

SICC
GOVERNOR'S REPORT
2025-2026

State Interagency Coordinating Council
Inclusion: Every Child, Every Community

Oregon



A MESSAGE FROM THE CHAIR

“Why Inclusion Matters Now”

As Chair of Oregon’s State Interagency Coordinating Council, I see every day that inclusion is how we keep our promise to children and families. When infants, toddlers, and preschoolers with disabilities learn alongside their peers in natural and community settings, they experience belonging, build language, social, and problem-solving skills, and families are embraced as partners. Educators and providers deepen shared capacity across our early learning system and supports are delivered where children already are (childcare, preschool, and home) reducing unnecessary transitions. In this moment, amid workforce challenges, childcare gaps, and persistent inequities, inclusion is a practical, strengths-based approach we can advance now to align funding, coach and co-design with providers and families, and remove policy barriers so more children thrive in their communities. Inclusion honors each child’s strengths, improves outcomes, and advances equity for every Oregon child and family.

Oregon's SICC

WHO WE ARE: Parents and early learning leaders from across Oregon

WHAT WE DO:

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

WHY WE DO IT: Successful programs maximize each child's unique potential and ability to participate in their home, school, and community



THE STATE INTERAGENCY COORDINATING COUNCIL (SICC)

LOCAL INTERAGENCY COORDINATING COUNCILS (LICC)

Local Interagency Coordinating Councils are based in local communities across the state of Oregon. Each of these councils convene parents and early intervention/early childhood special education (EI/ECSE) professionals to:

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



EI/ECSE AT A GLANCE:

SERVICES

Oregon's Early Intervention/Early Childhood Special Education (EI/ECSE) system is overseen statewide by the Oregon Department of Education (ODE). Programs provide free, family-centered IDEA Part C (birth–3) and Part B-619 (ages 3–5) services for children with developmental delays or disabilities, delivered through nine regional programs to support learning in everyday routines and inclusive settings.

