



EI/ECSE

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EI/ECSE Update

- Early Intervention/Early Childhood Special Education overview
- Impacts of destabilizing shifts in caseload
- Funding models and 23-25 bienna funding concerns

Oregon Early Intervention and Early Childhood Special Education (EI/ECSE)

Mission

- The EI/ECSE System exists to partner with families and caregivers providing free, equitable, timely, and individualized services that enhance learning and development through everyday opportunities for all infants, toddlers, and young children with disabilities.

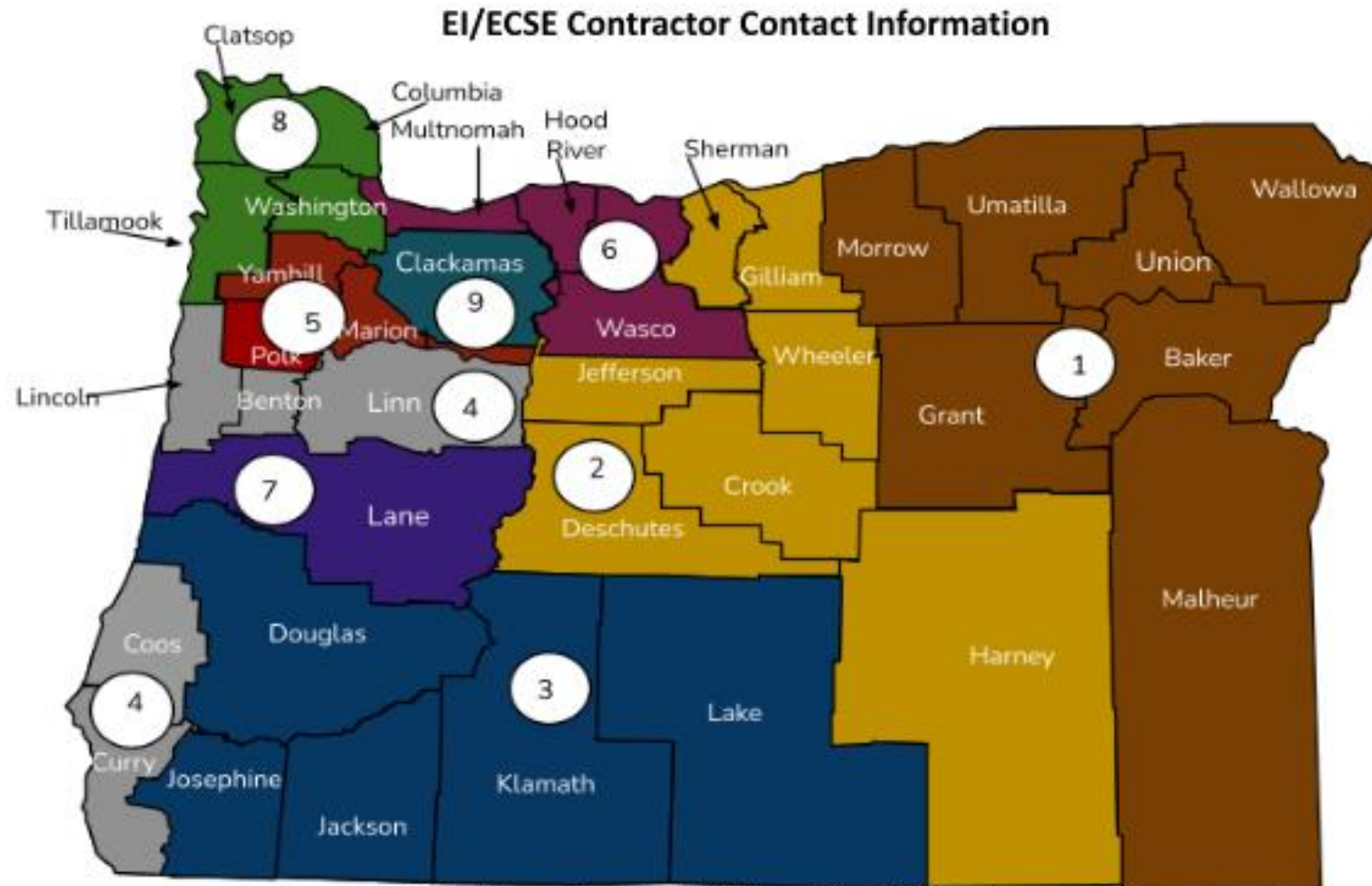
Vision

- All of Oregon's families with infants, toddlers, and young children with disabilities are healthy, learning, and thriving in communities that embrace disability as a natural part of the human experience and are welcoming, equitable, and accessible.

