

How Often and Why Are Marginalized Families Dismissed from EI Services?

DEC 2025 10/8/25

Maiko Hata - hata@uoregon.edu

MATESOL, MA Special Ed

Doctoral Candidate, University of Oregon



Agenda

1. Who are we?
2. Background
3. Research frameworks
4. Method
5. Results
6. Discussion
7. Reflections



Acknowledgement



https://sites.google.com/pdx.edu/ifs-project/home?utm_source=chatgpt.com

<https://www.oregonlive.com/native-american-news/2025/09/report-nearly-half-of-all-federal-funding-for-tribes-at-risk-under-trumps-big-beautiful-bill.html>

We acknowledge that this land is the traditional homelands of the Multnomah, Wasco, Cowlitz, Clackamas, Chinook, Kalapuya, and many others. They were here for over 14,000 years before their way of life was forever destroyed.

We also acknowledge that this country was built with stolen labor, by the hands of enslaved Africans.

Gerald Munoz, 2021, WREN Affinity group

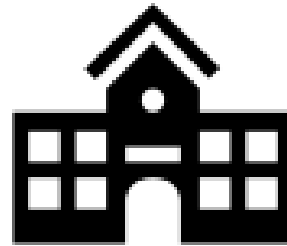
<https://www.lanecc.edu/diversity>

<https://library.uoregon.edu/honoring-native-peoples-and-lands>

Who are we?



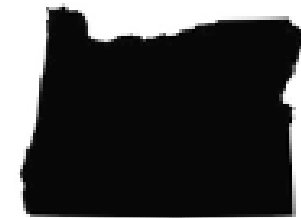
Works with children



Is an administrator/teacher trainer



Works with families & teachers



Live in Oregon

Who is Maiko?

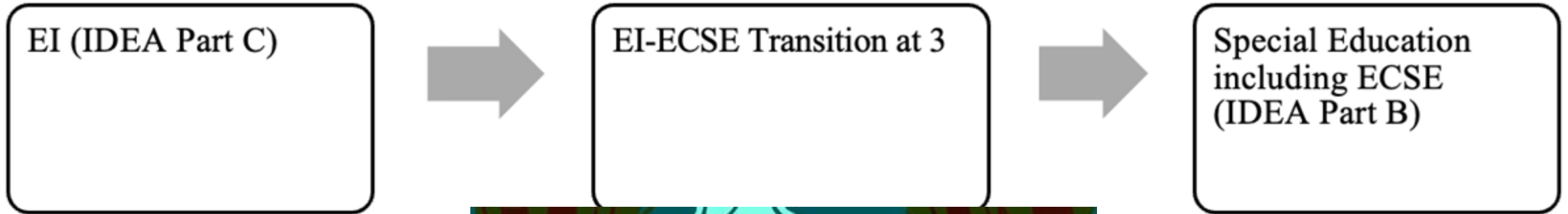


—
Doctorate candidate &
Early Intervention/Early Childhood
Special Education (EI/ECSE) Specialist

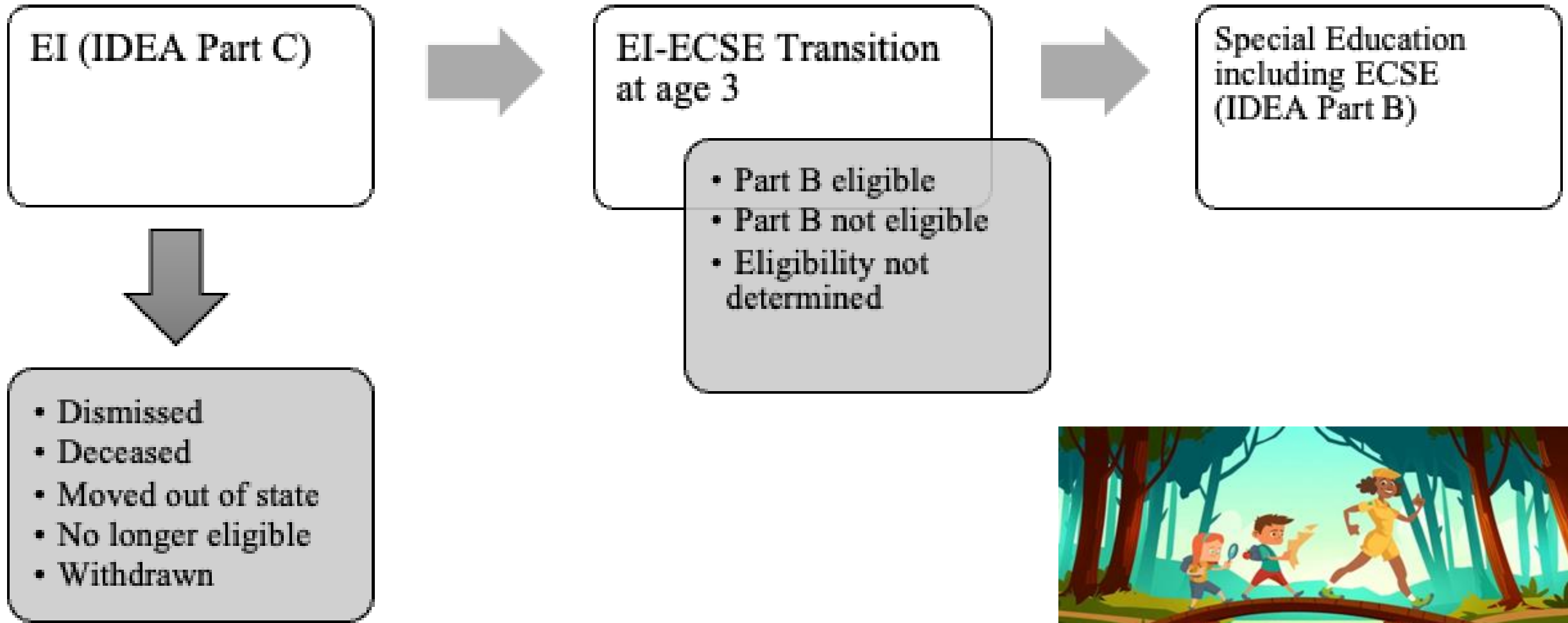
- Serving families and their children 0-5 with developmental delay and/or disability
- Worked with thousands of international students
- Immigrated from Japan
- Autistic
- Universal Design for Learning advocate
- ... And I was scared.
- ... And, what if I can't come back?

Background

EI serves infants and toddlers under age 3 under IDEA Part C. When they turn three, they transition to IDEA Part B which provides special education for children ages 3-21 (Early Childhood Technical Assistance Center, 2024).



