



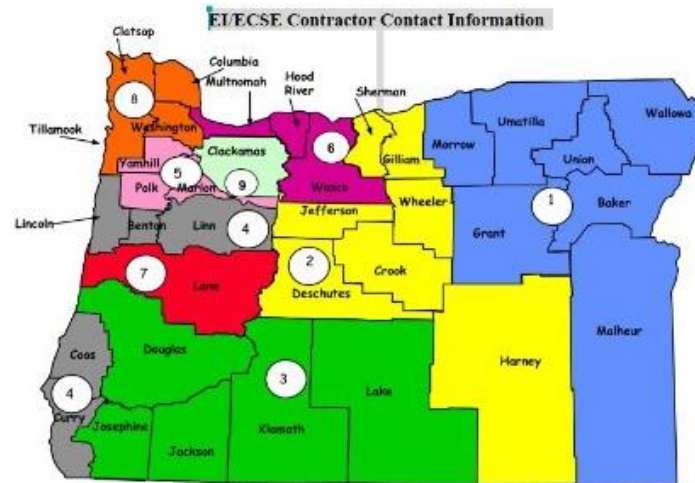
Oregon Early Intervention and Early Childhood Special Education

Tenneal Wetherell, Assistant Superintendent, Office of Enhancing
Student Opportunities, ODE

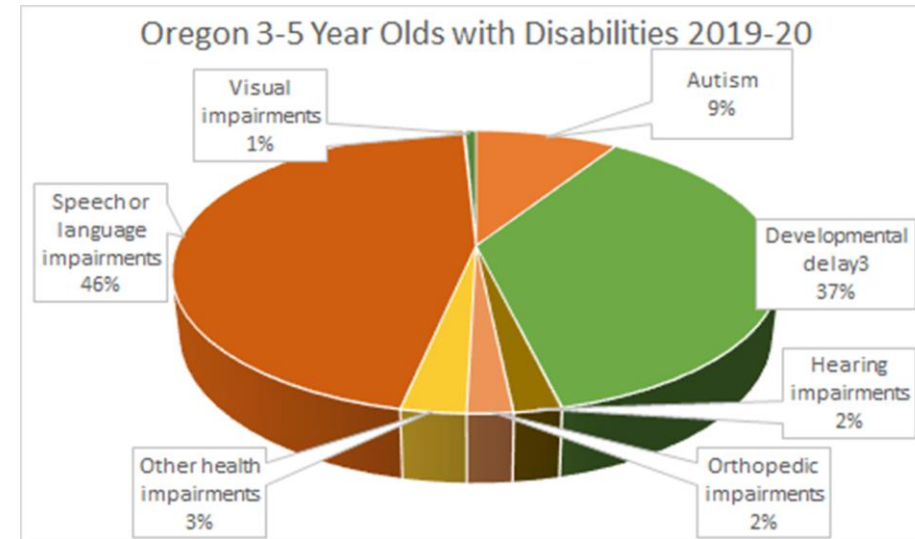
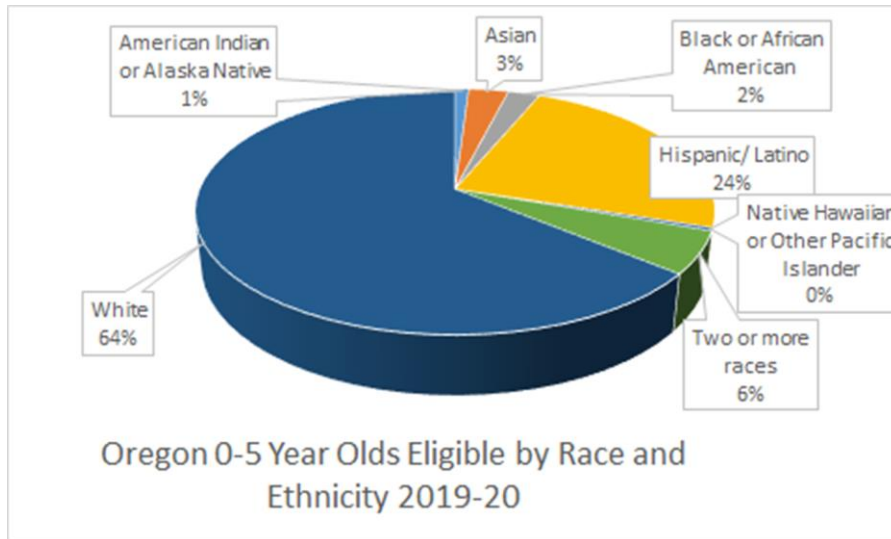
Kara Williams, Director of Inclusive Services, Office of Enhancing
Student Opportunities, ODE

