Building Better Outcomes

A Manual for Monitoring & Improvement for Oregon's **EI/ECSE** Programs

January 2026

OREGON DEPARTMENT OF EDUCATION

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Section 1:
Introduction

1.1 Purpose of This Manual

Oregon is committed to giving every infant, toddler, and preschooler with a disability the strongest possible start. Families should not have to navigate a confusing or inconsistent system — services should be timely, reliable, and focused on helping children grow and thrive.

This manual is part of how the Oregon Department of Education (ODE) delivers on that commitment. It describes Oregon's general supervision and monitoring system for Early Intervention (EI) and Early Childhood Special Education (ECSE). The purpose is simple: to make clear, for both the state and service areas, *what ODE expects*, *how ODE holds itself accountable*, and *how ODE and programs learn and improve together*.

Specifically, this manual:

- Describes how Oregon's accountability and improvement cycle works for EI/ECSE

- Shows how compliance activities connect to continuous improvement and better outcomes

- Establishes standard processes, expectations, and timelines so that service areas know what to expect

- Explains how monitoring results are used to guide technical assistance (TA), professional development (PD), and systemwide improvement

Regional service areas constitute the primary audience. But this manual is also a signal of reciprocal accountability and transparency for families, administrators, state and program staff, and partners — all of whom share responsibility for ensuring that Oregon's youngest learners receive timely, high-quality EI/ECSE services and enter school ready to succeed.

1.2 An Overview of Oregon's EI/ECSE System and Key Partners

Oregon's EI and ECSE system is designed as a seamless, birth-to-5 experience. Children remain on a single individualized family service plan (IFSP) from infancy through age 5. This design reduces unnecessary transitions, ensures continuity of services, and allows families to work with a coordinated team of providers throughout the early years.

ODE contracts with nine regional service areas across the state to deliver EI/ECSE services. These regional service areas oversee county-level providers and implement the full range of the Individuals with Disabilities Education Act (IDEA) Part C (birth–3) and Part B 619 (ages 3–5) services. The structure is intentionally family-centered and equity-driven: Each region is responsible for ensuring early access through child find, conducting timely evaluations, providing services in natural or least restrictive environments (LREs), and supporting smooth transitions into school. Through this regional model, Oregon combines statewide consistency with local flexibility, ensuring all children and families have access to high-quality supports while allowing service areas to adapt to community needs.

Figure 1. Oregon Counties in EI/ECSE Regional Service Areas
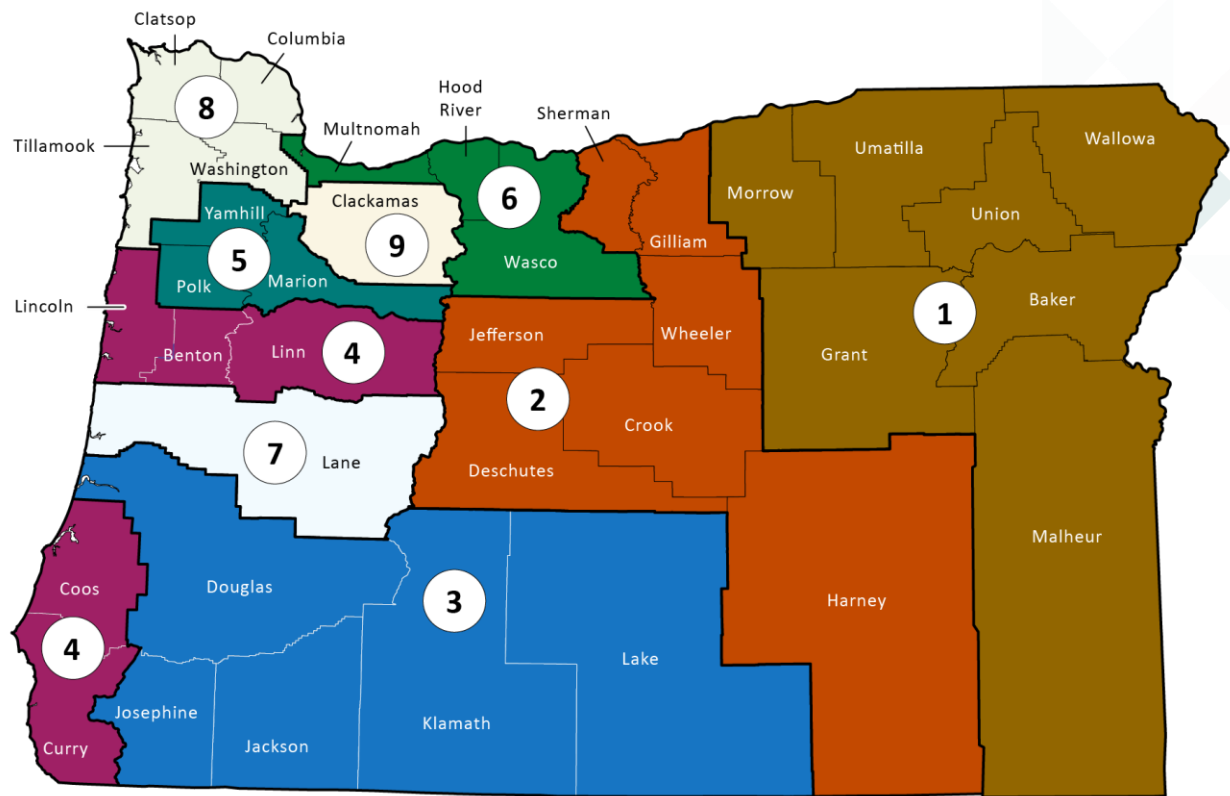
List of Oregon Counties in EI/ECSE Regional Service Areas

Service Area 1
- Baker
- Grant
- Malheur
- Morrow
- Umatilla
- Union
- Wallowa

Service Area 2
- Crook
- Deschutes
- Gilliam
- Harney
- Jefferson
- Sherman
- Wheeler

Service Area 3
- Douglas
- Jackson
- Josephine
- Klamath
- Lake

Service Area 4
- Benton
- Coos
- Curry
- Lincoln
- Linn

Service Area 5
- Marion
- Polk
- Yamhill

Service Area 6
- Hood River
- Multnomah
- Wasco

Service Area 7
- Lane

Service Area 8
- Clatsop
- Columbia
- Tillamook
- Washington

Service Area 9
- Clackamas

Table 1 lists key groups of partners within the Oregon general supervision system and their respective roles.