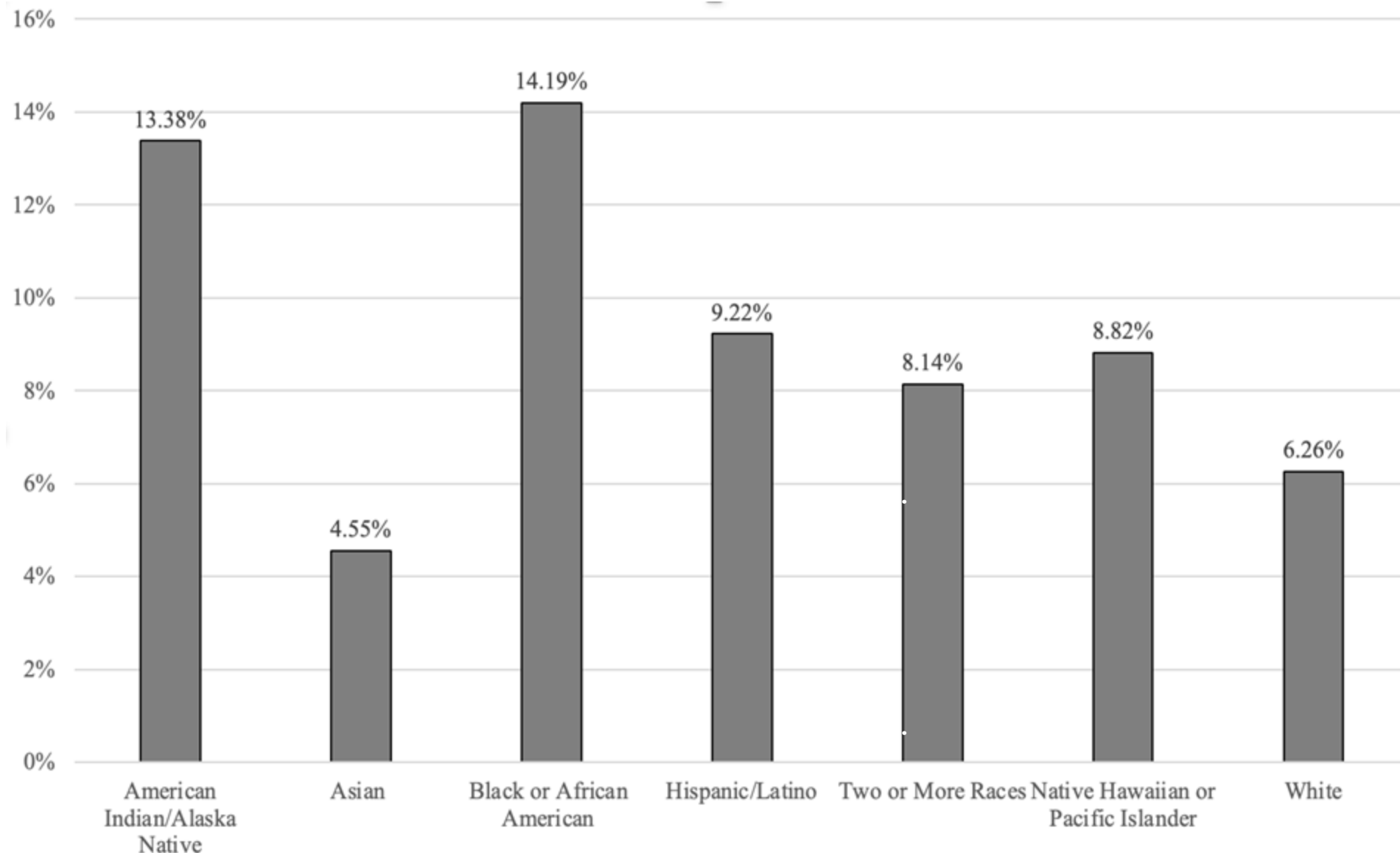
Background/Problem



Problem

Racially
marginalized
infants and
toddlers are more
likely to exit EI
due to lost
contact
(Dismissal)

OSEP, 2024.



Framework 1: Intersectionality

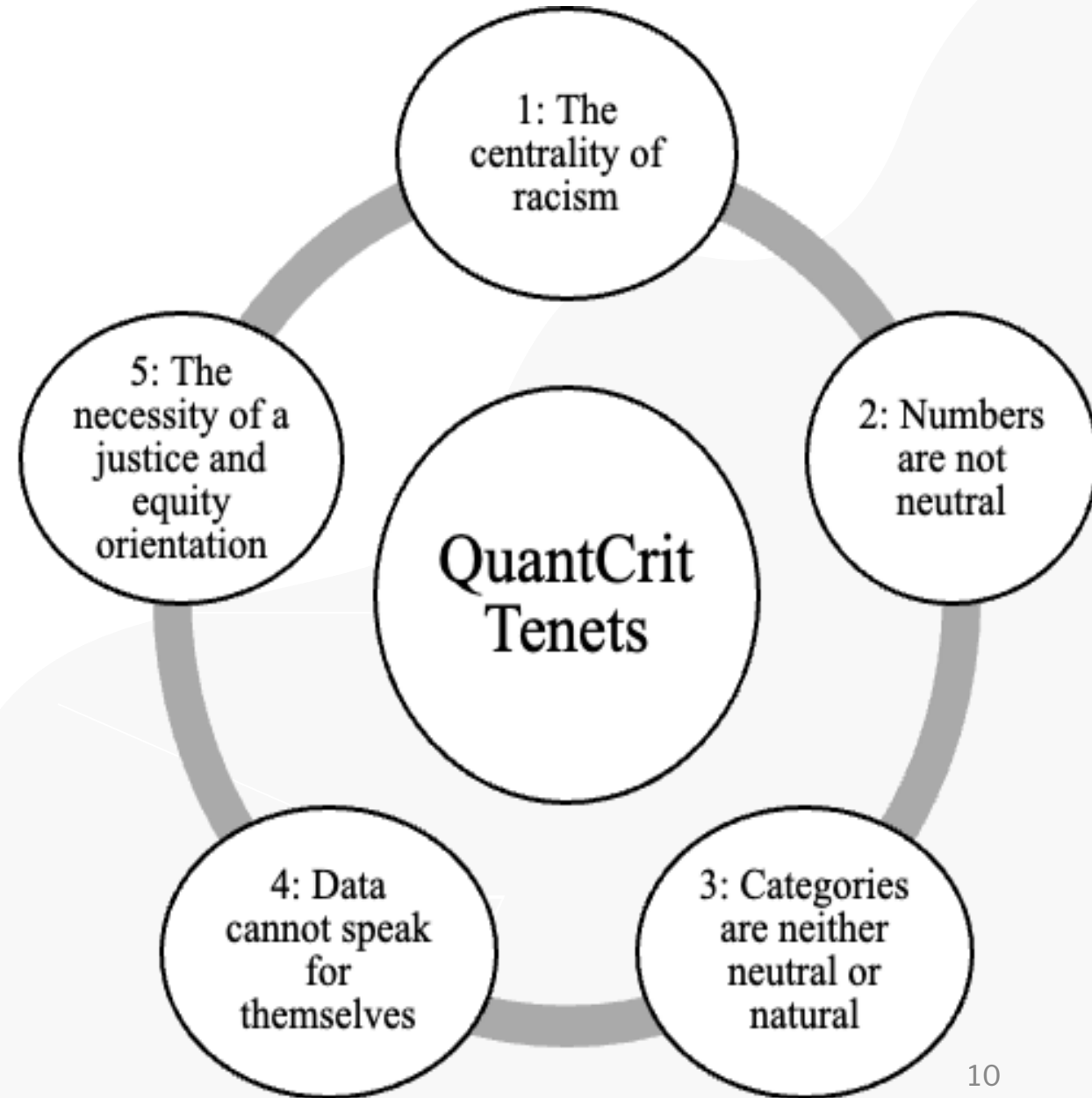
“Because the **intersectional experience** is **greater than the sum of racism and sexism**, any analysis that does not take intersectionality into account cannot sufficiently address the particular manner in which Black women are subordinated.”

- Crenshaw (1989)