EI/ECSE 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
- Provide services at no cost to eligible children and families
- Include meaningful family participation in the development of Individual Family Service Plan (IFSP)

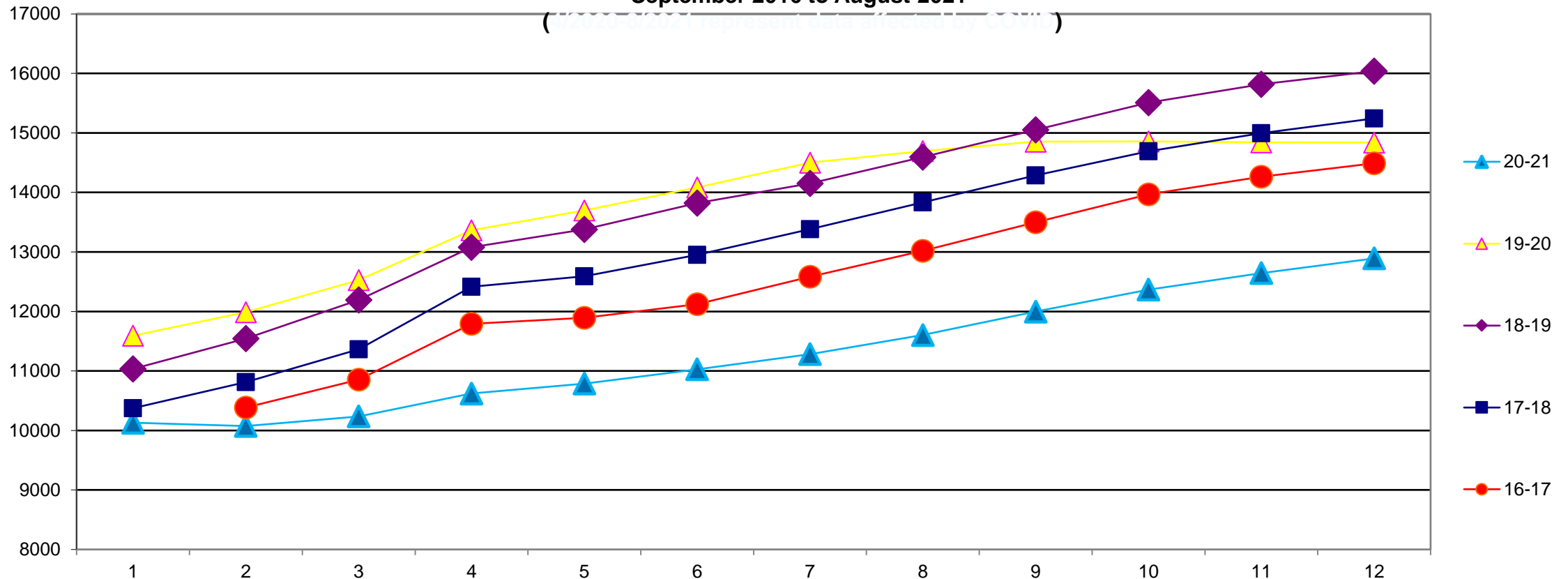


Who Does EI/ECSE Serve?