CHILDREN

As of August 2025,

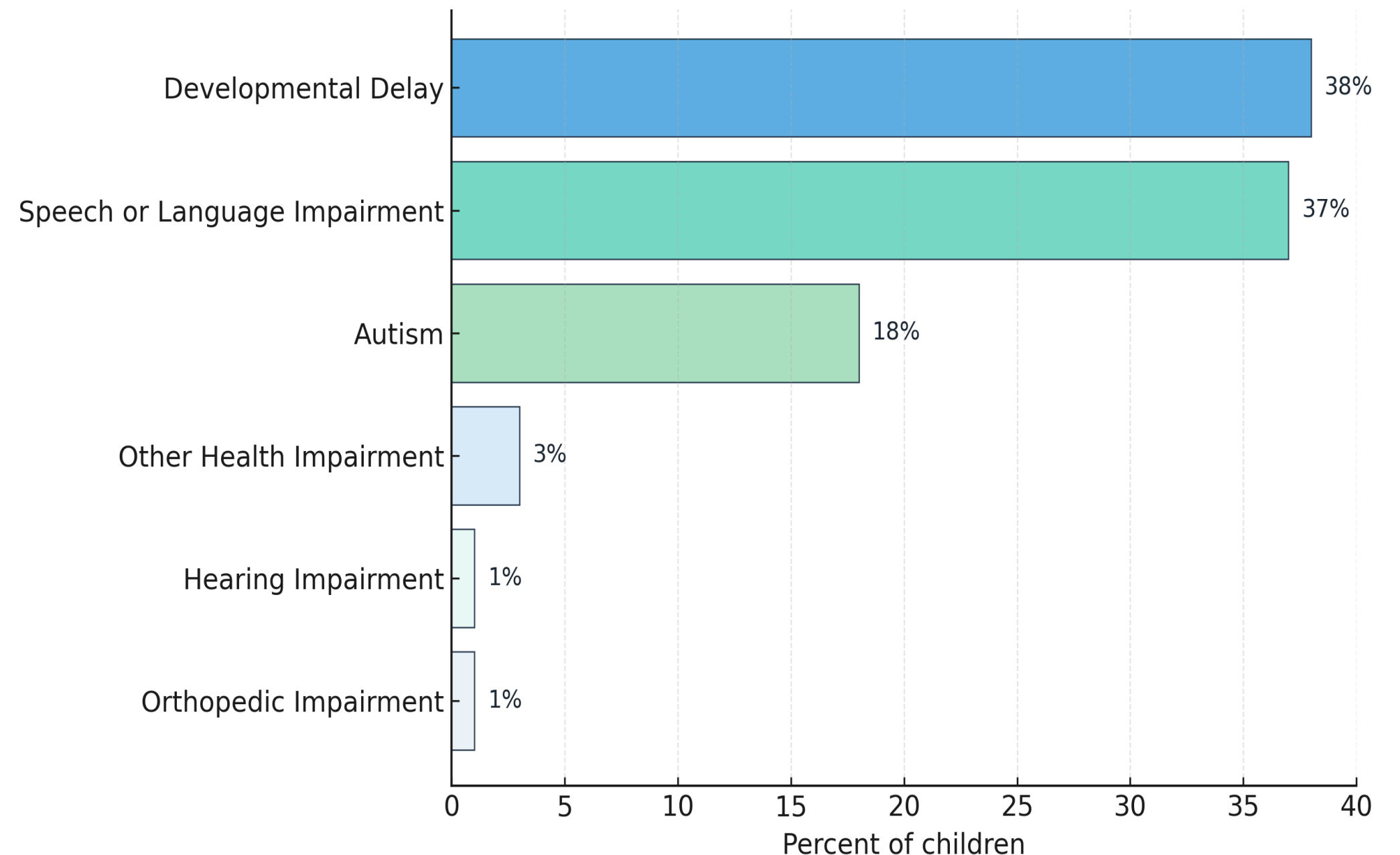
- 15,963 Total number of children served
- 3,989 Early Intervention (birth-3)
- 11,974 Early Childhood Special Education (ages 3-5)



ECSE PRIMARY ELIGIBILITY CATEGORIES

This chart shows the range of developmental and health needs of children served in Early Childhood Special Education.

- Developmental delay and speech or language impairment account for the largest groups of children served, together representing 75% of the caseload.
- Children with autism, other health impairments, hearing impairments, or orthopedic impairments require specialized supports to access inclusive early learning environments.
- These data help programs plan resources, workforce, and supports to meet the full range of children's developmental needs.



HIGHLIGHTS FROM A REGION



Partnering for Impact:
An Overview of Jackson County EI/ECSE Services

<https://youtu.be/JkTbiYAiYfw>

A short video from Jackson County EI/ECSE, a program of Douglas
Education Service District

WHAT INCLUSION MEANS FOR OREGON

“Inclusion means every child, with or without disabilities, learns, plays, and grows alongside their peers—at home, in school, and in the community.”



Inclusion is about:

- **Belonging:** All children are valued and welcomed.
- **Participation:** Children join in everyday routines and activities with friends.
- **Support:** Services and adaptations help each child succeed.
- **Family Voice:** Families are partners in planning and decision-making.

FAMILY AND PROVIDER PERSPECTIVES

Testimonials from the field



“From the moment we reached out, the program was kind, inclusive, supportive, and educational.”