Table 1. Oregon General Supervision System Partners and Roles

Partner	Level of the system	Role in EI/ECSE monitoring and supervision	Why they matter
Families	Child and family	Participate in services, provide feedback, complete surveys, engage in IFSP development and transition planning	Families are the primary partners in children's development; their experiences and insights ensure that services are family-centered and responsive.
EI/ECSE Providers (teachers, therapists, specialists)	Local EI/ECSE program	Deliver services, document child progress, ensure services occur in natural environments or least restrictive settings	Providers bring services to life; they are the front line that ensures IDEA requirements translate into meaningful support for infants, toddlers, and preschoolers with disabilities and their families.
County Leaders	County	Manage county-level operations to ensure consistent implementation across programs and provide input for and help implement service area plans (SAPs), early childhood outcomes (ECO) improvement plans, and corrective action processes (CAPs) at the program level	County leaders help connect practice to results — ensuring compliance, leading improvement, and setting the tone for quality and equity across local programs.
Service Area Directors	Regional service area	Manage service area operations to ensure consistent program implementation across counties, complete self-assessments, respond to monitoring findings, and develop and oversee improvement plans (SAPs, ECO improvement plans, CAPs)	Service Area Directors connect policy to practice, ensuring compliance, leading improvement, and setting the tone for quality and equity across counties.
EI/ECSE Support Specialists	Regional oversight (on behalf of ODE)	Conduct file reviews, coordinate monitoring activities, serve as a liaison between ODE and Service Area Directors, and provide TA to Service Areas and Counties as needed	EI/ECSE Support Specialists are the "eyes and ears" of the state, working primarily with Service Area Directors to ensure that local data is accurate and monitoring is applied consistently.
Oregon Department of Education (ODE staff and leadership)	State agency	Oversee statewide general supervision, conduct focused monitoring, issue findings, provide TA, and submit required federal reports	ODE ensures statewide consistency, transparency, and alignment of local practices with the IDEA and Oregon's values.

Partner	Level of the system	Role in EI/ECSE monitoring and supervision	Why they matter
Office of Special Education Programs (OSEP, U.S. Dept. of Education)	Federal oversight	Makes annual determination based on Oregon's State Performance Plan/Annual Performance Report (SPP/APR), oversees federal compliance, and provides guidance and oversight	OSEP ensures that states meet IDEA requirements and drives national accountability for improved child and family outcomes.
Community partners (early learning hubs, Head Start, health, childcare)	Cross-system	Collaborate on child find, smooth transitions, and coordinated services for families	Community partners help create a seamless early learning experience and ensure services reach children in inclusive, community-based settings.

1.3 General Supervision and Compliance Monitoring Explained

As required by the IDEA, ODE must oversee and enforce compliance to improve educational outcomes and functional development for infants, toddlers, and preschool-aged children with disabilities (34 CFR § 303.700(b) & 34 CFR § 300.600).

Oregon's general supervision system is built on eight key components (as identified in the federal OSEP guidance [OSEP 23-01, Question A-2]), which together ensure statewide implementation of the IDEA:

- **Integrated monitoring activities:** the oversight processes used to evaluate program performance, verify compliance, and identify areas for improvement across EI/ECSE programs

- **Use of data on processes and results:** collection and analysis of valid and reliable data to inform decision-making and improve results

- **State Performance Plan/Annual Performance Report (SPP/APR):** ongoing tracking and public reporting of statewide performance on key IDEA indicators, including the State Systemic Improvement Plan (SSIP)

- **Fiscal management:** oversight of fiscal operations, including allocation, use of funds, and adherence to IDEA and Uniform Guidance requirements

- **Effective dispute resolution:** mechanisms for resolving complaints, mediations, and due process hearings to protect the rights of families and ensure IDEA compliance

- **Targeted TA and PD:** capacity-building supports provided to service areas and counties as needed to enhance service quality and implementation fidelity

- **Policies, procedures, and practices:** development and enforcement of guidance that supports consistent, effective implementation of IDEA requirements statewide

- **Improvement, correction, incentives, and sanctions:** strategies for correcting noncompliance, addressing persistent performance issues, and recognizing program improvement

The focus of this manual is to outline the integrated monitoring activities within Oregon's general supervision system and highlight connections between the other elements.

1.4 Why It Matters: From Compliance to Outcomes

Why This Matters

ODE believes monitoring is not *just* a compliance process but also a lever for learning and improvement that directly supports better outcomes for young children and their families: Each file review, corrective action plan, or improvement plan is another opportunity to gain *insights* to redesign the system, close gaps, and build capacity statewide.

ODE ensures that IDEA requirements are met while keeping the focus on what matters most — children's growth, family partnership, and successful transitions into school.

Through this system, monitoring serves three connected purposes:

- **Ensure compliance** by verifying that service areas meet IDEA requirements.
- **Use data** for improvement by generating reliable insights that drive accountability and sustained growth.
- **Improve outcomes** by strengthening services for children and families.

Figure 2. The Purposes of Monitoring
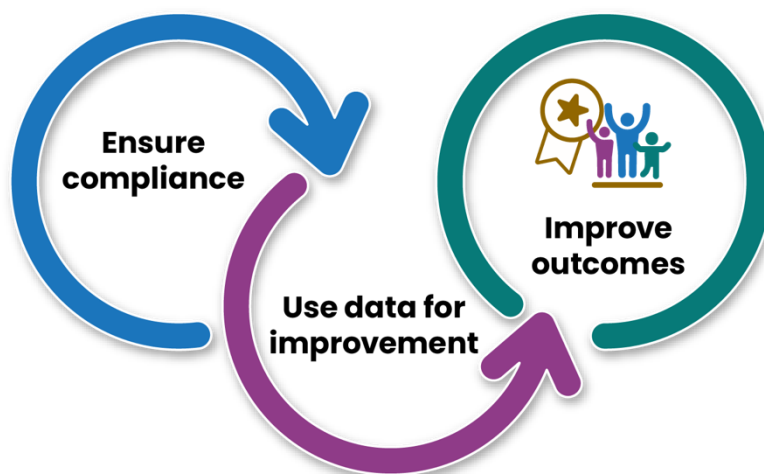
Figure 2 image description

Broadly, each component, summarized in Table 2 and emphasized in the manual, contributes toward these goals.