Framework 2: QuantCrit

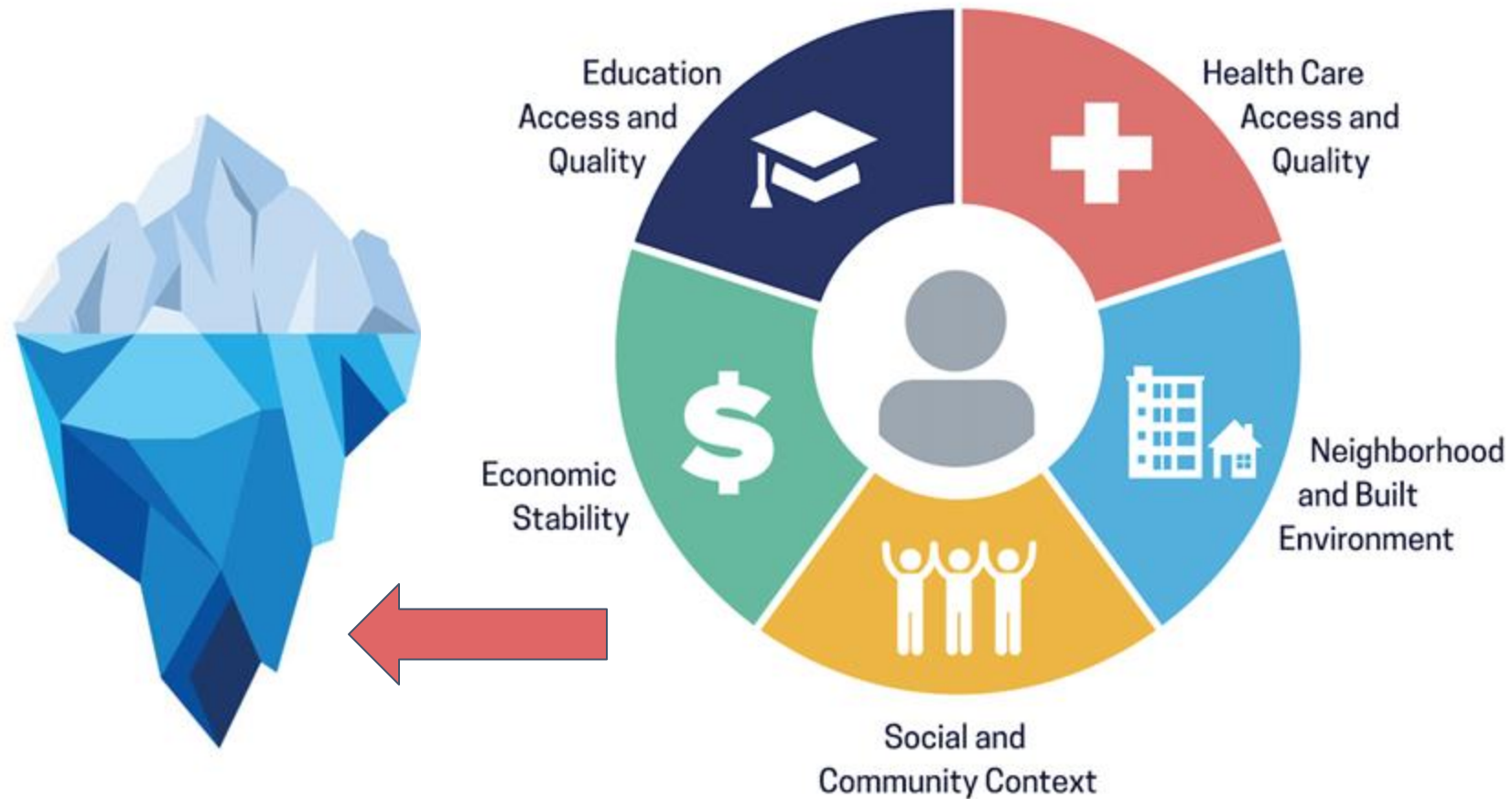
- Acknowledge the history of quantitative research.
 - [*How Eugenics Shaped Statistics*](#)
- Outline challenges and strengths.
- Use nonparametric statistics for small/unbalanced sample sizes.
- Incorporate community voices.



Framework 3: Social Determinants of Health (SDOH)

“Medical care alone cannot adequately improve health overall or reduce health disparities without also addressing where and how people live”.

Braveman et al., 2011, p. 381.



Lit Synth: Disparities in EI Exit

- **Children of color have been more likely to enter EI at an older age with more significant delays.**
- **Odds ratio for Dismissal was higher for Hispanic children.**
- **Black children under 5 involved in child welfare were half as likely as White children in similar contexts to get educational, mental, or primary care services.**

Barnard-Brak et al., 2020; Stahmer et al., 2005; Barfield et al., 2007; Feinberg et al., 2011; Magnusson, 2015; Romo, 2020; Romo et al., 2023.

Lit Synth: Inconsistent Reporting

Dismissal rates ranged from 1% to 23% across states, with a national average of 8%:

- **Confusion over how to categorize** exits among "Moved out of state," "Withdrawal," and "Contact unsuccessful."
- **Unclear guidelines** on the number and type of contact attempts required before dismissal.
- Pressure to meet the **timeline**.



9.7

Analysis

1. **Chi-square with adjusted standardized residuals** will be calculated following standard statistical practice (Agresti, 2013).
2. **Odds ratios** to describe potential associations where large differences are observed.

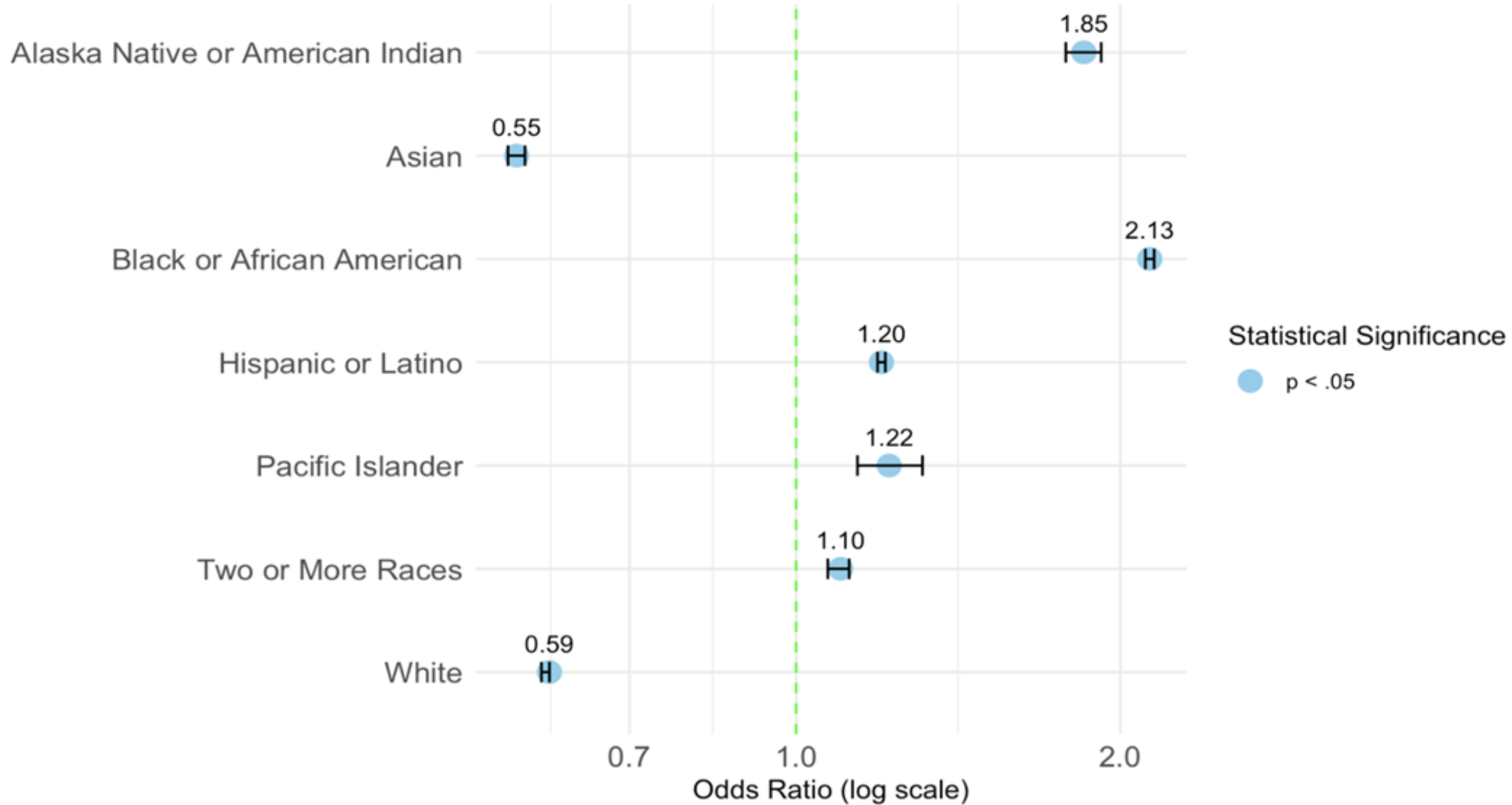


Results: National

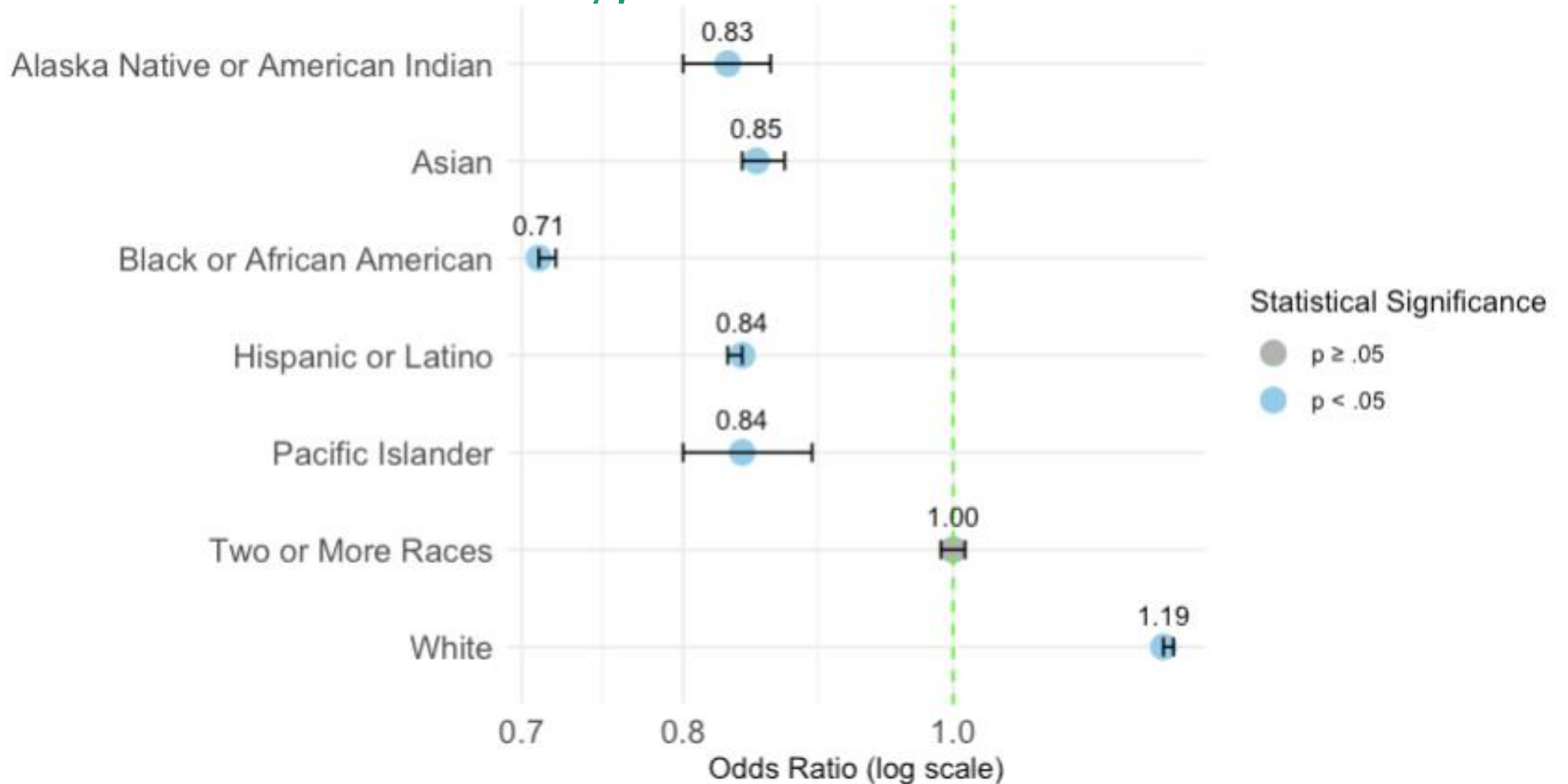
How do different groups experience exits via:

- Dismissal?
- Not Eligible?

Results: National “Dismissed”



Results: National “Not Eligible”