Oregon EI/ECSE

- Seamless system unique to Oregon
- Free screening, evaluation, and services
- Early Intervention (EI) provided in natural environment, most often through home visits
- Early Childhood Special Education (ECSE) provided in public or private preschool, childcare, specialized preschool classes, or through home visits
- Individualized Family Service Plan (IFSP) created in partnership with families, educators and caregivers, and specialists

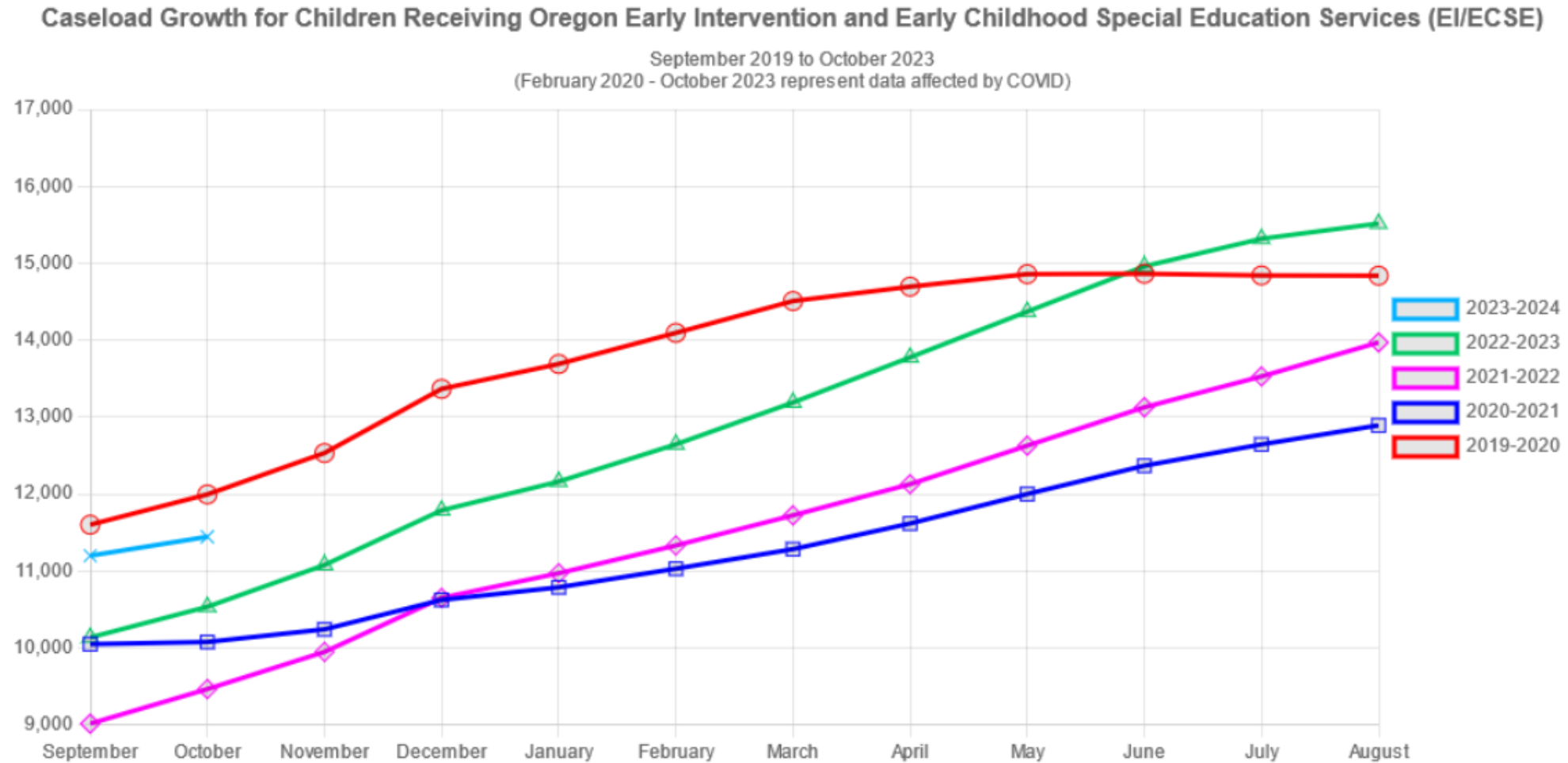
EI/ECSE Service Providers



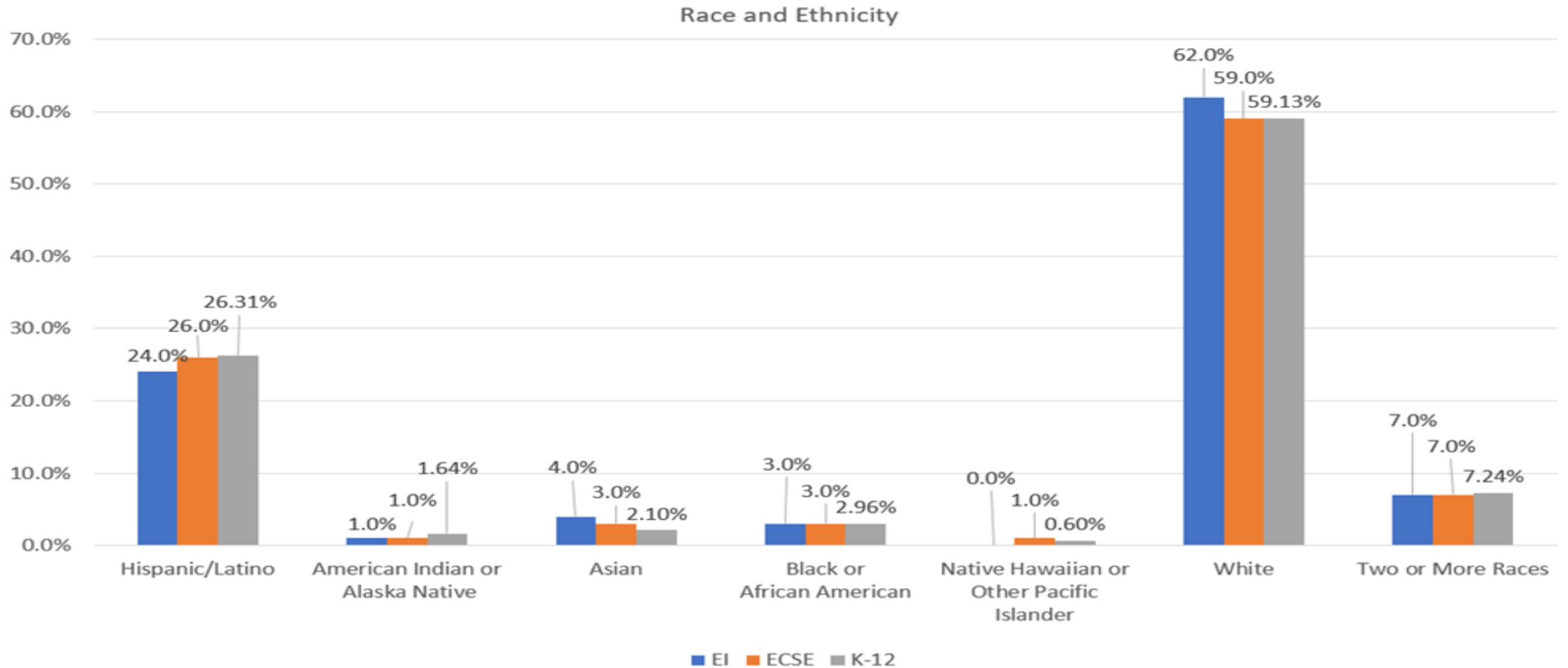
Impacts of COVID on Caseload

- EI/ECSE numbers decreased by 3,076 children from April 2020 to April 2021 based on monthly count data.
- April 1 Counts:
 - April 2020: 14,695
 - April 2021: 11,616
 - April 2022: 12,127
 - April 2023: 13,776 (13.6% growth)

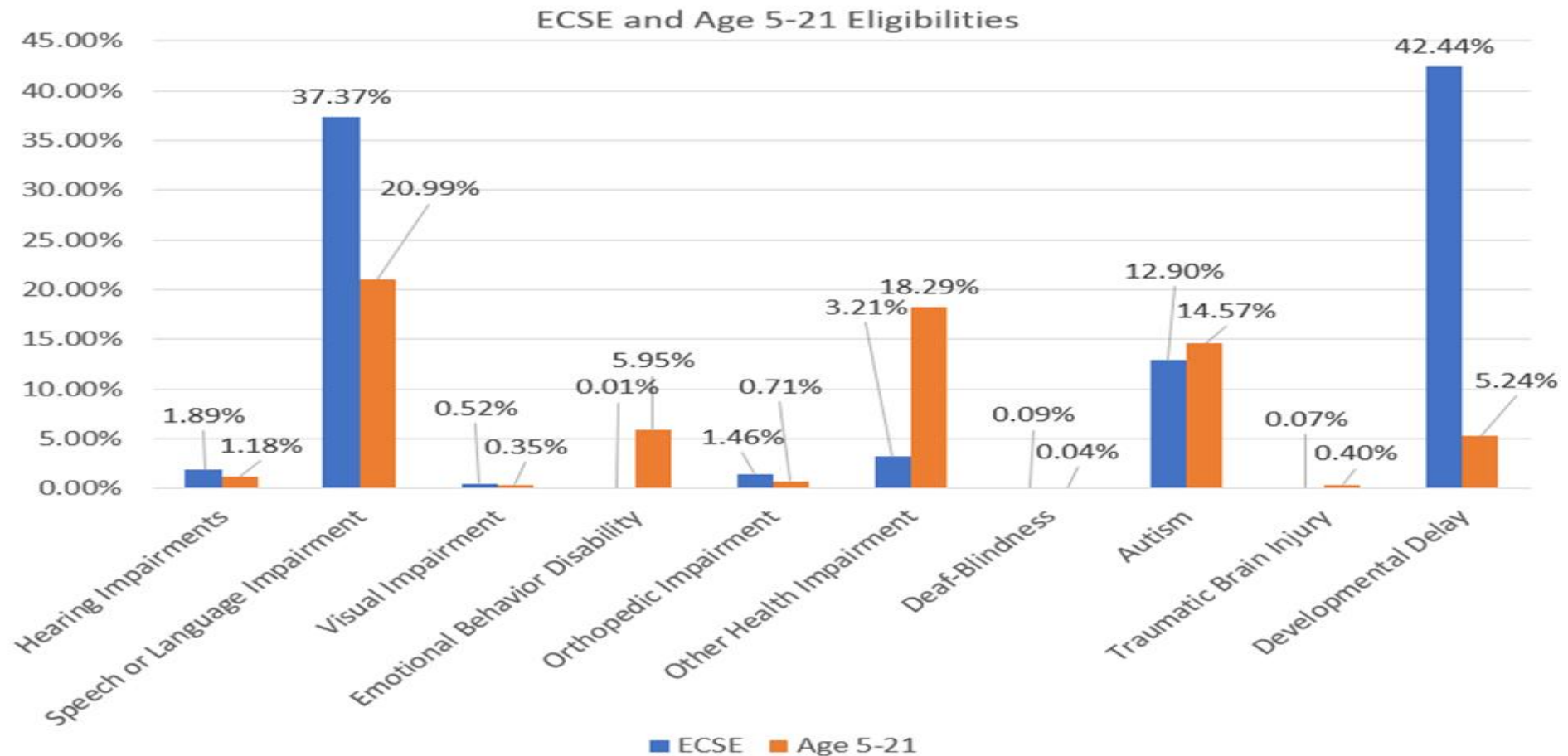
Caseload Growth



Race and Ethnicity



ECSE Eligibilities



Funding EI/ECSE

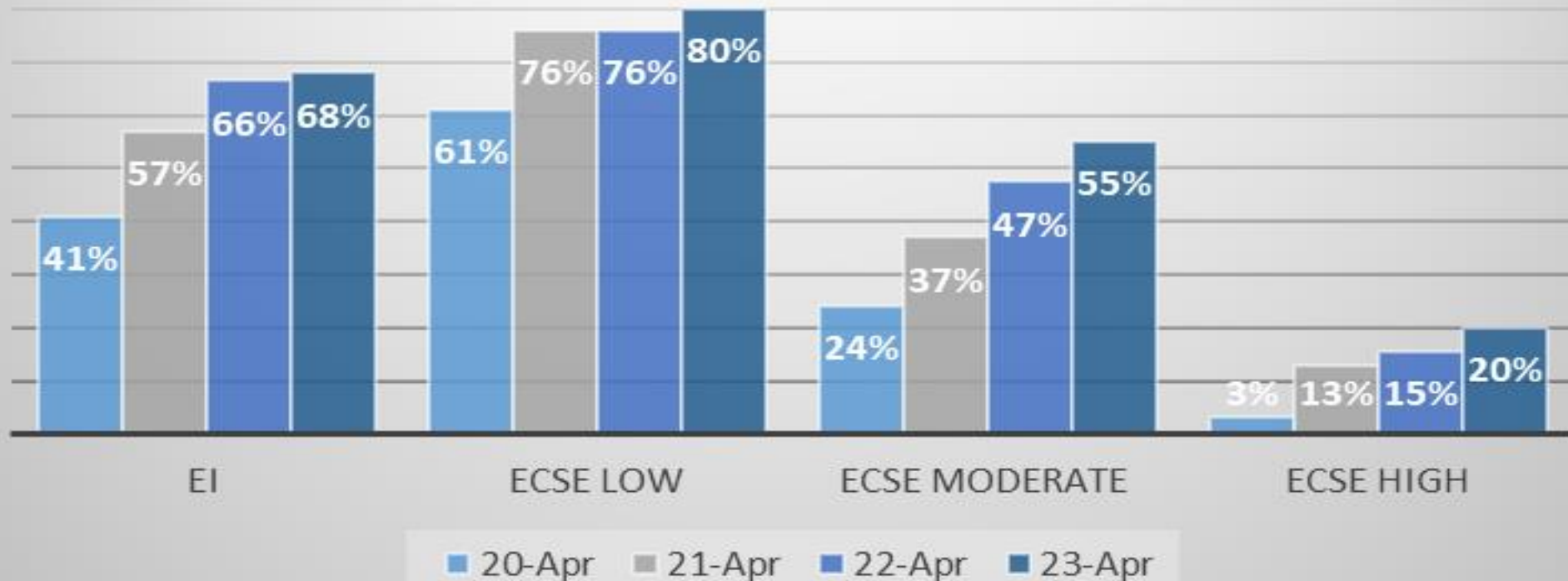
- Federal IDEA Funding includes Part B 611, Part B 619, and Part C
- General Fund is calculated in two ways:
 - Current Service Level-submitted in ODE agency budget
 - Adequate Service Level-submitted in ODE Policy Option Package
 - Both service level calculations are based on an April 1 Rolling Average
- Student Success Act-Early Learning Account Funds

EI/ECSE Adequate Service Levels

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

Early Childhood Special Education: Level of Need	Adequate Service Level
Low Need: Delayed in 1-2 areas of development	❖ ECSE service at least 1x week
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
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 activity: 1x month

Statewide Percentage of Children Receiving Adequate Service Levels

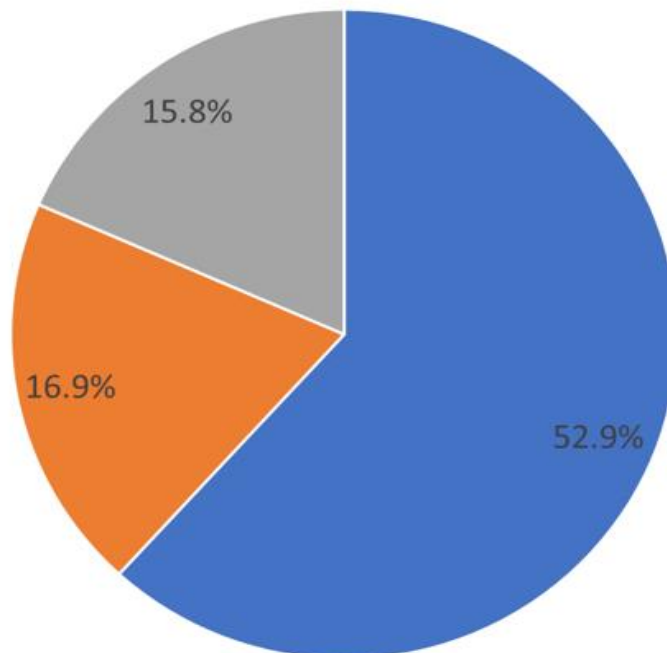


*Data for ASL is pulled on April 1 of each year

Access to Inclusive Settings

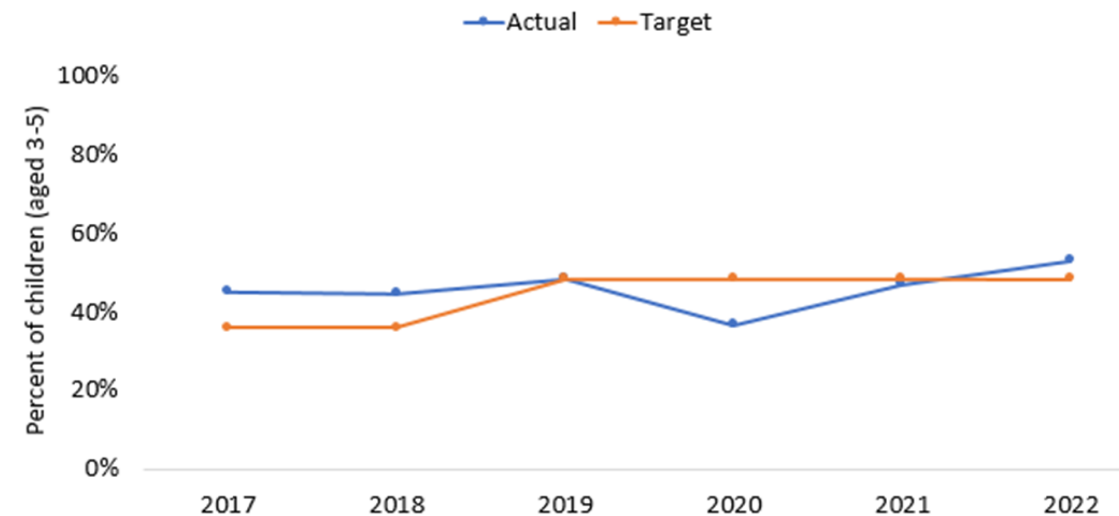


ECSE Settings



■ Regular Early Childhood Program ■ Special Education Class ■ Home
Target: > or = 48.3% Target: < or = 23.0% Target: < or = 19.7%

Indicator B6A: Percent of children (aged 3-5) attending a regular early childhood program and receiving the majority of special education and related services in that program (Results)



EI/ECSE 2023-25 Funding

2023-25 Allocation with Federal Fund Adjustment			
General Fund	Other Funds (SSA)	Federal Fund	Total Funds
\$195,333,054	\$93,270,198	\$40,314,118	\$328,917,370

- ODE submitted a policy option package (POP 105) requesting \$355,614,071 for Current Service Level funding (last year's general fund appropriation with an 8.8% inflation increase) and an additional \$21.6M, for a total of \$377,259,055.04 to achieve ASL
- The legislature funded the program at 336,017,690. However, the federal funds are an estimate at the time of the LAB calculation. The Department received the federal fund award on 7/5/23, that allowed us to update the FF award number resulting in a reduction in total funds. We receive federal funding awards in one-year increments. We will update the FF allocations for the second year of the biennium late summer of 2024.

Impacts of Underfunding

Without additional funding, EI/ECSE programs will receive \$5,506,066 less than the 21-23 adjusted allocation and \$11,616,461 less than they received with ARP additions. This will likely result in:

- Inequities
- Cuts to staffing, impacts to specialized staff recruitment and retention
- Decrease in services and supports
- Reduction of number of children receiving services in inclusive environments
- Potential impact on future IDEA funding

Bridging the Gap

- ODE, legislative members, and the Governor's office collaborated to address funding concerns due to their impact on students.
- The solution: ODE funded EI/ECSE service provider contracts based on caseloads projecting a 5% increase, costing approximately \$351 million.
- To achieve this funding level, ODE overfunded contracts by \$11 million more than a 50/50 split of the available \$329 million for 23-25.
- This necessitates an additional \$22 million to be added to meet the funding target.

EI/ECSE-Current Annual Allocation Scenario

2023-25 Annual Allocation Scenario				
Year	General Fund	Other Fund (SSA)	Federal Fund	Total Funds
2023-24	\$108,707,842	\$46,635,099	\$20,157,059	\$175,499,999.94
2024-25	\$86,666,526	\$46,635,099	\$20,157,059*	\$153,458,684.00

- Without the additional funds, contractors and students will experience the full impact of the loss in the second year.
- Contractors have shared that a loss of \$22 million in one year will lead to staff layoffs, reduced days, decreased services for students, and potential non-compliance with federal obligations under IDEA for students.
- *Note: 24-25 Federal funding award expected in July 2024, making this an estimate of flat funding until then.



Thank You