EI/ECSE Caseload Growth

**Caseload Growth for Children Receiving Oregon Early Intervention and Early Childhood Special Education Services (EI/ECSE)
September 2016 to August 2021**



2021 EI/ECSE Adequate Service Levels (ASL)*

EARLY INTERVENTION	ADEQUATE SERVICE LEVEL	PERCENT OF CHILDREN RECEIVING ADEQUATE SERVICE LEVELS
Services for infants and toddlers	<ul style="list-style-type: none"> • Early Intervention service at least 1x week 	57%
		PERCENT OF CHILDREN RECEIVING ADEQUATE SERVICE LEVELS
Low Need: Delayed in 1-2 areas of development	<ul style="list-style-type: none"> • Early Childhood Special Education Service at least 1x week 	77%
Moderate Need: Delayed in 3-4 areas of development	<ul style="list-style-type: none"> • Preschool: 12 hours or 3x week • ECSE service at least 1x week • Family teaching activity: 1x month 	37%
High Need: Delayed in most or all areas of development	<ul style="list-style-type: none"> • Preschool: 15 hours a week • Related or equivalent service: 1x week • Family teaching: 1x month 	13%

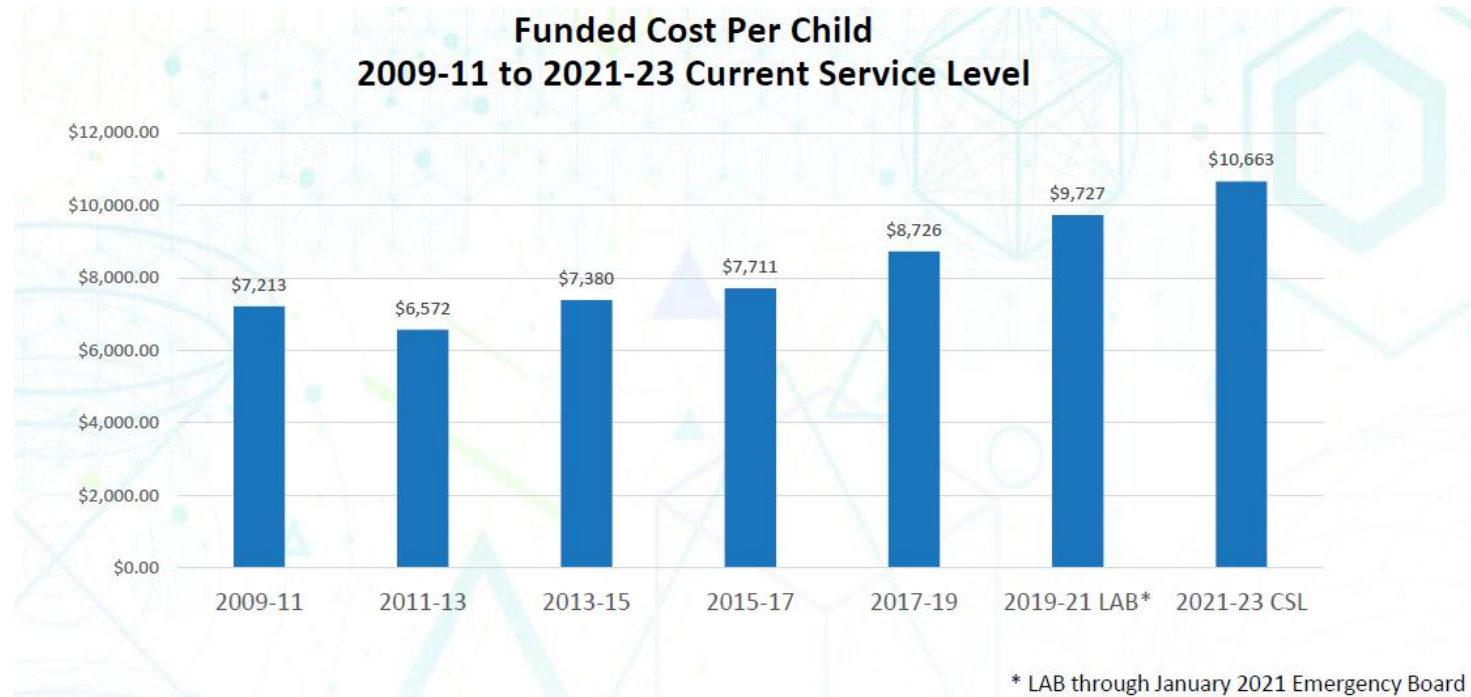
*Data for ASL is pulled on April 1 of each year

