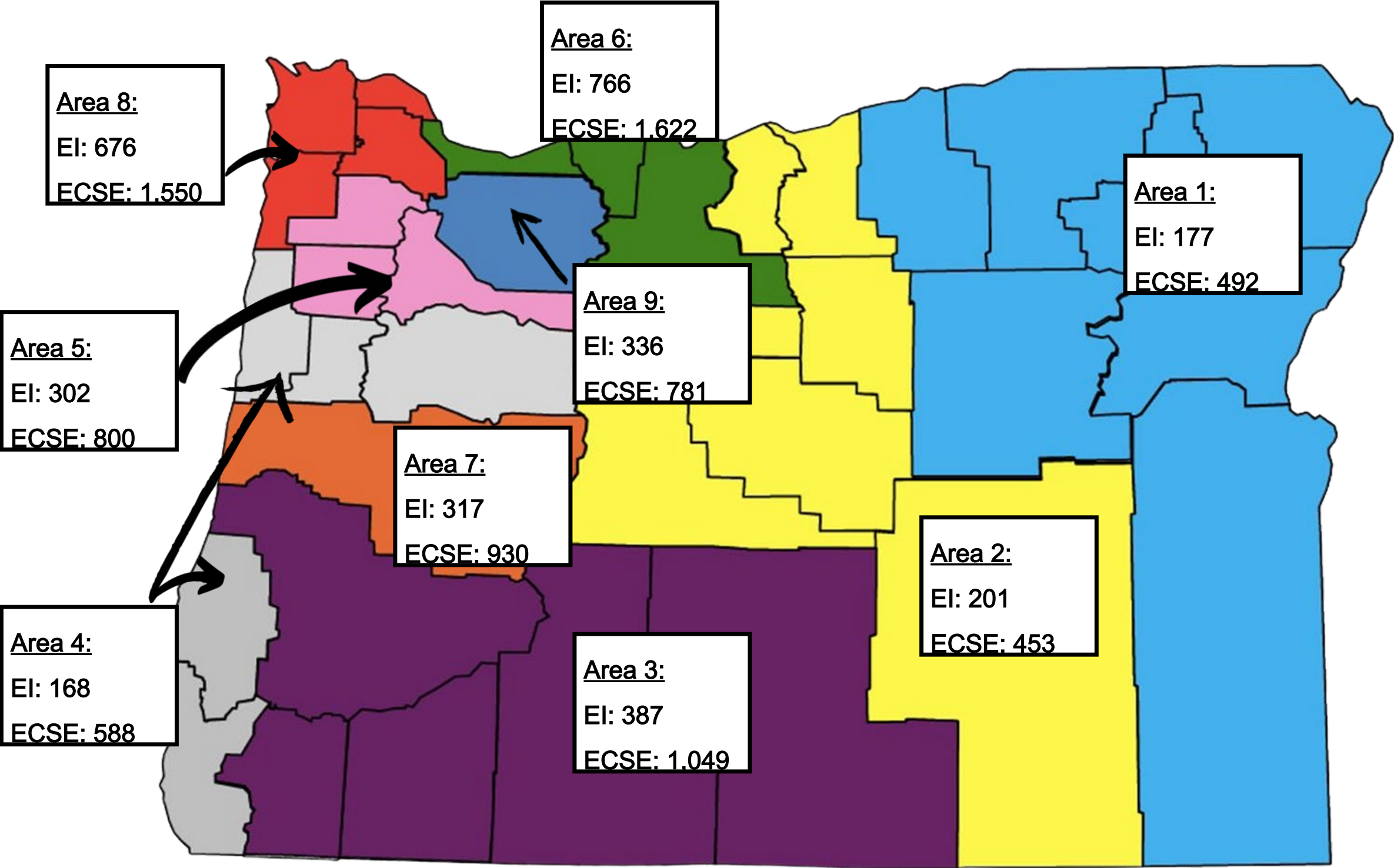
EI/ECSE CASELOAD GROWTH 2016-2021



Caseload growth has significantly stalled due to COVID.

Historically low enrollment in 2020-2021

11,603 Oregon children are served by EI/ECSE.



Children in Early Intervention:

3,330

Children in Early Childhood Special Education:

8,273

Data from April 2021.

Oregon's EI/ECSE service provision levels continue to be below recommended levels but show improvement over past years.

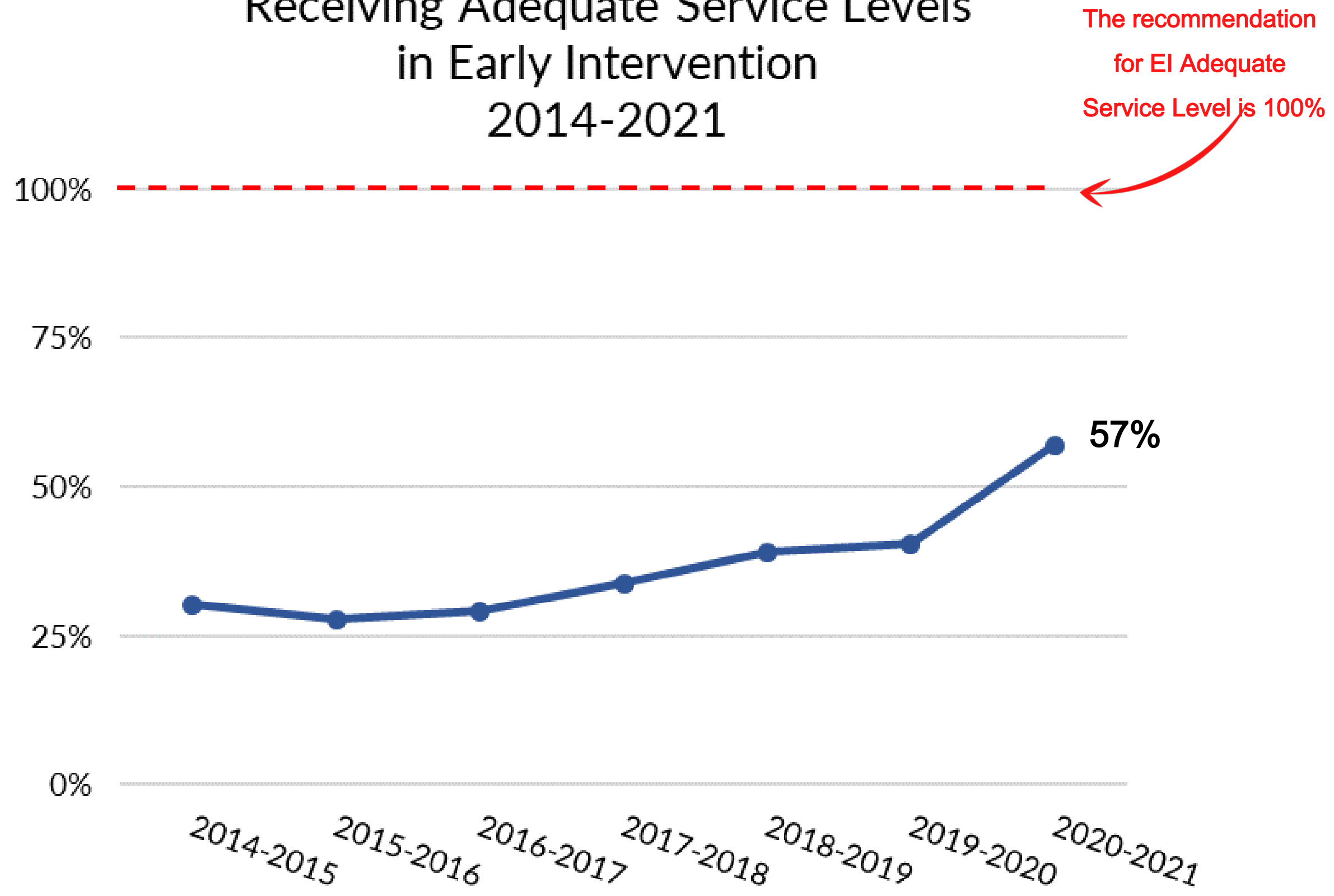


Improvements may be related to:

- Increased funding via the Student Success Act
- Lower caseloads

Adequate Service Levels for EI means the child receives specialized consultation services with caregivers once a week.

Percent of Oregon's Infants and Toddlers Receiving Adequate Service Levels in Early Intervention 2014-2021



ECSE Adequate Service Level is defined based on level of need.

LOW NEED:

Delayed in 1-2 areas of development

- Specialized ECSE Services once a week.

MODERATE NEED

Delayed in 3-4 areas of development

- Preschool: 12 hours.
- Specialized ECSE Services once a week.
- Parent education once a month.

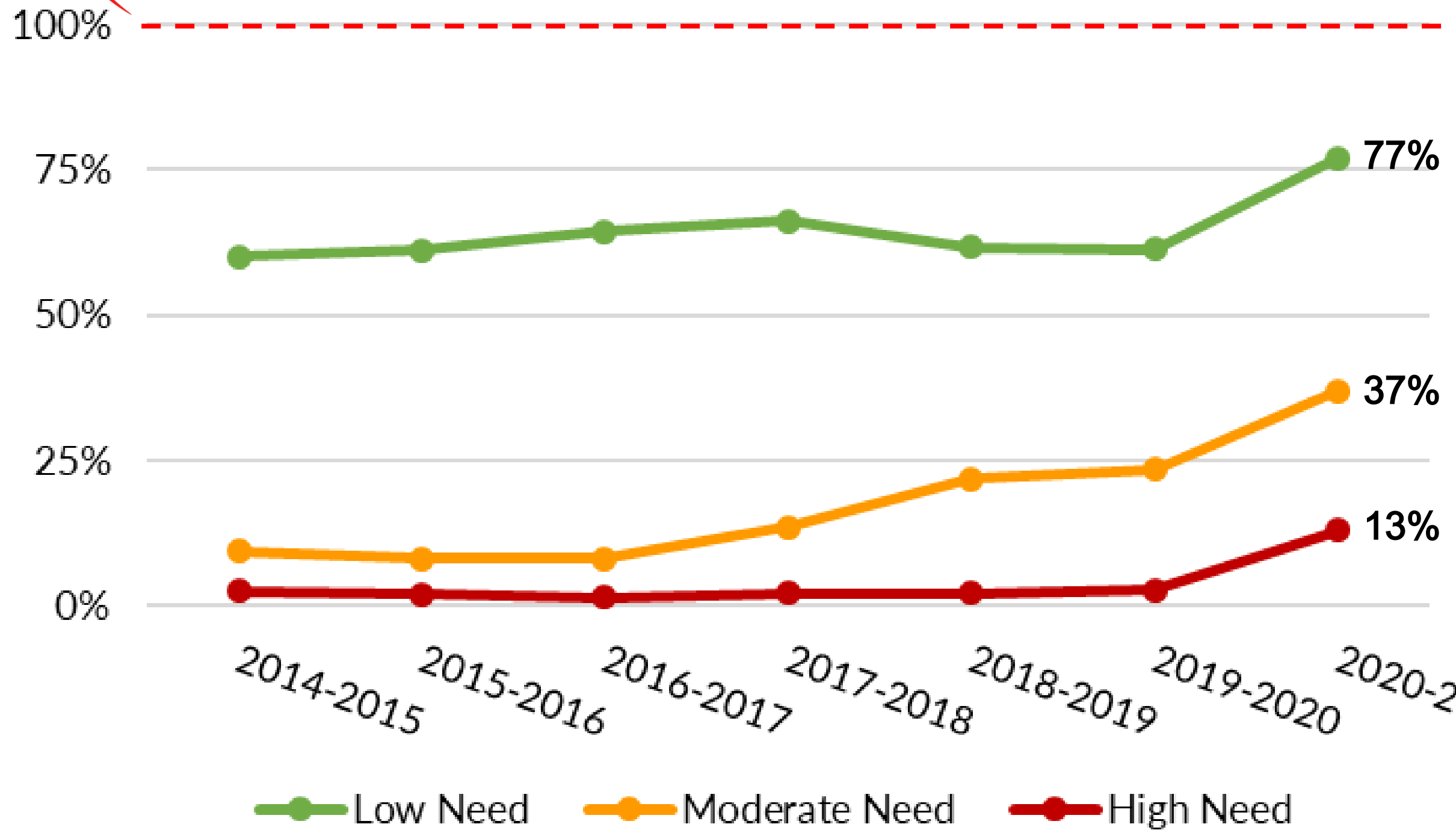
HIGH NEED:

Delayed in most or all areas of development

- Preschool: 15 hours.
- Specialized ECSE Services once a week.
- Parent education once a month.

Percent of Oregon's 3-5 Year Olds Receiving Adequate Service Levels in Early Childhood Special Education 2014-2021

The recommendation for ECSE Adequate Service Level is 100% for ALL needs





Challenges to reaching adequate service levels include:

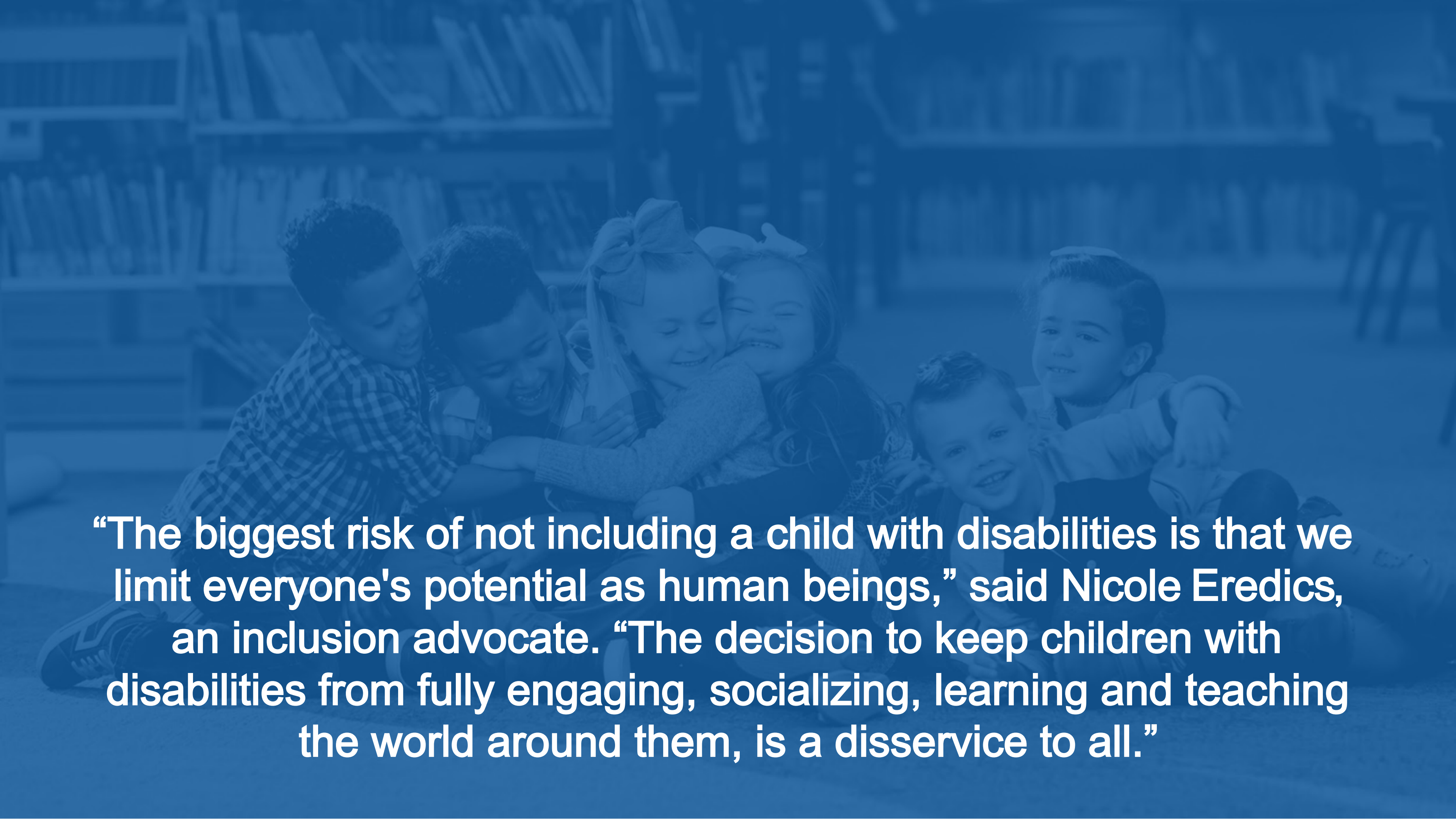
- Access to pre-school options for families
- Workforce
- Geographic differences
- COVID-19

A NOTE FROM AN EI/ECSE SPECIALIST

As an educator and parent of children with diagnosed disabilities, I have a vision of a world where all people are valued for their strengths and gifts as human beings. This vision of a fully inclusive world starts with our work in early education. When children learn alongside each other starting in the community at birth and in high quality inclusive preschool classrooms we create a generation of children who eventually become adults that live in a community that values all people. They share their strengths and gifts and support each other through challenges.

Molly H. EI/ECSE Specialist



A group of diverse children and an adult are sitting on the floor in a library, reading together. The scene is overlaid with a blue tint. The children are of various ethnicities and are smiling and engaged with the books. The adult is also smiling and looking at the children. The background shows bookshelves filled with books.

“The biggest risk of not including a child with disabilities is that we limit everyone's potential as human beings,” said Nicole Eredics, an inclusion advocate. “The decision to keep children with disabilities from fully engaging, socializing, learning and teaching the world around them, is a disservice to all.”