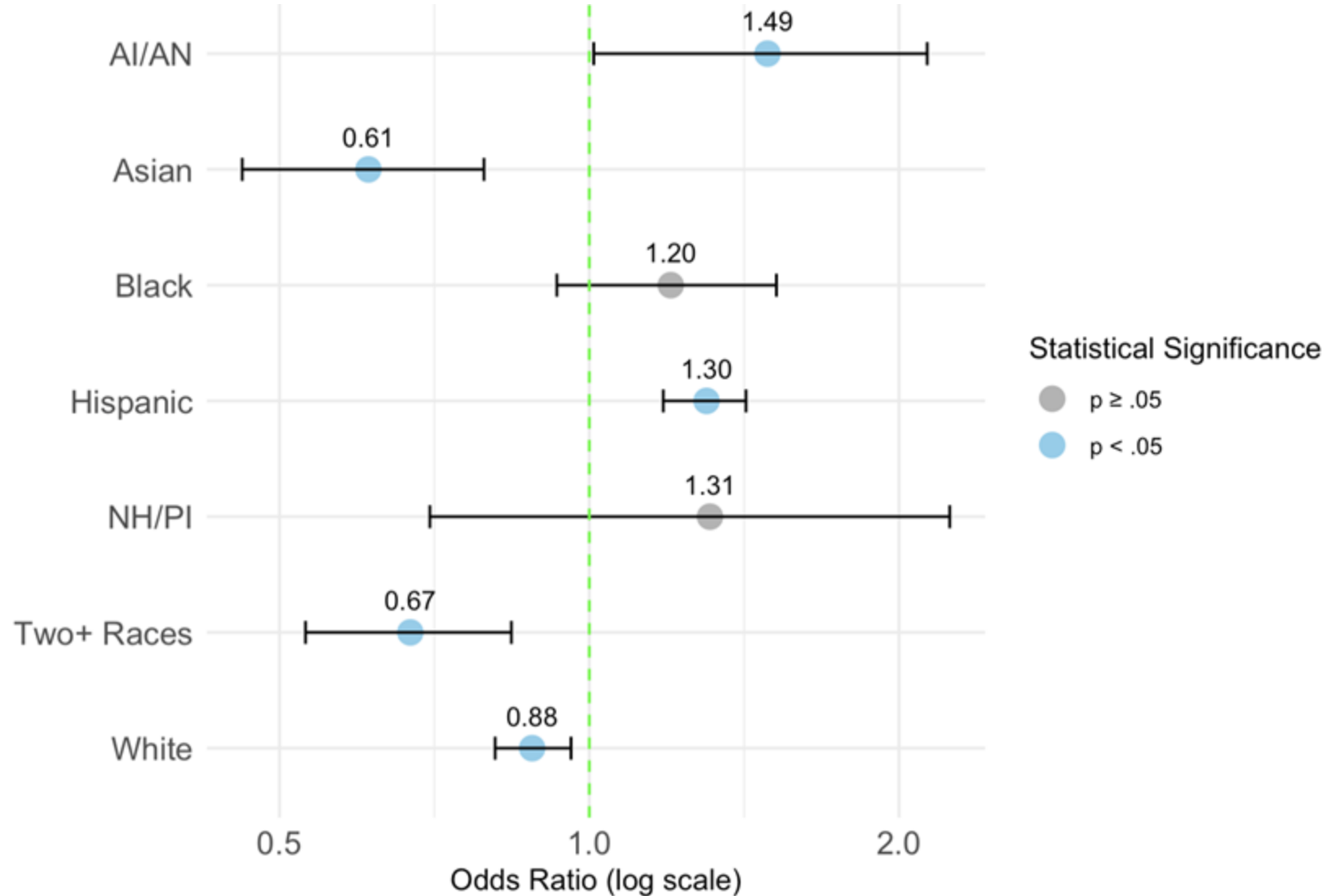


Results: Oregon

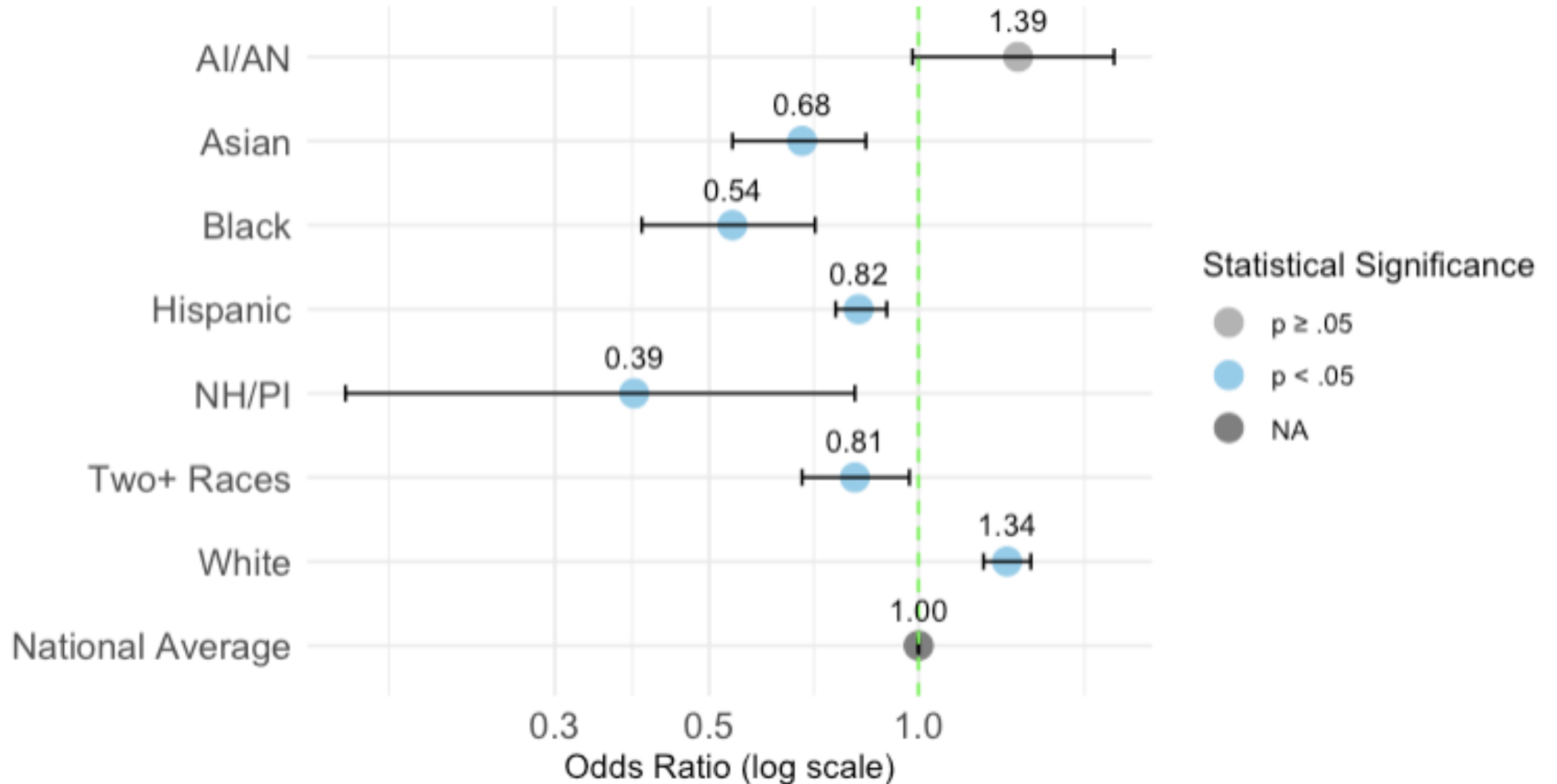
How do different groups experience exits via:

- Dismissal?
- Not Eligible?
- Moved Out?

Results: Oregon “Dismissed”



Results: Oregon “Not Eligible”



Threat to Validity

- This study assumes accuracy in demographic information on ecWeb, but...

The screenshot shows the ecWeb interface for a child named 'Sample, Girl'. The top navigation bar includes tabs for Child, Forms, Logs, Lists, Reports, Metrics, Tools, Settings, Sites, and Users. Below this, there are buttons for Find, Caseload, Show Panel, Omit, Print, and a help icon. The main content area displays the child's information, including a note that 'This is a test record.' The 'Student' section is expanded, showing fields for Last Name (Student), First Name (Girl), Middle Name, Nickname, Former Name, Birthdate (04/05/18), Gender (F), non-binary (X), Test Record (unreported), SSID, Child ID (74749), Race (White, Black, Asian, Native Hawaiian or Pacific Islander, American Indian or Alaskan Native), Age (7y,2m,29d), Months (86), Correction, Age Class (kindergarten), Contract, and Year (2023). The 'Alerts' section is also expanded, showing 'No alerts for this child.'

The screenshot shows the 'Language' and 'Related Records' sections in ecWeb. The 'Language' section has a 'hide' button and an 'add' button. Below it, there are two text boxes: 'Spoken by child' with the value 'English' and 'Language spoken in home' with the value 'English'. The 'Related Records' section also has a 'hide' button and an 'add' button.

The screenshot shows the 'Race' and 'Ethnicity' sections in ecWeb. The 'Race' section has radio buttons for White, Black, Asian (selected), Native Hawaiian or Pacific Islander, and American Indian or Alaskan Native. The 'Ethnicity' section has a radio button for Latino/a (selected).

What does this all mean?



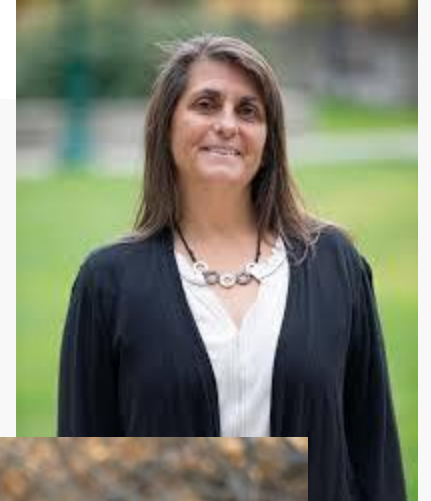
Implication 1: Data Equity

GUIDE-EI (Gathering Unbiased Information for Demographic Equity) Electronic System Design & Infrastructure

- For race and language fields:
 - Use checkboxes to allow multiple selections
 - Include a list of the state's top 10+ most common languages.
 - Limit free-text entry to reduce errors.
- Do *not* use the Language Use Survey to capture linguistic diversity; Reserve it for EL identification only.
- Add a separate 'Service Language' field to capture additional languages needs for service provision. This ensures languages are recorded proactively, not just when translation or interpretation services are requested.
- Record reasons and contexts for Dismissal, Moved Out, Eligibility Not Determined, even if not required by IDEA Part C.

Implication 1: Data Equity

- Drs. Cycyk & Durán's Data Sovereignty session (Thursday, 10/9 1:30)
- Data equity tools:
 - A toolkit for centering racial equity throughout data integration by AISP <https://aisp.upenn.edu/centering-equity/>
 - CARE Principles <https://www.gida-global.org/care>
 - How eugenics shaped statistics <https://nautil.us/how-eugenics-shaped-statistics-238014/>



9.7

Implication 1: Data Equity

Data Collection at Intake

- Use inclusive, strengths-based language. Provide staff with scripted guidance.
 - “What languages does ____ have the joy of listening to at home?”
- Embed alerts in the system when “Unknown” is selected for race/ethnicity to prompt follow-up.

Ongoing Data Validation

- Review and update race and language data during intake, evaluation, eligibility, and annual IFSP reviews (Willamette ESD, 2019).
 - Integrate a checkbox in service coordinators’ workflow to confirm updates.
 - Include these steps in official procedural guidance.

Implication 2: Clear Procedure for Dismissal

- **Making the process less subjective may help reduce the influence of implicit bias** by promoting clearer, more consistent procedures across cases (Henson et al., 2016).
- **Minimizing subjectivity and clarifying expectations can lower the risk of bias** in decision-making, particularly for students from marginalized communities (Staats, 2014). These insights might be relevant for improving family retention in EI.
- **Flag SDOH support needs early.**



Implication 3: Supporting Needs of Families

“ここには、進学に至るまでの経路が、個々人の自由意志で決められているという暗黙の前提があります...しかし現実には、女性が優遇されるどころか、大きな格差が存在するままで、それが可視化されていないという状況が長く続きました。

There is **an implicit assumption here that the path to higher education is determined by individual free will...** However, in reality, far from being given preferential treatment, women have continued to face significant disparities - disparities that have long remained invisible.”

Yokoyama (2022).