Table 2. Monitoring Components and Purposes

Component	Purpose
Monitoring activities (file reviews, on-site visits, self-assessments)	• Collect evidence of both compliance and quality. • Identify patterns of strengths and areas of concern across service areas. • Provide timely feedback to service areas (e.g., findings, timelines, recommendations).
CAPs	• Translate monitoring findings into concrete local actions. • Require service areas to conduct root cause analysis and outline strategies for correction. • Ensure that noncompliance is addressed within set timelines (child-specific in 60 days, systemic within one year).
ECO improvement plans	• Push service areas beyond compliance into analysis of outcome data. • Support service areas in identifying root causes of underperformance, selecting strategies, and tracking progress. • Connect local practice to statewide SPP/APR targets.
SAPs	• Capture how each region organizes core functions (child find, evaluation, IFSP and individualized education program (IEP) development, transition, staffing, etc.). • Ensure local procedures align with state/federal requirements. • Serve as a mechanism for documenting internal monitoring and ongoing quality assurance.

Oregon's system balances compliance with improvement — helping to create a learning system that is responsive, equitable, and committed to giving every child the strongest possible start.

How Compliance Monitoring Works

Monitoring involves reviewing program practices, records, and outcomes to ensure services are timely, equitable, and effective for children and families.

2.1 The Different Methods of Monitoring Service Areas

The different types of activities that make up Oregon's integrated monitoring include:

- **Annual self-assessments:** Service areas reflect on their practices and identify strengths and needs.

- **Annual file reviews:** EI/ECSE Support Specialists review a representative sample of child records from each service area to check compliance with the IDEA and Oregon's EI/ECSE Program Standards.

- **On-site focused monitoring visits:** Each service area receives a deeper, in-person review at least once every six years, including observations, interviews, and data validation.

If noncompliance is identified during monitoring, follow-up and correction consists of the following steps:

1. Findings of noncompliance are communicated to the service area in writing.

2. Service areas must correct individual and systemic issues within required timelines as defined in Section 3.3 of this manual.

3. ODE verifies corrections through subsequent reviews and data checks.

Together, these activities create a monitoring system that ensures compliance, supports equity, and drives continuous improvement across Oregon's EI/ECSE system.

2.2 How Oregon Measures Progress and Outcomes: State Performance Plan/Annual Performance Report Indicators

Oregon uses a set of performance indicators to understand how well EI/ECSE programs are serving children and families. These indicators track both compliance with federal requirements and progress toward meaningful outcomes — like timely services, inclusive settings, and improved child outcomes.

Many of these measures are required by OSEP as part of the SPP/APR, which ODE submits each year by February 1. Beyond meeting federal reporting requirements, these indicators help ODE and regional service areas identify strengths, spot gaps, and focus improvement efforts where they are needed most.

Figure 3. How Compliance and Data Drive Outcomes
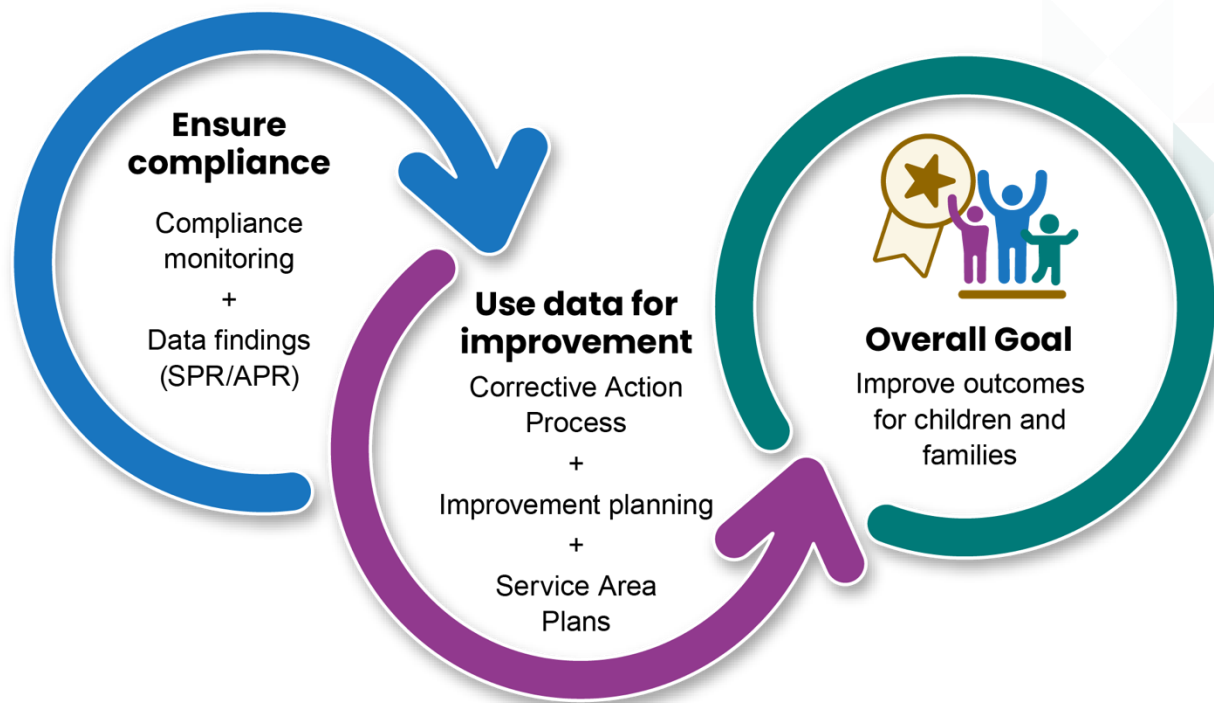
Figure 3 image description

Why the Indicators Matter for Oregon

For families: It shows whether service areas are delivering services on time and in inclusive settings and making a real difference in children's development.