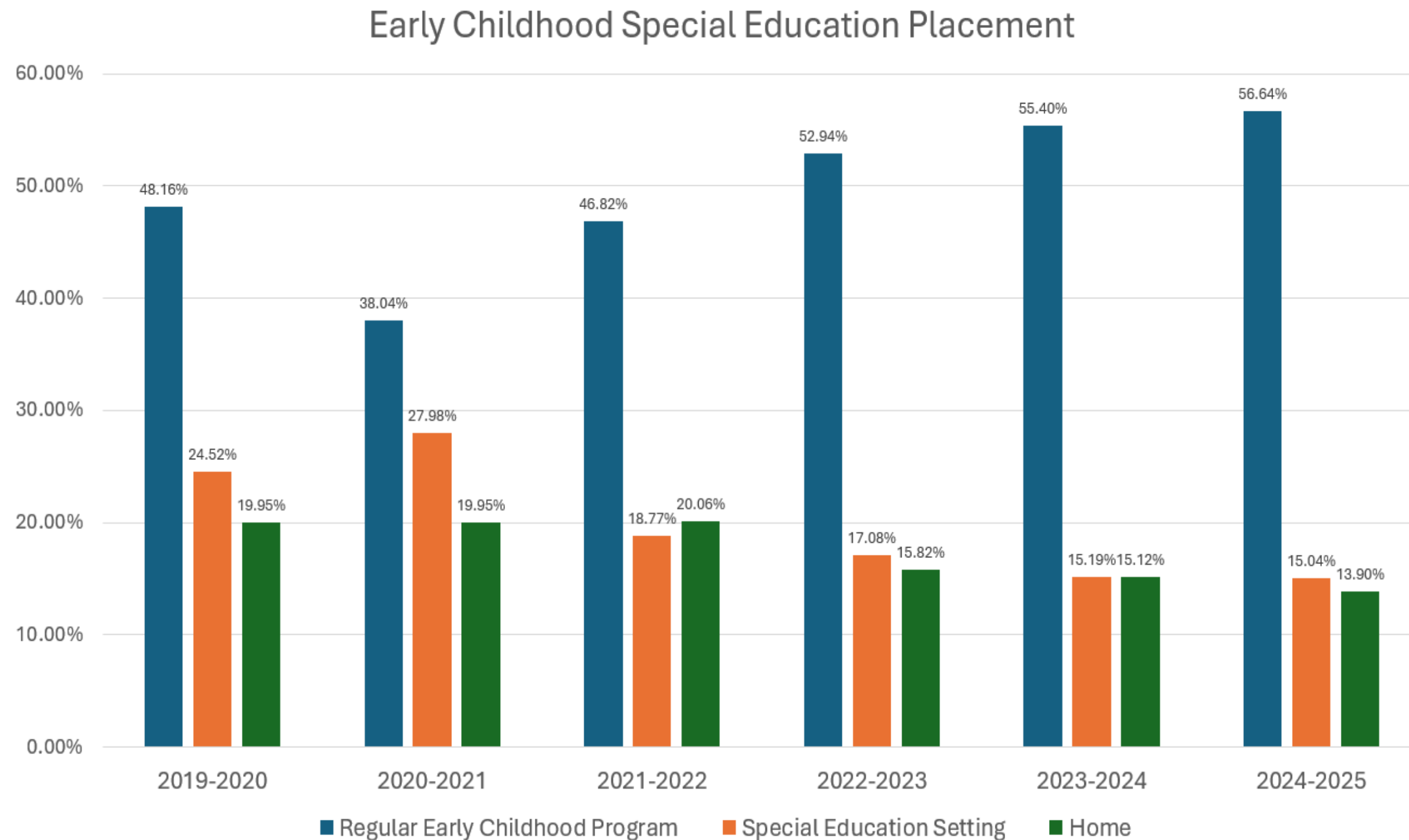
- ECSE Parent

“EI/ECSE staff have always been open to communicating and respond quickly with any concerns that we have.”

- EI/ECSE Parent

WHERE CHILDREN, AGES 3-5, RECEIVE SERVICES

- Federal data show continued increases in the number of children in Oregon receiving most special education services in inclusive early learning settings.
- Federal special education law prioritizes access to appropriate services in regular early learning environments and reduced reliance on separate settings.
- Oregon's Early Childhood Inclusion work and statewide education goals emphasize belonging, participation, and equitable access for every child.