Social Determinants of Health

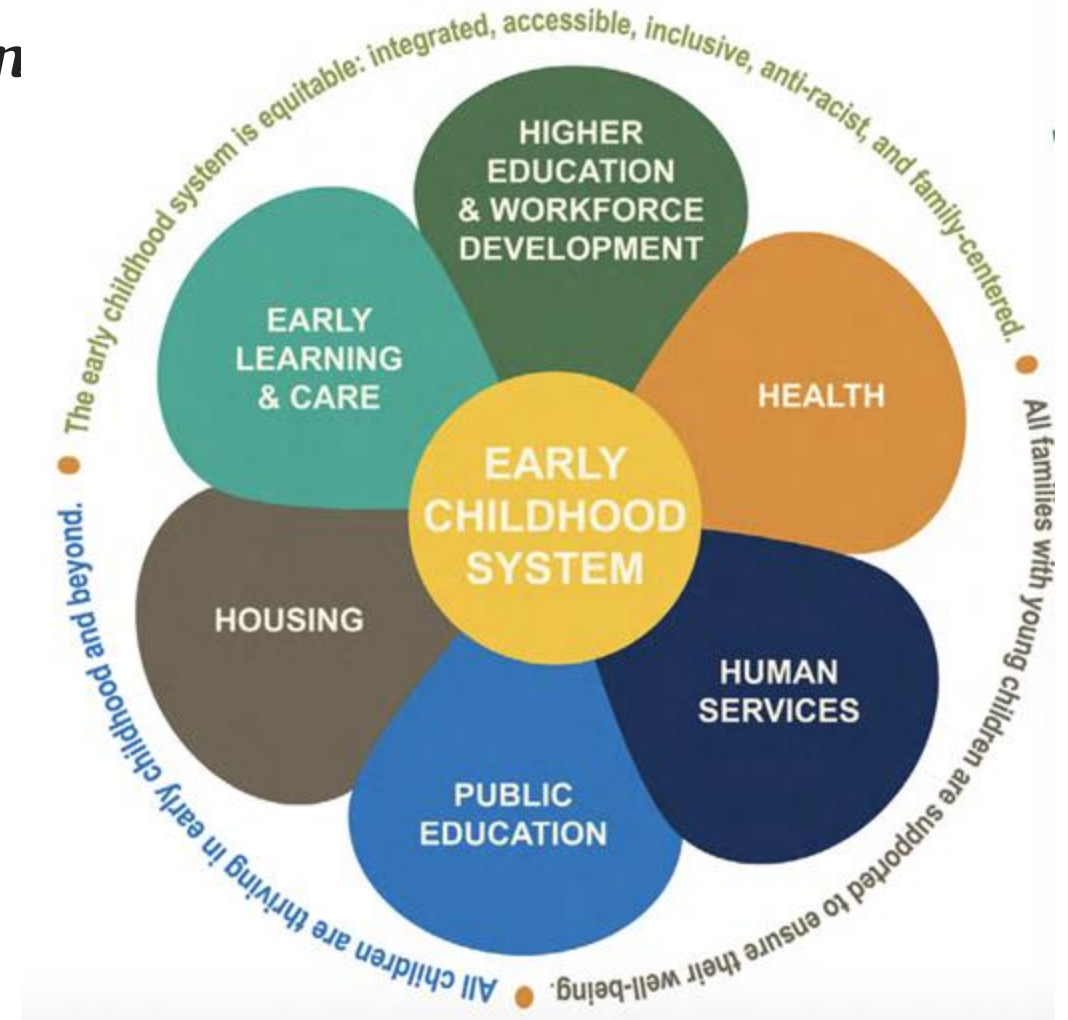


Implication 3: Supporting Needs of Families

Raise Up Oregon: A Statewide System Plan

- An Oregon strategic plan on actions that state agencies can use with families, communities, and the private sector to build a comprehensive early childhood system
- All young children in Oregon should have an early start that promote positive health, education, and life outcomes regardless of zip code, race, and family income.

Oregon Early



Implication 3: Supporting Needs of Families

Raise Up Oregon - Progress from 2019-2023

- Medicaid (OHP) continued for birth to age 6
- Easy access via integrated system for TANF, SNAP, and OHP

Coming Up:

- Coordinating agencies to make EI/ECSE more accessible EI/ECSE
 - Broaden eligibility criteria for EI
 - More culturally responsive Infant & Early Child Mental Health services
 - Update EI standards to better prepare providers
 - Expand PD opportunities

Implication 4: Strengthen Provider Training

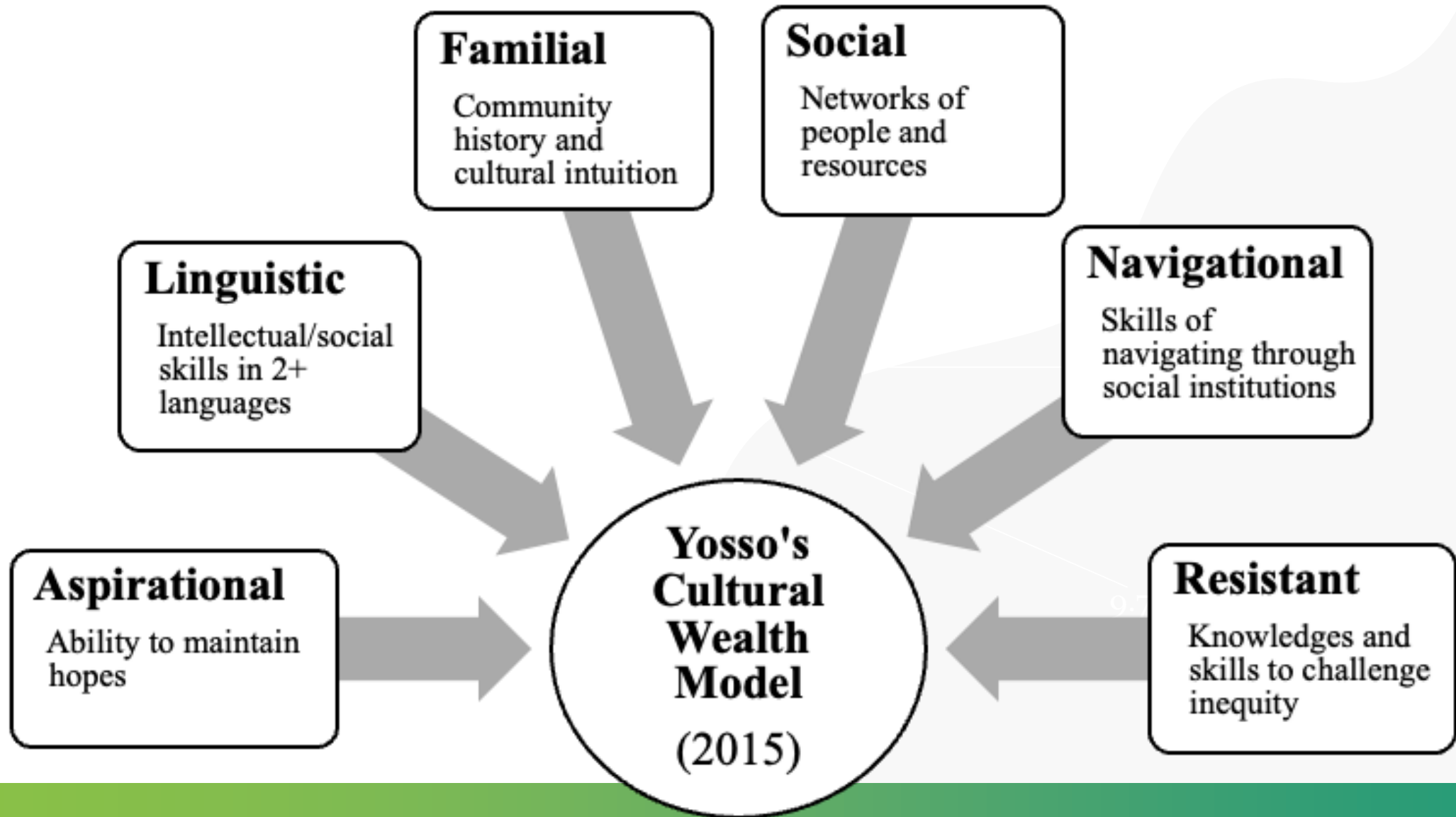
“Wishful thinking, I want to see more people of color service providers, that would be nice. I think there needs to be more Native service providers because they get us and it’s not as intimidating. They understand us and will hear us. I’d feel like I’d be on the same level as them. Sometimes service providers make me feel like a dumb parent until I let them know my background and education as a social worker. Then the attitude changes.” Parent in the Native community listening session.”

p. 43, Education Northwest, 2022.

- “I become passive. Teachers talk about many things, but I don’t get all of them.”
- “Koreans are very compliant to professionals... We are taught to say ‘yes’”
- “I felt so embarrassed because they show me no respect.”
- “Conversations moved quickly so the interpreter only gave us a summary”
- “The interpreter did not value my statements as much as the providers’, and my assertiveness was not interpreted”

Wolfe & Durán, 2023.

Lit Synth: Family Strengths



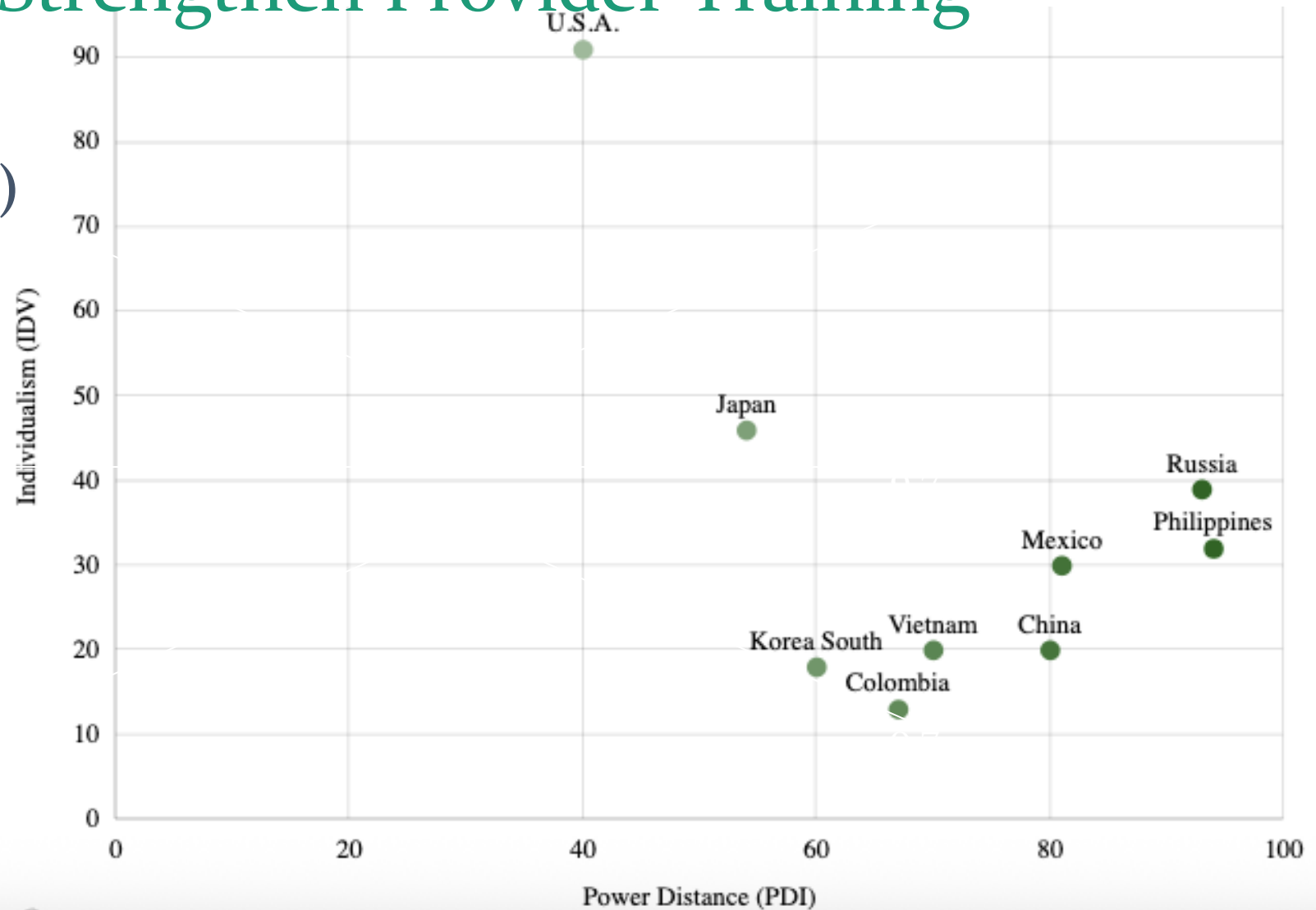
Implication 4: Strengthen Provider Training

- How frequently, in your experience, does the following problem occur?
 - **Employees being afraid to express disagreement with their managers?**
- How comfortable do you feel talking about race?
- In your first language, how many different words are there for “I”?



Implication 4: Strengthen Provider Training

Power Distance by Hofstede (2010)



Implication 4: Strengthen Provider Training

- **“White people and people of Color enter race dialogues from different positions. Thus, the needs of these groups in addressing racism, specifically in education, are radically different.”**

p. 131, Strong et al., 2017.

- **“What is safe for one group (Whites) may not be safe for another (people of color).”**

p. 243, Sue, 2016

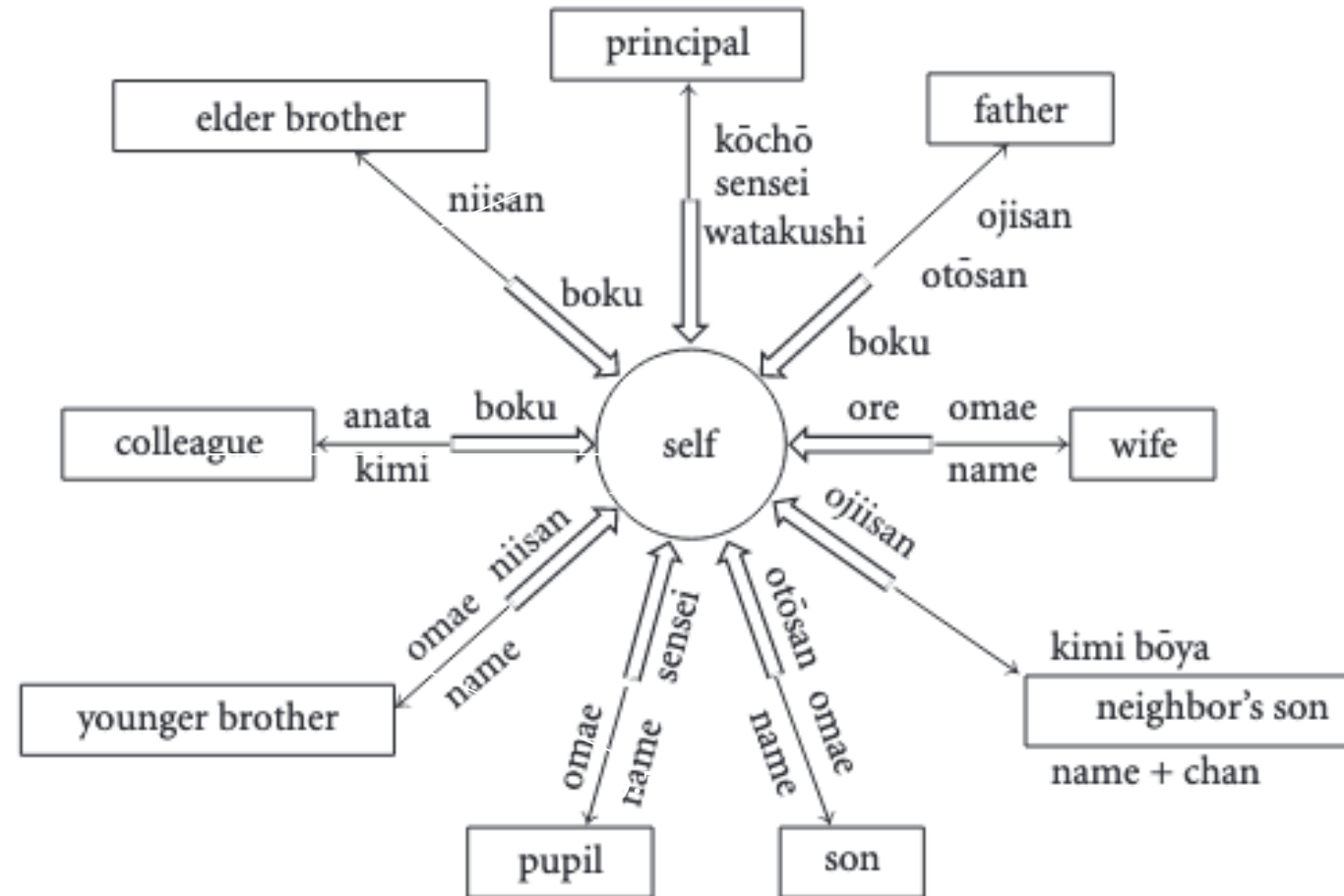


Figure 1. Rules for self and addressee reference terms (Suzuki 1987:43)³⁴

Implication 4: Strengthen Provider Training



出る杭は打たれる

The nail that sticks out gets hammered down

- Implementation of transformative SEL standards for preparing future educators
- Cultural Competence Self-assessment Checklist
- Goals for Becoming Culturally Competent & Practicing Cultural Humility



Cultural Competence Continuing Education (CCCE)

[E&I Home](#)

Contact Us

Behavioral Health Equity

Cultural Competence Continuing Education

Data and Reports

Developing Equity Leadership through Training and Action (DELTA)

Committees and Councils

Policies and Procedures

REALD and SOGI

Find an OHA-Approved CCCE Training

This is a growing list of OHA-approved training opportunities, based upon criteria for hi

- [CCCE Approved Trainings](#)
- [Concluded CCCE Trainings](#)

The registry is updated on a regular basis. Please check back frequently for changes. A **contact information** (both email and phone) associated with each course/training, so interested parties can learn more about the training's content and other important details.

PLEASE NOTE: Per [HB 2011](#), each health care professional board determines:

- The number of hours licensees must complete
- How licensees should track their CE hours
- What type of CCCE training/modality will be accepted by the board; whether in-person, cultural or linguistic immersion, employer provided, OR courses approved

Strengthen Provider Training

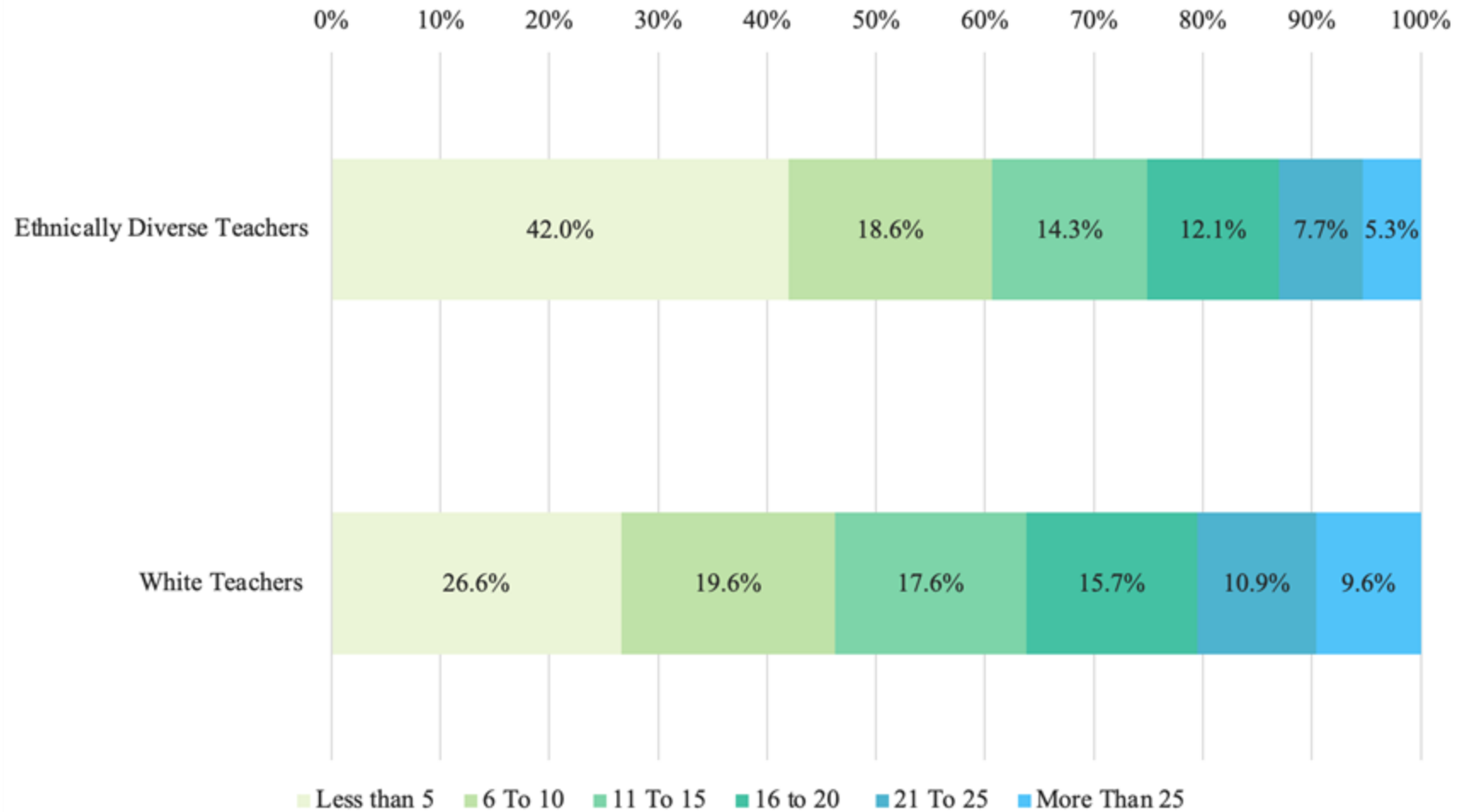
Infant Early Childhood Mental Health (IECMH)

- **National priorities emphasize the mental health of caregivers**, especially because that of caregivers with children with developmental delays and/or disabilities often experience heightened stress.
- **ECTA (2025) advocates for state EI programs to explore ways of integrating IECMH practices** into a range of professional development opportunities.
- **AND, burnout is real.**
 - Please check out Erin Wennerstrom's presentation!



9.7

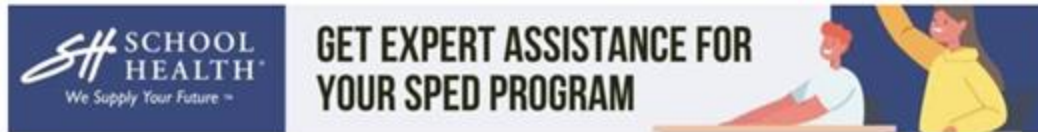
Strengthen Provider Retention



Tonya Coker's
presentation
on retention
F, 10/10 1:30


Conclusion

8/22/25



Home > Special Education TODAY > ED Proposal Removes Federal Data Collection for Special Education Racial Disparities

According to [a notice published in the Federal Register today](#), the U.S. Department of Education (ED) proposes to eliminate a requirement for states to report on racial disparities in special education. The process of tracking racial overrepresentation or underrepresentation in special education—called significant disproportionality—aims to identify states and districts where racial gaps exist in special education identification, placement, and discipline.

 Federal data show that in the 2020–21 school year, roughly 5% of school districts across the country were flagged for significant

“If you eliminate us in the data, we don’t exist. We don’t exist for the allocation of resources.”

- Abigail Echo-Hawk (Pawnee),
Director of the Urban Indian Health Board and Chief Research Officer at the Seattle Indian Health Board (Nagle, 2020).

Thoughts? Questions?



Maiko Hata, University of Oregon

hata@uoregon.edu

<https://www.linkedin.com/in/maikohata/>

<https://maihata.github.io/finalproj/>

THANK YOU!

Maiko Hata
University of Oregon



hata@uoregon.edu

<https://www.linkedin.com/in/maikohata/>

<https://maihata.github.io/finalproj/>