2021 Moderate and High Need Component Focus

EARLY CHILDHOOD SPECIAL EDUCATION: LEVEL OF NEED	ADEQUATE SERVICE LEVEL AND COMPONENT PERCENTAGES
Moderate Need: Delayed in 3-4 areas of development	<ul style="list-style-type: none">• Preschool: 12 hours or 3x week (27%)• ECSE service at least 1x week (85%)• Family teaching activity: 1x month (91%)
High Need: Delayed in most or all areas of development	<ul style="list-style-type: none">• Preschool: 15 hours a week (13%)• Related or equivalent service: 1x week (82%)• Family teaching: 1x month (94%)

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

Funded Cost Per Child 2009-11 to 2021-23 CSL



EI/ECSE 2021-23 Funding*

EI/ECSE Contractor	General Fund	Federal Funds*	SSA Funds	Total Estimated Funds
InterMountain ESD	\$ 11,581,702.00	\$ 1,997,531.72	\$ 4,503,059.00	\$ 18,082,292.72
High Desert ESD	\$ 11,279,449.00	\$ 2,093,050.90	\$ 4,385,540.00	\$ 17,758,039.90
Douglas ESD	\$ 25,676,138.00	\$ 4,437,802.04	\$ 9,983,090.00	\$ 40,097,030.04
Linn-Benton-Lincoln ESD	\$ 13,951,056.00	\$ 2,566,504.08	\$ 5,424,284.00	\$ 21,941,844.08
Willamette ESD	\$ 22,415,535.00	\$ 3,306,312.62	\$ 8,715,341.00	\$ 34,437,188.62
David Douglas SD	\$ 44,850,001.00	\$ 7,265,008.42	\$ 17,438,043.00	\$ 69,553,052.42
Lane ESD	\$ 23,840,368.00	\$ 3,703,475.58	\$ 9,269,328.00	\$ 36,813,171.58
Northwest Regional ESD	\$ 41,036,233.00	\$ 6,523,384.56	\$ 15,955,219.00	\$ 63,514,836.56
Clackamas ESD	\$ 20,901,330.00	\$ 3,228,573.58	\$ 8,126,606.00	\$ 32,256,509.58
TOTAL	\$ 215,531,812.00	\$ 35,121,643.00	\$ 83,800,510.00	\$ 334,453,965.50

*2022-23 Federal Funds are based on estimate

EI/ECSE 2021-23 ARP Funding

EI/ECSE Contractor	ARP Funding
InterMountain ESD	\$ 338,258.24
High Desert ESD	\$ 375,516.97
Douglas ESD	\$ 743,105.58
Linn-Benton-Lincoln ESD	\$ 405,589.33
Willamette ESD	\$ 632,455.11
David Douglas SD	\$ 1,253,486.16
Lane ESD	\$ 584,839.84
Northwest Regional ESD	\$ 1,190,814.94
Clackamas ESD	\$ 586,328.93
TOTAL	\$ 6,110,395.10

The American Rescue Plan (ARP) Act, passed in March 2021, authorized a **one-time** supplement to IDEA intended to support recovery from the impact of the coronavirus pandemic and to safely reopen schools and sustain operations

Next Steps:

- Continue to monitor the numbers of infants, toddlers, and children qualifying for Early Intervention and Early Childhood Special Education--when will we be back to pre-COVID numbers?
- Consider impact of the Build Back Better Framework's potential to expand access to universal preschool. Increase efforts regarding inclusion and placement in least restrictive environments.
- Examine current staffing challenges and shortages and EI/ECSE program's ability to expend SSA funding.
- Update the EI/ECSE funding model to project funding needs for 2023-25.

Questions