FAMILY AND PROVIDER PERSPECTIVES

Testimonials from the field



“I couldn’t imagine trying to raise my twins, who are both autistic, without the support I have received from Early Intervention and Early Childhood Special Education.”

- EI/ECSE Parent

“They understand her needs as an autistic student. They don’t want to keep her small but allow her to be big and passionate about the things she loves.”

- ECSE Parent

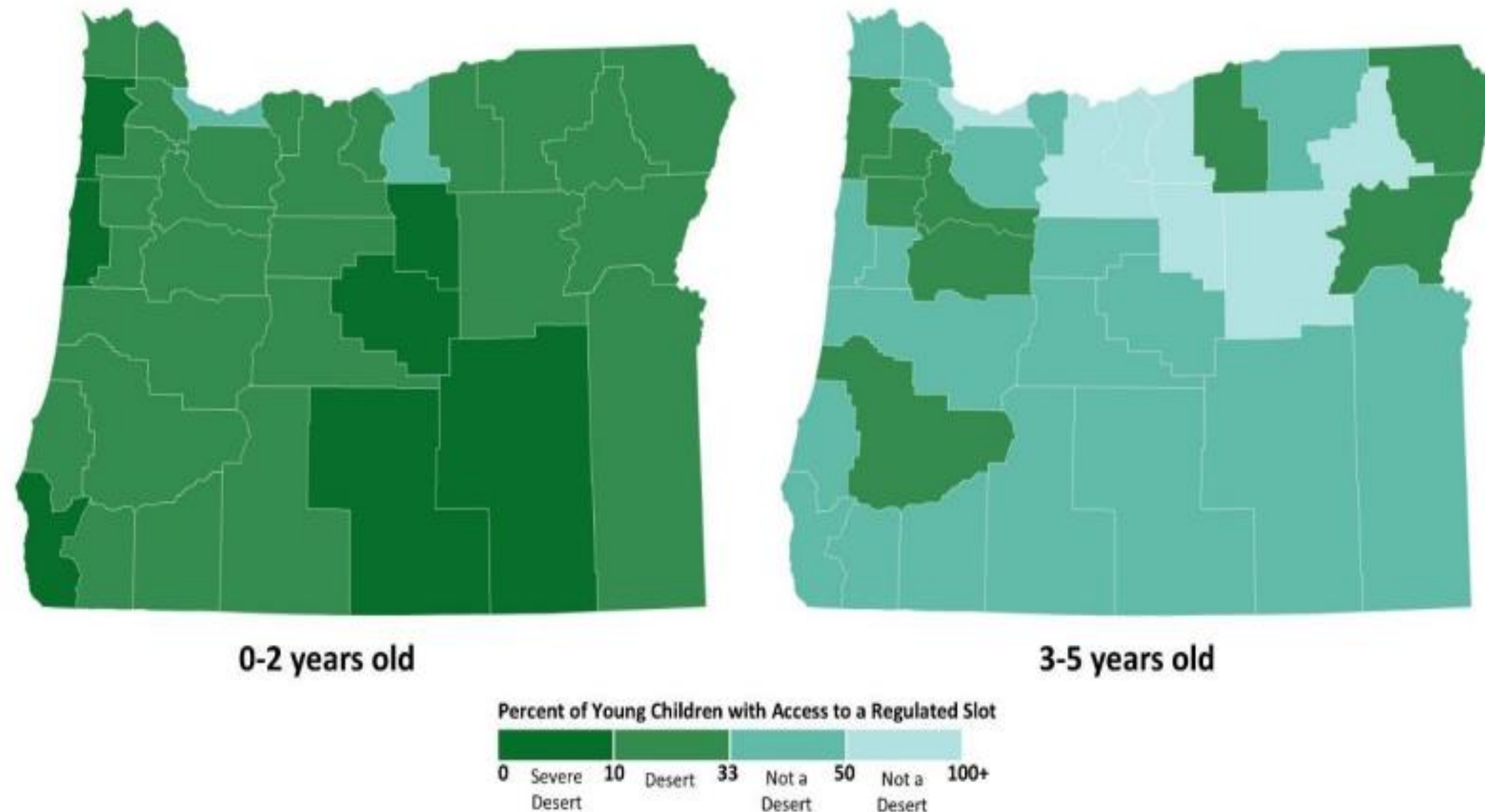
“The impact of these services goes beyond just classroom success. I have watched families gain confidence in their child’s abilities, feel heard in moments of struggle, and experience relief knowing their child is supported in a nurturing and understanding environment.”

- Community Partner

CURRENT CHALLENGES:

Many Oregon counties have limited access to early learning settings

Map 1. Percent of Young Children with Access to a Regulated Child Care Slot by Age Group



- Some counties have far fewer child care slots than children under five. Infants & toddlers in particular.
- Limited access disproportionately affects families and children with developmental or disability-related needs.

CURRENT CHALLENGE:

Factors that affect staff recruitment and retention

- We see an increase in numbers of children every year. IDEA also requires that children are not put on waitlists for services.
- In 2024, some regions experienced reductions in early learning staff due to funding levels below state recommendations, affecting the capacity to serve children consistently.
- Oregon early educators earn a median of \$14.33 per hour, roughly 21% below a living wage, and are six times more likely to live in poverty than K–8 teachers.
- More children, decreased number of staff and fewer placement options are key factors affecting the ability of EI/ECSE programs to deliver adequate services to all children.



PROGRESS AND INNOVATIONS

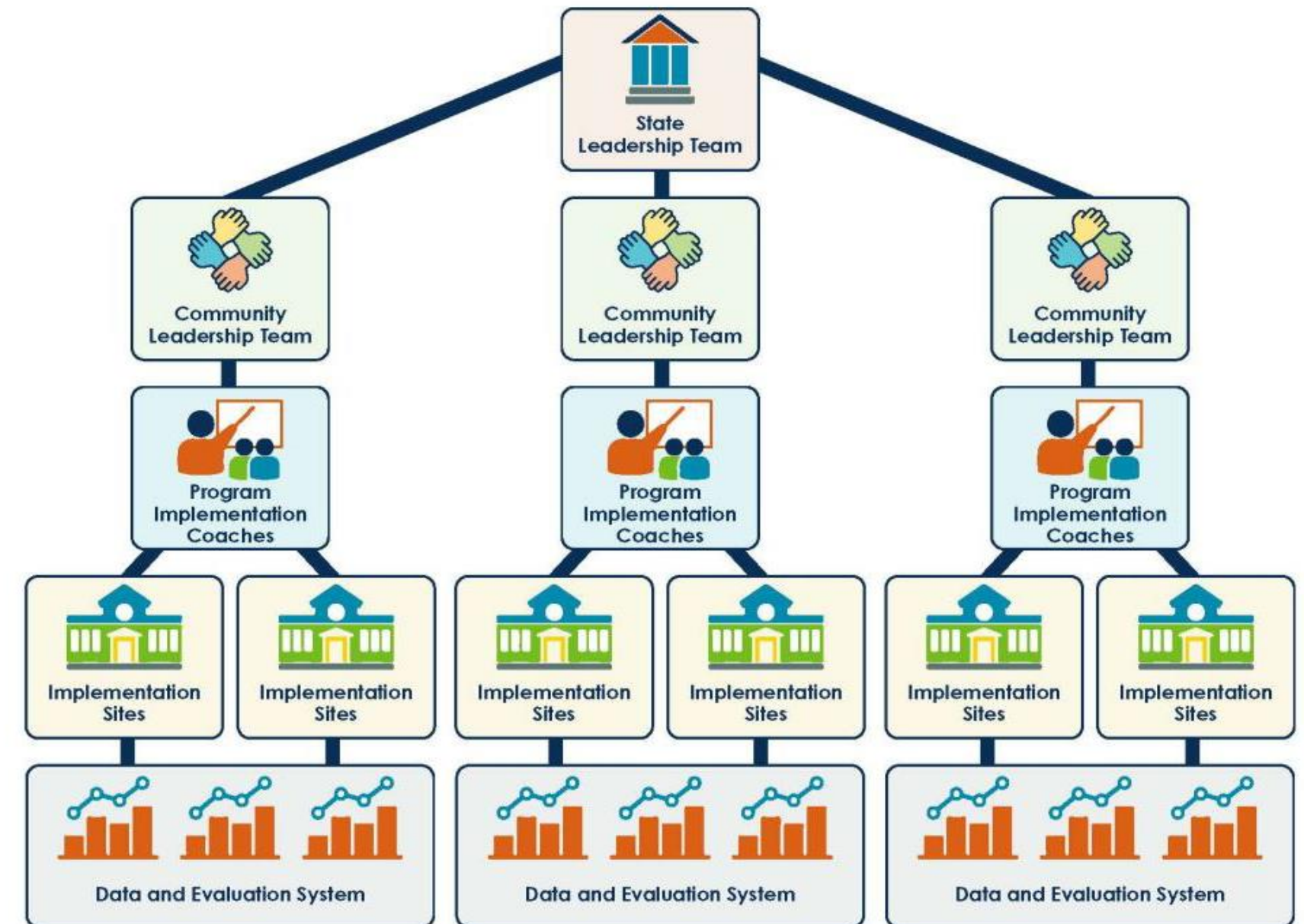
Oregon is making improvements

Big Idea

Oregon's State Systemic Improvement Plan for Early Intervention and Early Childhood Special Education is a federally required, coordinated statewide effort to align programs, systems, and partners, invest in the workforce, and support families so children show measurable gains in social-emotional development and approaches to learning.

Intentional Design

- Model focuses on coaching and ongoing implementation support rather than one-time training,
- Aligns systems across agencies to reduce fragmentation, and