For service areas: It highlights strengths and areas to improve, providing a road map for where to focus energy and resources.

For the state: It ensures that Oregon meets federal requirements while also holding the system accountable to the outcomes that matter most for children and families.

Each service area is responsible for ensuring that all data is submitted accurately and timely into EDPlan for ODE's annual SPP/APR submission. For compliance indicators, ODE must report performance as it was when noncompliance was first identified — even if a service area corrected the issue before receiving written notification. This ensures consistency and transparency in federal reporting. Annual public reports show not only whether noncompliance was corrected but also whether it was corrected within the required one-year timeline.

Table 3 contains the federal SPP/APR indicators for Part C, and Table 4 contains Part B 619 that ODE must report on each year.

Table 3. Part C SPP/APR Indicators (Early Intervention for Infants and Toddlers, Birth to Age 3)

Indicator	Description	Data source	Accountability category
C1: Timely Services	Percentage of infants and toddlers with IFSPs who receive their EI services in a timely manner	ecWeb migrated to EDPlan	Compliance
C2: Natural Environments	Percentage of infants and toddlers with IFSPs who primarily receive EI services in home or community-based settings	December Child Count used for Child Count, and Settings Data migrated to EDPlan	Results
C3: Child Outcomes	Percentage of infants and toddlers with IFSPs who demonstrate improved: A. Positive social–emotional skills (including social relationships) B. Acquisition and use of knowledge and skills (including early language and communication) C. Use of appropriate behaviors to meet their needs	AEPS migrated to EDPlan	Results
C4: Family Outcomes	Percentage of families participating in Part C services who report that EI services have helped them: A. Know their rights B. Effectively communicate their child's needs C. Help their child develop and learn	TAESE parent survey	Results
C5: Child Find (Birth to 1 Year)	Percentage of infants birth to 1 year old with IFSPs	December Child Count migrated to EDPlan	Results

Indicator	Description	Data source	Accountability category
C6: Child Find (Birth to 3 Years)	Percentage of infants and toddlers, birth to 3 years old, with IFSPs	December Child Count migrated to EDPlan	Results
C7: 45-Day Timeline	Percentage of eligible infants and toddlers with IFSPs for whom an initial evaluation, assessment, and IFSP meeting were conducted within Part C's 45-day timeline	ecWeb migrated to EDPlan	Compliance
C8: Transition From Part C (EI) to Part B 619 (ECSE)	Percentage of toddlers with disabilities exiting Part C with timely transition planning, including: A. Developing an IFSP with transition steps and services at least 90 days (and up to nine months) before the toddler's third birthday B. Ensuring that the appropriate education agencies are notified of toddlers exiting Part C EI and entering Oregon's ECSE services at least 90 days before the child's third birthday, per Oregon's opt-out policy C. Holding a transition conference with family approval at least 90 days (and up to nine months) before the child's third birthday to support a seamless transition to ECSE services	ecWeb migrated to EDPlan	Compliance
C9: Resolution Sessions	The percentage of hearing requests that were resolved through resolution session settlements under Part C and Part B 619 of the IDEA	Legal team	Results
C10: Mediation Agreements	The percentage of mediations held that resulted in a mediation agreement under Part C and Part B 619 of the IDEA	Legal team	Results
C11: State Systemic Improvement Plan (SSIP)	A comprehensive, multi-year plan required by OSEP to improve results for infants and toddlers with disabilities and their families	AEPS Migrated to EDPlan	Results
C12: General Supervision	The percentage of findings of noncompliance corrected within one year of identification	EDPlan	Compliance

Table 4. Part B 619 SPP/APR Indicators (Early Childhood Special Education for Children, Ages 3–5)

Indicator	Description	Data source	Accountability category
B6: Least Restrictive Environment (LRE) for Preschool-Aged Children	The percentage of children ages 3–5 receiving special education and related services in: A. Regular early childhood programs with the majority of peers who are typically developing B. Separate special education settings, including special classrooms, separate schools, or residential facilities	December Child Count used for Child Count and Settings Data migrated to EDPlan	Results
B7: Preschool Child Outcomes	The percentage of children ages 3–5 receiving ECSE services who demonstrate improvement in: A. Positive social–emotional skills (including relationships) B. Acquisition and use of knowledge and skills (including early language/communication and early literacy) C. Use of appropriate behaviors to meet their needs	AEPS migrated to EDPlan	Results
B12: Preschool Transition From Part C to Part B 619 ECSE	The percentage of children referred from Part C EI who are found eligible for Part B 619 ECSE services by their third birthday to ensure a seamless transition into preschool special education services	ecWeb migrated to EDPlan	Compliance

Each service area enters data into EDPlan regarding statewide and regional performance for the SPP/APR. Data used for these purposes must be valid and reliable to make sound conclusions when monitoring and when used for program improvement. For SPP/APR compliance indicators, the data is used to monitor implementation of requirements. When noncompliance is identified, ecWeb data is used to verify that corrections have been made, including the resolution of individual child-specific noncompliance. This data is also analyzed by ODE to inform state-level planning and drive program improvement efforts.

The SPP/APR results are shared with partners and posted publicly to ensure transparency and continuous improvement in Oregon's EI/ECSE system and can be found at Oregon Department of Education: State Performance Plan and Annual Performance Reports for Special Education. These

indicators help guide programmatic decisions, compliance monitoring, and targeted TA to improve outcomes for infants, toddlers, and preschool-aged children with disabilities.

While SPP/APR indicators are central to Oregon's general supervision and public reporting system, they are not the whole picture. Monitoring also includes state-defined standards, procedural safeguards, fiscal requirements, and other expectations necessary to ensure that every program achieves full compliance, delivers services with quality, and continuously improves. In this way, Oregon's general supervision system balances compliance with improvement — keeping the focus on better outcomes for children and families.

2.3 Annual Self-Assessments

Self-assessments serve as a reflective tool that supports continuous quality improvement at the regional service-area level. Within the self-assessment, service areas describe their current systems and practices across core components aligned with Oregon's general supervision standards. For each item on the self-assessment, the service area will select their implementation level from the following rubric:

- **Emerging Practice:** Implementation is in the initial stages; practices are developing and may not yet be consistent across staff or systems.

- **Proficient:** Practices are implemented with fidelity and consistency; minor improvements may be needed.

- **Expert:** Practices are fully integrated, are consistently applied, and contribute to strong outcomes for children and families.

The purpose of the self-assessment is to:

- Promote internal reflection on service quality and system alignment.

- Identify areas where targeted TA or PD may be beneficial.

- Highlight areas of strength and expertise that can be shared with other service areas across the state.

- Inform ODE's understanding of statewide implementation patterns, challenges, and promising practices.

Each service area is required to submit a completed self-assessment to ODE annually. If areas in need of support are identified, ODE may offer targeted TA, provide additional resources, or facilitate connections with other service areas that demonstrate expert-level practices in those areas. Although self-assessments are not used for formal compliance monitoring, if instances of noncompliance are identified through the self-assessment process, ODE will follow up with a formal written finding of noncompliance and require correction consistent with IDEA requirements.

2.4 Annual File Reviews

ODE conducts cyclical monitoring through annual file reviews of all nine regional service areas. These reviews assess service area performance based on Oregon's EI/ECSE Program Standards. Monitoring activities are designed to ensure compliance with IDEA requirements and support program improvement through targeted TA.

File Selection Process and Criteria

To ensure a fair and representative sample, child records for file reviews are automatically selected and designed to generate an equitable cross-section of children receiving EI/ ECSE services.

The number of files reviewed is based on service area size as determined by the December Child Count, as shown in Table 5.

Table 5. Service Area Size

Service area size	December Child Count range	# of files selected
Very Small	1–99	7
Small	100–499	14
Medium	500–999	21
Large	1,000+	28

ODE utilizes built-in tools within the monitoring platform (EDPlan and ecWeb) to generate a randomized but stratified sample of files based on a range of demographic and programmatic factors. These include:

- Child age (EI, ECSE, and children transitioning from EI to ECSE)
- Gender
- Race and ethnicity
- Disability category
- Children receiving Regional Inclusive Services
- Regional representation (ensuring all counties within the service area are proportionally reviewed)

This stratified sampling approach helps ensure that the selected files reflect the diversity of children served and the different ways in which services are delivered across Oregon.

In addition to the automated sample, ODE may supplement file selection using targeted criteria in cases where:

- Previous noncompliance was identified and needs follow-up.
- Disproportionate data or risk factors emerge in the service area's performance.
- Monitoring priorities require review of specific populations or service areas.

Ensuring Objectivity and Data Triangulation

ODE ensures monitoring accuracy and consistency through:

- Standardized file review guidance
- Interrater reliability training for reviewers
- Integration of multiple data sources

Qualitative insights from families and providers are used to validate and enrich quantitative findings, creating a more comprehensive picture of program implementation.

File Review Timeline and Access Window

Each year, ODE initiates a file review process conducted by designated EI/ECSE Support Specialists on this timeline:

- **February 1:** Access to files begins. On February 1, EI/ECSE Support Specialists receive access to the selected child records in EDPlan for review.

- **February 1–March 1:** Data freeze period. No edits or updates to the selected child records may be made during the review window. This freeze ensures that monitoring is based on the official version of the record as it existed at the time of selection.

- **March 1:** Review completion deadline. All assigned file reviews must be fully completed by EI/ECSE Support Specialists and submitted in EDPlan no later than March 1.

EI/ECSE Support Specialists are encouraged to begin their reviews promptly once access is granted to allow sufficient time for completion, internal quality checks, and submission of any required documentation by the deadline.

The Annual File Review Process

Why This Matters

Annual file reviews are one of Oregon's most important tools for ensuring that children receive timely, high-quality services under the IDEA. They are not *just* a compliance exercise — they are a way for the system to check itself, learn, and improve. Programs play a critical role by keeping data accurate and responding quickly when issues are identified.

The annual file review process occurs in three key stages.

Figure 4. Stages of the File Review Process

Pre-Review
Before February 1

Before file reviews begin, county-level providers and local program staff must ensure that the records within ecWeb are accurate and up-to-date.

Review
February 1–March 1

EI/ECSE Support Specialists review files from each service area and document compliance with EI/ECSE Program Standards in EDPlan.

Post-Review
After March 1

ODE reviews results of file reviews for each service area and follows up with written monitoring reports.
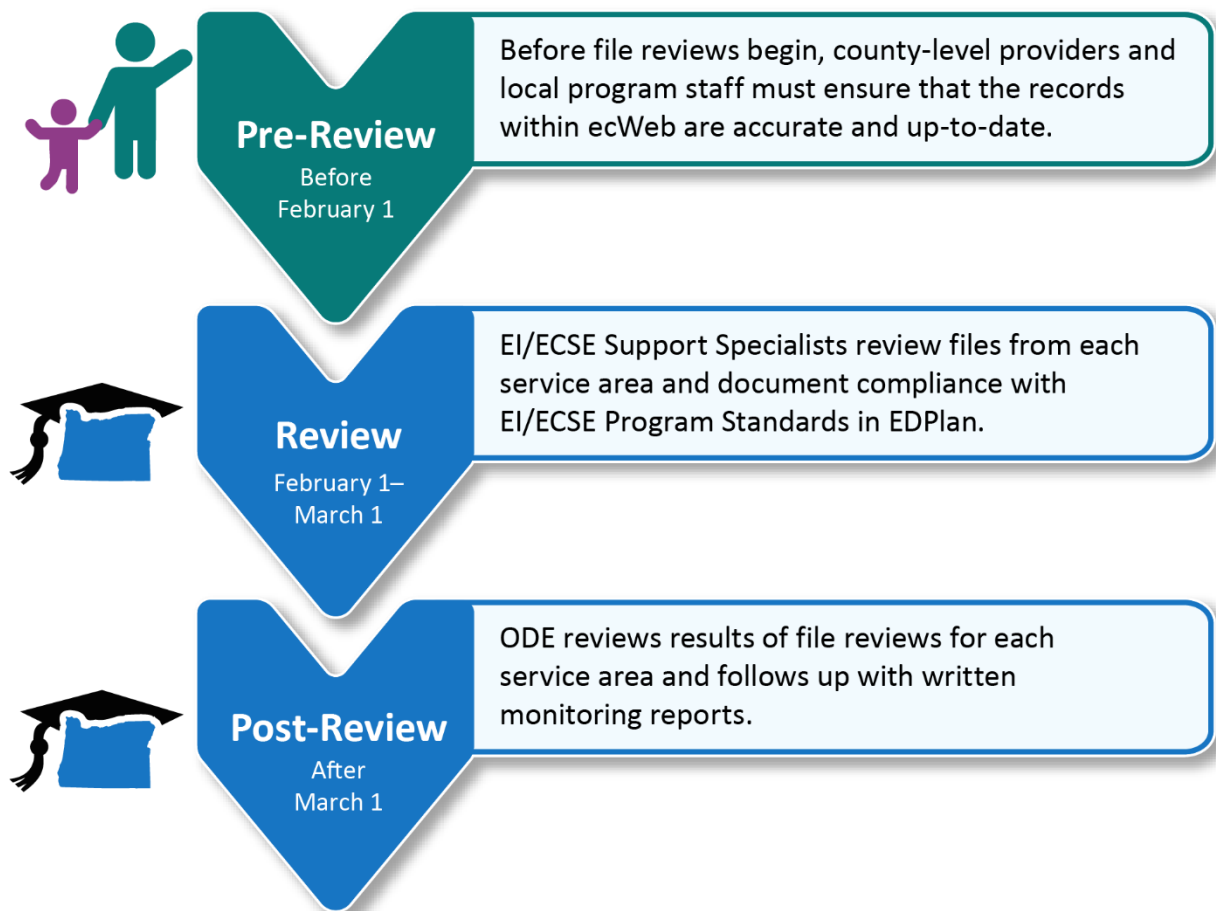
Figure 4 image description

Pre-Review: Before February 1 (Practitioner responsibilities)

Program Responsibilities in ecWeb

Before file reviews begin, county-level providers and local program staff must ensure that the records within ecWeb are accurate and up-to-date.

- **Keep records accurate:** Ensure that IFSPs, evaluations, service logs, and eligibility forms are completed and uploaded to ecWeb before February 1.

- **Freeze data:** From February 1 to March 1, do not modify records for children selected for review. This ensures the integrity of the compliance review.

- **Respond if contacted:** EI/ECSE Support Specialists may request clarification or additional documentation.

Review: February 1–March 1 (ODE responsibilities)

EI/ECSE Support Specialist Responsibilities in EDPlan

- **Access and review assigned files:** Review a preselected, representative sample of records.

- **Check for compliance:** Evaluate each record against Oregon's priority standards and IDEA requirements.

- **Document findings:** Record their decisions and evidence in EDPlan.

- **Flag potential issues:** If concerns arise, elevate issues for additional review by ODE's General Supervision Specialist.

Post-Review: After March 1 (ODE responsibilities)

Follow-up by and reporting responsibilities of ODE

- **Verification:** EI/ECSE General Supervision Specialist reviews submissions, confirms flagged items, and ensures consistency of findings.

- **Written notification:** If noncompliance is found, ODE issues a formal notice in EDPlan to the Service Area Director that includes:
    - What was noncompliant and why (with citations and evidence)
    - The timeline for correction
    - Next steps for corrective action

- **Monitoring report:** The report is issued within 30–90 days and delivered through EDPlan, with email notification to the Superintendent and Service Area Director. The report includes a summary of findings:
    - Child-specific and/or systemic compliance issues
    - Corrective action requirements and timelines

Important timelines

- **Child-specific corrections:** must be completed within 60 days of the written notice

- **Systemic corrections:** must be fully resolved ASAP, but no later than one year after notification

Ensuring Accurate, Valid Data

ODE staff use source documents uploaded to the state databases, ecWeb and EDPlan to annually verify and validate each service area's data submissions to complete the file review process. Throughout the year, ODE completes activities to verify the reliability, accuracy, and timeliness of data reported. To ensure data accuracy, each county-level EI/ECSE program is required to meet all the data indicators in the data validation procedures. The data must reflect the required information and quality, be free of errors, and include a reliable and consistent source of information.

Data validation is also done formally as part of Oregon's general supervision and monitoring procedures. Each county-level program enters child and family data into ecWeb, which serves as the primary source of information used in daily service delivery. The data submitted includes family demographics, child evaluations and assessments, and IFSP details, such as planned and provided services, service delivery settings, and billing information. This information ensures accurate documentation of eligibility determinations, service coordination, and progress tracking for children and families receiving EI/ECSE services.

Service Area Directors and EI/ECSE programs receive training from ODE on a regular basis, as well as reminders of what data must be entered and when changes are made to the system. As part of the annual monitoring process, ODE staff follow these steps to ensure data accuracy and compliance:

1. **Pre-monitoring training:** ODE provides training to Service Area Directors and EI/ECSE program staff on the data validation process and outlines expectations for review.

2. **Record selection:** Child records are systematically selected in EDPlan based on a representative sample, which is also used for programmatic and fiscal monitoring.

3. **ODE review:** EI/ECSE Support Specialists review the data entered into EDPlan and ecWeb.

4. **Discrepancy resolution:** If discrepancies are identified, EI/ECSE Support Specialists request additional documentation and establish timelines for correction with the Service Area Director of the EI/ECSE program.

5. **Correction of noncompliance:** If errors cannot be resolved, noncompliance is identified, and the Service Area Director has 60 days to ensure the service area has made all child-specific corrections and no longer than one year to ensure systemic corrections have been made.

This structured data validation process ensures that all regional service areas maintain accurate, compliant, and high-quality data for effective monitoring and program improvement.

2.5 On-Site Focused Monitoring

On-site focused monitoring visits occur at least once every six years for each of Oregon's nine regional service areas.

Why This Matters

These visits provide an in-depth look at program quality, compliance, and equity through observations, interviews, and document reviews. They are designed not only to verify compliance but also to support continuous improvement and identify promising practices.

The on-site focused monitoring process includes:

- Record and document reviews
- Family, provider, and staff interviews
- Classroom and service observations
- Fiscal and policy compliance review
- Assessment of inclusive practices and service implementation
- Staff and family surveys
- Follow-up TA as needed

Following an on-site focused monitoring visit, ODE implements a structured post-monitoring process to ensure all identified noncompliance is addressed in a timely manner and to support continuous program improvement across Oregon's EI/ECSE system.

Monitoring activities before, during, and after each on-site visit include various activities.

Pre-Monitoring Activities (August–September)

- Superintendent and Service Area Director formally notified by the end of August via an official email from ODE
- Specific focus areas determined based on:
  - Data review
  - Compliance history and emerging concerns
  - Statewide improvement priorities

- ODE collaboration with each service area to determine both state monitoring priorities and program-identified areas for support to ensure that the monitoring process is a tool for:
  - Compliance
  - Program improvement
  - Capacity building

- Selection of ODE's internal monitoring team

- Review of relevant data, policies, and procedures

- Coordination of monitoring logistics, scheduling, and site visits

- Initial meeting with Service Area Director to:
  - Explain the purpose and scope of the monitoring visit.
  - Finalize the agenda and key focus areas.
  - Identify how ODE can support program improvement efforts.

Monitoring Activities (October–February)

During the On-Site Visit

ODE partners with service areas to conduct:

- Staff, family, and community interviews and surveys

- Classroom, program, and service delivery observations

- Fiscal monitoring

- Policy, procedure, and practice reviews

Family Interviews and Focus Groups

ODE may conduct interviews with families of children receiving EI/ECSE services to gain insight into program implementation and compliance with the IDEA. Families may be selected through:

- Program-identified referrals

- An ODE selection process based on specific criteria (e.g., families involved in dispute resolution, families of children with IFSP compliance issues)

- Random selection to ensure diverse representation

Whenever possible, ODE will notify the service area in advance about selected families. However, additional families may be identified for interviews during the review process. The service area is responsible for coordinating the interviews.

Interviews are used to triangulate data collected through other monitoring activities and are summarized in the final monitoring report.

Provider and Program Staff Interviews

ODE interviews key program staff to assess implementation of policies, service delivery, and fiscal oversight. Staff interviews may include:

- EI/ECSE program administrators
- Service providers (e.g., therapists, educators, family consultants)
- Fiscal managers

Like family interviews, provider interviews help validate data from other monitoring activities and are summarized in the final monitoring report.

Fiscal Monitoring

ODE's EI/ECSE fiscal monitoring ensures compliance with funding requirements, including use of IDEA funds consistent with state and federal law; payor of last resort provisions; system of payments and family cost participation policies; and coordination of local, state, and federal resources. The EI/ECSE Fiscal Monitoring Manual outlines detailed procedures.

Fiscal monitoring activities may include:

- Review of financial records and billing documentation
- Interviews with fiscal staff to assess financial processes
- Evaluation of program expenditures to ensure alignment with IDEA funding regulations

ODE may request additional documentation such as reimbursement records, expenditure reports, and contracts to ensure fiscal accountability. Service areas will be notified in advance of required fiscal documents and materials.

Post-Monitoring Activities (November–March)

Debriefing Meeting

Shortly after the conclusion of the on-site visit, ODE holds a debriefing meeting with the Superintendent and Service Area Director. During this meeting:

- ODE shares initial impressions, observations, and preliminary areas of concern.
- The Superintendent and Service Area Director are informed of potential compliance concerns that may require immediate attention.
- General timelines for the issuance of formal findings, corrective actions, and submission deadlines are discussed.
- ODE and the Service Area Director may begin early planning for TA, even before formal findings are issued.

Immediate Compliance Issues

If ODE identifies any noncompliance that presents an urgent need for correction, such as failure to provide timely services, denial of parental rights, or procedural violations impacting a child's access to a free appropriate public education (FAPE) (for ECSE) or services under Part C, ODE will issue written notice of immediate noncompliance. This ensures that the Service Area Director can act swiftly, even before the full report is finalized.

Service Area Directors are expected to address immediate issues without delay and submit documentation to ODE showing that timely action has been taken.

Monitoring Report

Within 90 days of the on-site visit, ODE provides the Superintendent and Service Area Director with a comprehensive summary that includes:

- Service area strengths observed during the visit
- Detailed findings for each standard reviewed
- A list of all child records where noncompliance was found
- Recommendations for service area improvements, including TA

Findings Letter

If noncompliance was identified, ODE will issue a findings letter within 90 days of the on-site visit. This document, combined with the monitoring report, establishes the official start of the compliance correction timeline.

Correction of Noncompliance

See Section 3.3 for a detailed overview of the steps and timelines required by Oregon's CAP.

2.6 Overview of Monitoring Standards

ODE reviews and revises its monitoring standards and tools on an ongoing basis to ensure they remain relevant, practical, and aligned with Oregon's priorities for inclusive, high-quality early learning experiences. Revisions are informed by state performance data, changes in federal guidance, and meaningful input from partners, including EI/ECSE programs, working groups, and advisory councils such as the State Interagency Coordinating Council (SICC).

The monitoring tools used by ODE include the Assessment, Evaluation, and Programming System (AEPS) for child outcomes, file review guidance, and self-assessments. Each tool is supported by standardized criteria aligned with federal and state regulations to promote consistency, objectivity, and data integrity across all monitoring activities.

Priority Standards

Standards guide how ODE and local programs look at records, observe classrooms, and talk with families. They are used not only to verify compliance but also to identify promising practices, spot gaps, and decide where TA is most needed. In short, they are the backbone of Oregon's system that delivers for children and families.

Why This Matters

Compliance with the IDEA is essential, but it is only the starting point. ODE recognizes that families don't experience "indicators" or "standards" — they experience whether their child receives services in a timely manner, in the right place, and with the right support. That is why Oregon has established priority standards that go beyond federal requirements to focus on what matters most: inclusion, equity, timeliness, and quality.

By aligning monitoring with nationally recognized frameworks — Indicators of High-Quality Inclusion — Oregon ensures that oversight is not just about enforcement. It is about making sure that every child has access to high-quality, inclusive learning experiences and that every family has a strong voice in shaping their child's services.

These priority standards ensure that Oregon's EI/ECSE programs maintain a strong commitment to:

- High-quality, inclusive services in natural environments and least restrictive settings

- Equitable access to EI/ECSE

- Timely and individualized services based on child and family needs

- Strong family partnerships that empower parents in the IFSP/IEP process

- Data-informed decision-making that supports continuous improvement

Table 6. Early Intervention Priority Standards

Priority standards	Compliance	Quality
1: Natural Environments	The percentage of records showing that services are provided in the child's natural environment unless a written justification is documented in the IFSP (34 CFR § 303.126 & § 303.344(d)(1)(ii))	The percentage of IFSPs that include strategies and service delivery methods that promote meaningful participation in daily routines and community settings
2: Early Childhood Outcomes	The percentage of children with entry and exit data completed using AEPS, a valid tool aligned with the three ECO (positive social–emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet needs) for the purpose of reporting on Indicator C3	The percentage of records that demonstrate functional, accurate, and developmentally appropriate descriptions of children's progress across all outcome areas
3: EI IFSP Development	The percentage of IFSPs that include required components such as present levels of development, measurable outcomes, and a plan for service delivery (34 CFR § 303.344)	The percentage of IFSPs that reflect family priorities, include functional goals, and show clear alignment between outcomes and services
4: EI Service Implementation	The percentage of IFSPs that demonstrate services were implemented as written, including start dates consistent with the IFSP; delivery aligned with method, frequency, and duration; and no gaps in service without documented justification (34 CFR §303.344(f))	The percentage of IFSPs that show services were delivered consistently throughout the IFSP period, responsive to child progress, and coordinated with family needs and program resources
5: EI Evaluation and Eligibility	The percentage of children evaluated and determined eligible within 45 calendar days of referral (34 CFR § 303.310 & § 303.321)	The percentage of evaluations that are multidisciplinary and developmentally appropriate and that clearly document how eligibility decisions were made
Emergent/Emergency Priority Area: Timely Services	The percentage of children receiving all IFSP services within 30 days of parent consent (34 CFR § 303.344(f)(1))	The percentage of service delays with clear documentation, family communication, and plans for resolution

Table 7. Early Childhood Special Education Priority Standards

Priority standards	Compliance	Quality
1: LRE	The percentage of preschool children with disabilities served in regular early childhood settings with peers without disabilities (34 CFR § 300.114 and Indicator B6)	The percentage of IFSPs that include meaningful supplementary aids and services to support participation in inclusive settings
2: Early Childhood Outcomes	The percentage of children with valid entry and exit data across all three outcome areas (Indicator B7)	The percentage of progress ratings supported by high-quality, functional assessment data aligned with classroom and service provider observations
3: IFSP Development	The percentage of IFSPs that include all federally required components, such as present levels, measurable goals, and services (34 CFR § 300.320)	The percentage of plans with goals that are functional, developmentally appropriate, and aligned with family and educational priorities
4: FAPE	The percentage of eligible children with disabilities who receive FAPE in accordance with the IDEA (34 CFR § 300.101)	The percentage of records that show services are individualized and developmentally appropriate and are implemented with fidelity
5: Evaluation and Eligibility	The percentage of initial evaluations completed within 60 days of consent and eligibility determinations documented (34 CFR § 300.301(c))	The percentage of evaluations that use multiple sources of data, involve appropriate team members, and clearly support the eligibility decision
Emergent/Emergency Priority Area: Discipline	The percentage of children with disabilities removed from their placement for disciplinary reasons in compliance with IDEA requirements (34 CFR §§ 300.530–300.536)	The percentage of programs with proactive strategies, behavior supports, and functional behavior assessments that reduce the need for disciplinary removals

2.7 Public Reporting of Program Performance

Public reporting is a central part of Oregon's EI/ECSE accountability system. It ensures transparency, strengthens local accountability, and provides families and partners with a clear picture of program performance.

Oregon's At-A-Glance Special Education Profiles for EI/ECSE Programs provide programs, families, and partners with a summary of local service data and system capacity. While modeled after the K–12 At-A-Glance Special Education Profiles, these versions are designed specifically to support the state's IDEA Part C and Part B 619 general supervision system, not Every Student Succeeds Act accountability.

These profiles support transparency and data-informed decision-making in the EI/ECSE system. Their key purposes include:

- Providing a clear snapshot of program-level service delivery and staffing

- Supporting local and state-level monitoring and TA

- Informing program improvement planning, including SAPs and ECO improvement plans

- Serving as supplemental evidence in Oregon's broader general supervision system under 34 CFR §§ 303.700–703 and 300.600–602

Data present in these profiles include:

- Child Count data (by eligibility category and race/ethnicity)

- Service setting information

- EI: percentage of services provided in natural environments

- ECSE: percentage of children served in regular early childhood settings

- Timely Service Delivery metrics

- Staffing information, such as full-time equivalent of ECSE teachers, EI specialists, and related service providers

- Family Outcomes measures, when available

- Local Program Contact Information

Profiles are publicly accessible on the ODE website at At-A-Glance School and District Profiles and Accountability Details.

In addition, ODE adheres to the following public reporting requirements and practices.

Annual Reporting Requirements and Transparency Commitments

- ODE reports performance on all SPP/APR indicators each year as part of federal requirements to OSEP.

- Reports are published on the ODE web page State Performance Plan and Annual Performance Reports for Special Education within 120 days of the annual submission to OSEP.

- Each county receives an At-A-Glance Special Education Profile that is posted on the ODE website annually and must also be posted on the county's website and shared with its local board of directors.

Collaboration and Target-Setting

- Draft data are shared with the SICC and other key partners before the February 1 submission.

- Families, providers, administrators, and interagency collaborators review trends, discuss challenges, and help set meaningful performance targets.

- Partner engagement ensures that Oregon's goals reflect community priorities and needs.

Accessible and Audience-Specific Reporting

- ODE uses plain language and visual tools so that data are easy to understand.

- Products are tailored for different audiences:
    - Families → simplified handouts and digital flyers
    - Providers → technical summaries
    - Policymakers → dashboards and infographics

- Dissemination formats include web pages, printable reports, and presentation tools.

Why This Matters

By publishing timely, clear, and accessible reports, ODE ensures that performance data inform decision-making at every level. