



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

# **Early Intervention / Early Childhood Special Education Update House Early Childhood Committee**

Kara Williams, Director, EI/ECSE and Regional Inclusive Services

Alan Garland, EI/ECSE Specialist

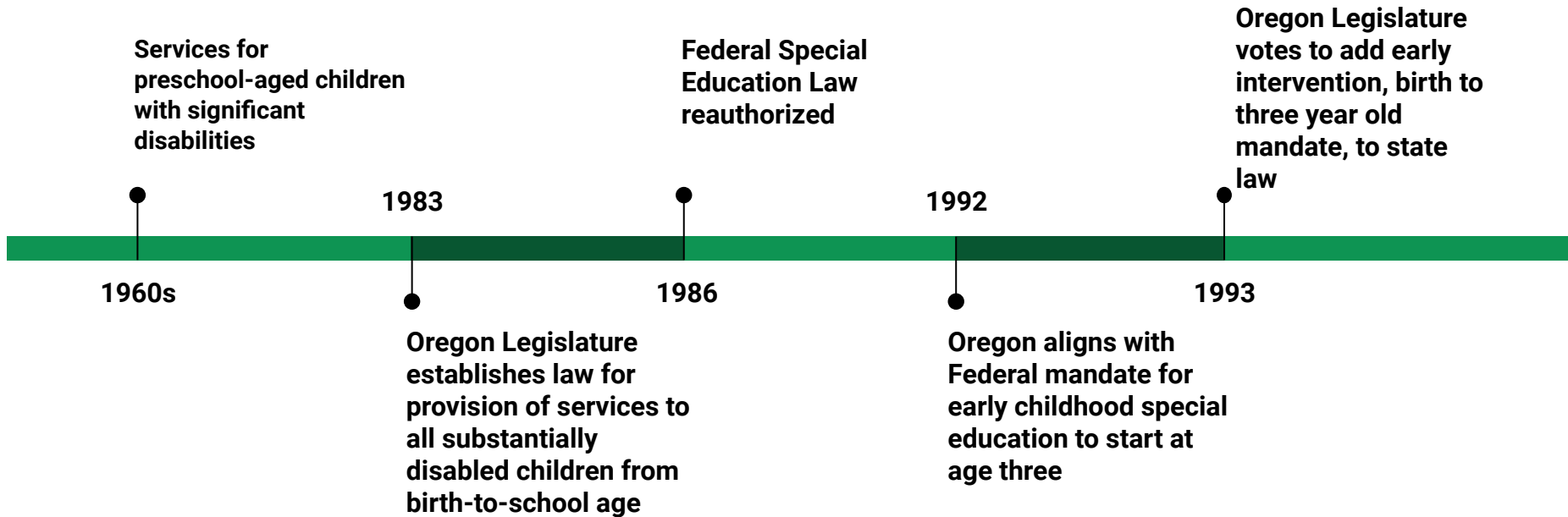
Meredith Villines, Early Childhood Coherent Strategies Specialist

June 9, 2021

# ODE's EQUITY STANCE

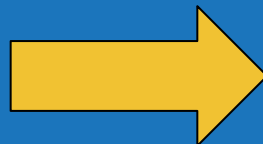
“Education equity is the equitable implementation of policy, practices, procedures, and legislation that **translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families** including civil rights protected classes. This means the **restructuring and dismantling of systems** and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.”

# Oregon's History: Early Intervention (EI) and Early Childhood Special Education (ECSE)



# What is EI/ECSE?

**EI/ECSE serves infants, toddlers, and preschoolers (birth to school age) who have disabilities or developmental delays.**



**Early Intervention [EI]**

**Birth to Three (0-3 years)**

**Individuals with Disabilities Education Act**

**(IDEA)**

**Part C**

**Early Childhood Special Education [ECSE]**

**Age Three to Five (3-5 years old)**

**Individuals with Disabilities Education Act**

**(IDEA)**

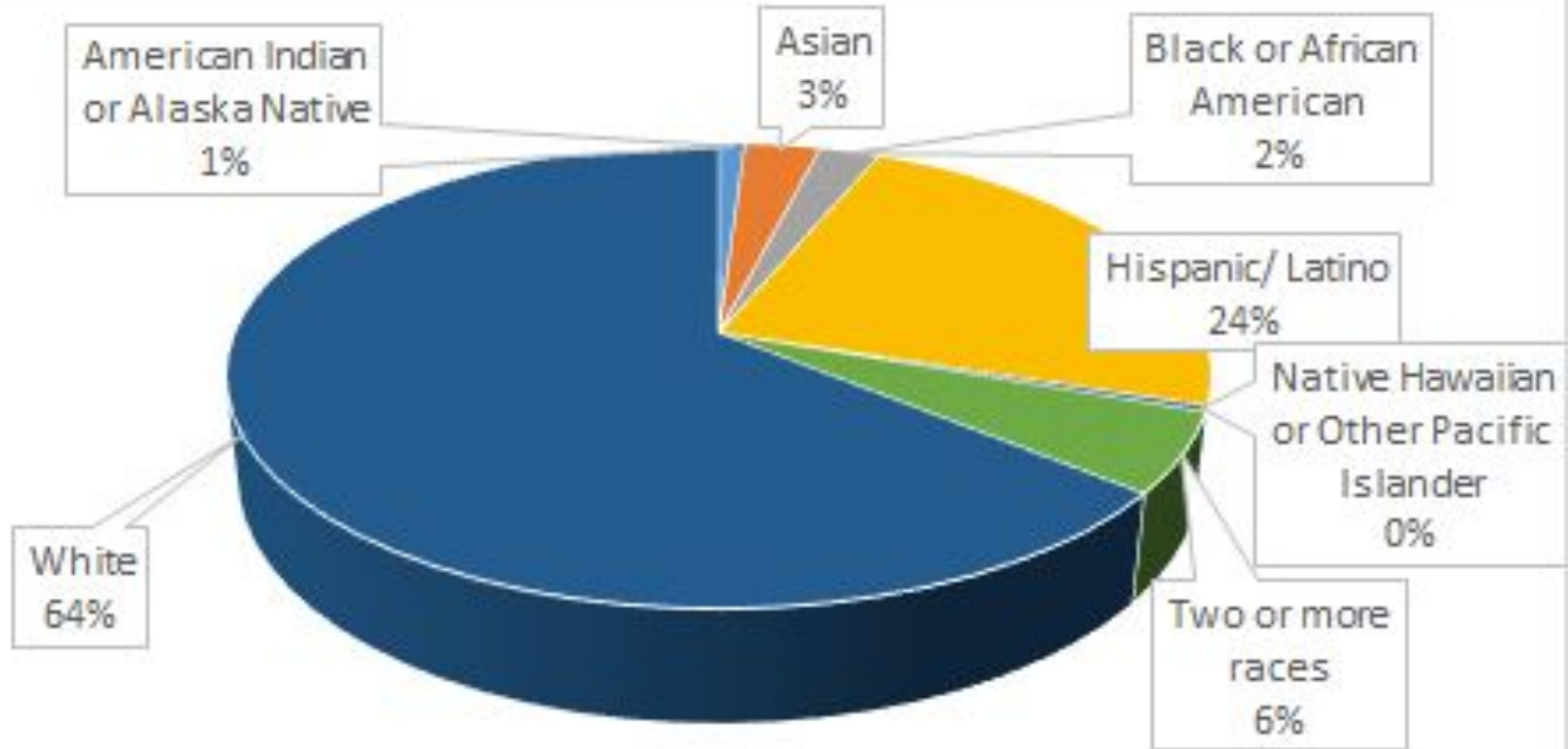
**619 Part B**

# Oregon's Early Intervention and Early Childhood Education Programs

- Provide **seamless services** to eligible children and families ages birth to five
- Are guided by strictly defined **timelines** after a referral is received
- **Cannot have a waitlist** - services are provided to ALL eligible children and families
- Services are provided at **no cost** to eligible children and families
- Include **meaningful family participation** in the development of Individual Family Service Plan (IFSP)



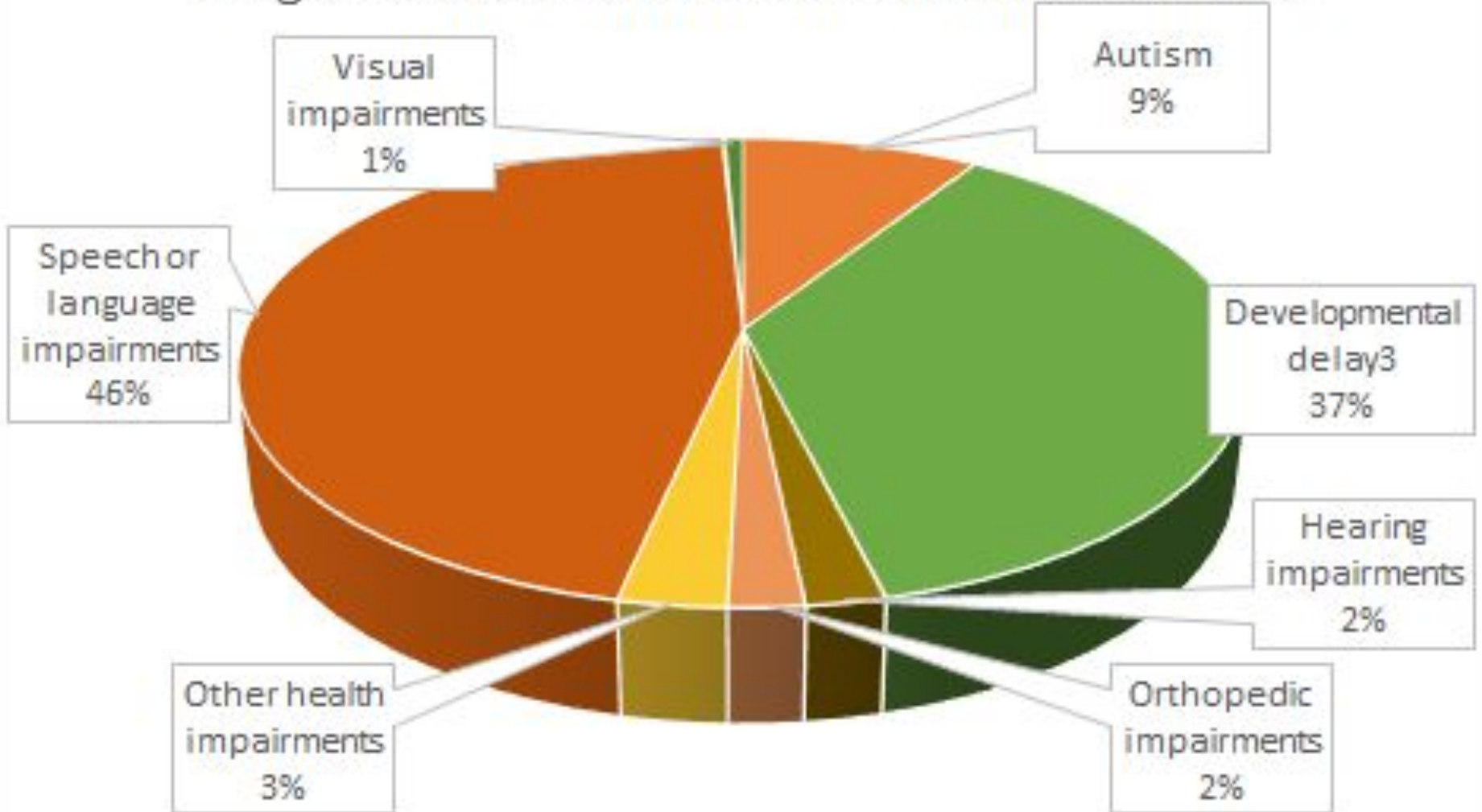
# Who does EI/ECSE serve?



Oregon 0-5 Year Olds Eligible by Race and Ethnicity 2019-20

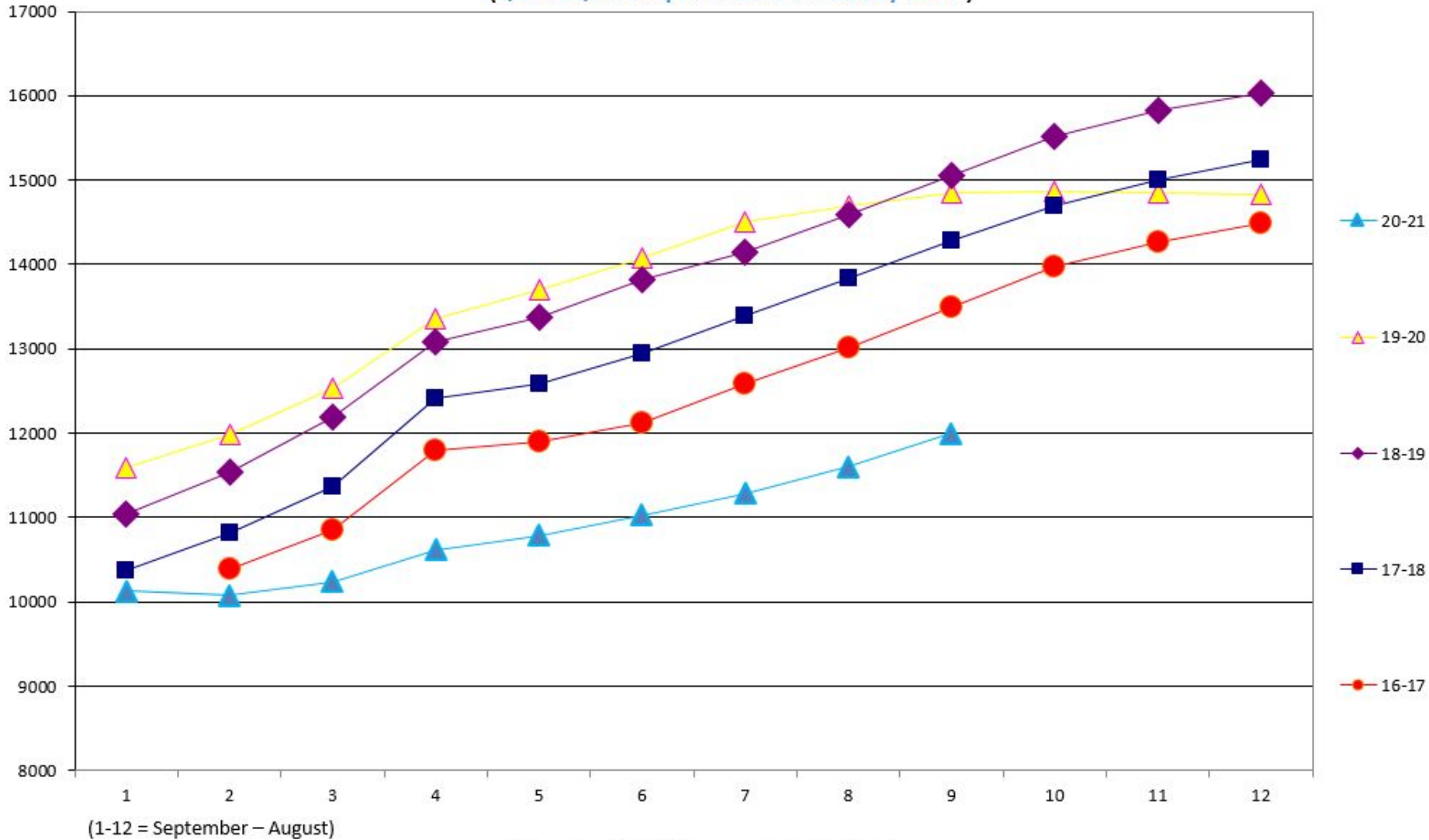
# Who does ECSE serve?

Oregon 3-5 Year Olds with Disabilities 2019-20



**Caseload Growth for Children Receiving Oregon Early Intervention and  
Early Childhood Special Education Services (EI/ECSE)  
September 2016 to May 2021  
(4/2020-5/2021 represent data affected by COVID)**

Chart Area

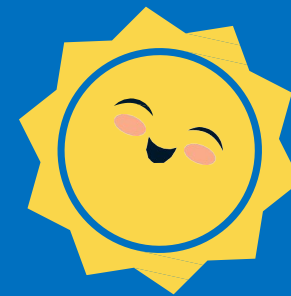


\* December 2014-2019 represent official SECC data.

All other months represent actual caseload numbers based on the EI/ECSE Monthly Count



# WHERE CAN I SEEK HELP?



A PEDIATRICIAN or D E V E L O P M E N T A L  
PEDIATRICIAN

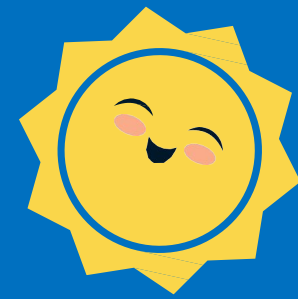
can conduct an assessment and determine  
whether a child is meeting developmental  
milestones and make further recommendations.



CHILD FIND requires that all states have  
systems and procedures for identifying,  
locating, and evaluating all children birth-21  
who may be entitled to special education  
services.

FAMILIES and T E A C H E R S can complete  
screeners and developmental checklists to monitor  
children's development. The results of these  
screeners and checklists help guide whether a child's  
development is typical, requires continued monitoring,  
or should be evaluated further.

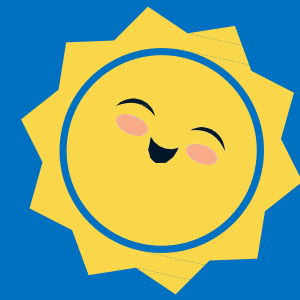
# WHAT CAN I EXPECT DURING EVALUATION?



Evaluations may include interviews conducted with the family or childcare providers. Evaluators may ask questions about a child's development across domains (ex: physical, behavioral, language, etc.). They may also ask to conduct an observation of the child in their natural environment (where they spend their time when the evaluation is not taking place - this could be home, childcare, etc.), and may ask to directly assess your child through play and interactions with others. Families should always be asked to consent to an evaluation before the process begins.



# WHAT HAPPENS AFTER EVALUATION?



The EI/ECSE program in your area will follow up with you about your child's assessment results and eligibility for services.

If eligible, you will receive information about next steps for accessing individualized services. If your child is not found eligible, the organization may contact you to follow up or provide resources to support development.



# Early Intervention Eligibility

To be eligible for EI services, the child must meet the minimum criteria for (a), (b) or (c), below:

(a) Categorical:

(A) The child meets the minimum criteria for one of the following disability categories in OAR 581-015-2130 through 581-015-2180: autism spectrum disorder, deafblindness, hearing impairment, orthopedic impairment, traumatic brain injury or visual impairment.

(B) If the child meets the disability criteria for a categorical eligibility in subsection (A), the child's disability does not need to be presently adversely affecting the child's development for the child to be eligible for EI services.

(b) Medical: The child has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay, as documented by one of the following with the appropriate State Board licensure: a physician, a physician assistant, or a nurse practitioner.

# Early Intervention Eligibility

## EI Eligibility Continued:

(c) Developmental delay: The child experiences a developmental delay and as a result needs EI services. Developmental delay means two standard deviations or more below the mean in one or more of the following developmental areas, or 1.5 standard deviations below the mean in two or more of the developmental areas:

- Cognitive development;
- Physical development;
- Communication development;
- Social or emotional development;
- Adaptive development.

# Early Childhood Special Education Eligibility

To be eligible for ECSE services, the child must meet the following minimum criteria:

(a) Categorical. The child meets the minimum criteria for one of the disability categories in OAR 581-015-2130 through 581-015-2180;  
or

(b) Developmental delay.

(A) The child has a developmental delay of 1.5 standard deviations or more below the mean in two or more of the developmental areas listed under OAR 581-015-2780(3)(c);

(B) The child's disability has an adverse impact on the child's developmental progress; and

(C) The child needs ECSE services.

# 2021 EI/ECSE Adequate Service Levels

Early Intervention	Adequate Service Level (ASL)	% of children receiving ASL
Services for infants and toddlers	❖ EI service at least 1x week	57%

Early Childhood Special Education: Level of Need	Adequate Service Level	% of children receiving ASL
<b>Low Need:</b> Delayed in 1-2 areas of development	❖ ECSE service at least 1x week	77%
<b>Moderate Need:</b> Delayed in 3-4 areas of development	❖ Preschool: 12 hours or 3x week ❖ ECSE service at least 1x week ❖ Family teaching activity: 1x month	37%
<b>High Need:</b> Delayed in most or all areas of development	❖ Preschool: 15 hrs a week ❖ Related or equivalent service: 1x week ❖ Family teaching activity: 1x month	13%

\*Data for ASL is pulled on April 1 of each year

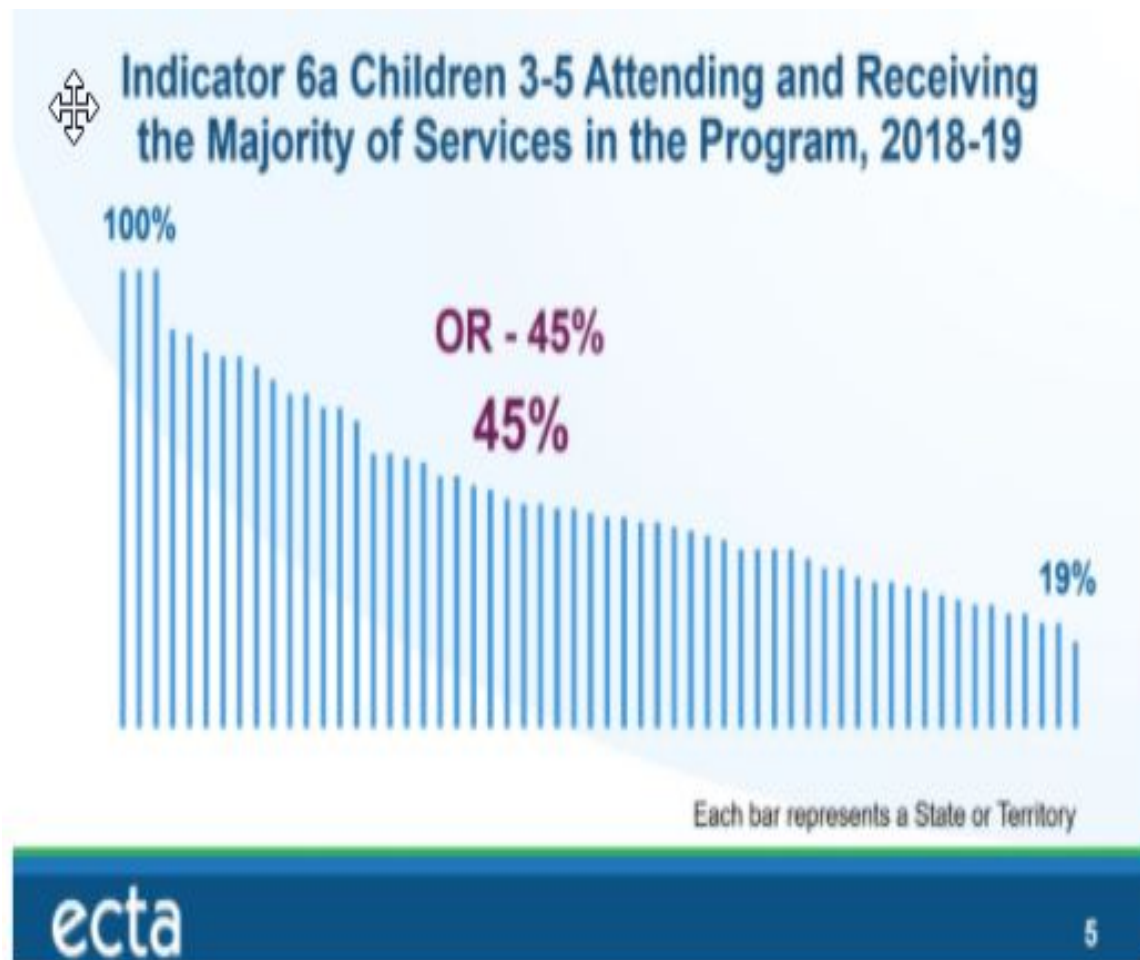
# Natural Setting and Least Restrictive Environment (LRE) Decisions



- ✓ Are made by the IFSP Team (Families, providers, specialists, other key people in child's life)
- ✓ are based on strengths, needs and goals of each child
- ✓ are **not** made based on a disability category
- ✓ consider benefits and any possible negative or harmful effects of each placement
- ✓ must begin discussion with the supplementary aids and special education and related services a child would need to be successful in a regular early childhood setting



# Access to Inclusive Settings



**Fewer than 50% of children experiencing disabilities are served in inclusive settings in Oregon which includes a subset of higher needs children that are more likely to experience lifelong segregation.**

# Oregon's Early Childhood High-Quality Inclusion Initiative

The **Statewide Leadership Team** believes that:

- 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's Early Childhood High-Quality Inclusion Initiative: Vision and Mission

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



# Questions...