- Make services more effective for children and families.



ODE, OECI 2024-2025 Data

POLICY AND FUNDING NEEDS

- Investment in inclusive preschools
- Workforce recruitment and sustainability
 - Related service providers such as Speech and Language Pathologists
 - Para-professional sustainability
- Additional investment in post-secondary education to prepare professionals to implement high quality inclusion



EI/ECSE PARTNERS FOR OREGON'S INCLUSIVE VISION

OREGON EARLY CHILDHOOD INCLUSION

OREGON DEPARTMENT OF EDUCATION : EARLY INTERVENTION/

EARLY CHILDHOOD SPECIAL EDUCATION

EVERY CHILD BELONGS

DEPARTMENT OF EARLY LEARNING AND CARE

OREGON INFANT MENTAL HEALTH ASSOCIATION

FACT OREGON

LOCAL SCHOOL DISTRICTS

HEAD START

EARLY CARE AND EDUCATION PROVIDERS



FAMILY AND PROVIDER PERSPECTIVES

Testimonials from the field

“Because of the hard work with the provider from ECSE, my child spends half day in mainstream Kindergarten and the other half in Special Programs.”

- Kindergarten Parent

“We strongly believe that investment in early behavioral support is an investment in the future of our children and our communities.”

- Community Childcare Partner



References and Resources

Links to data found in this report

[At-A-Glance School and District Profiles and Accountability Details - Oregon Department of Education](#) ([slide 5](#))

[Oregon's Child Care Deserts 2024](#) ([slide 12](#))

[Oregon Department of Education 2024-2025 Federal Data Reports](#) ([slide 10](#))

[A short video from Jackson County EI/ECSE, a program of Douglas Education Service District](#) ([slide 7](#))

[Early Childhood Coalition - 2025 EI/ECSE Fact Sheet](#) ([slide 13](#))

[Center for the Study of Child Care Employment State Profile: Oregon](#) ([slide 13](#))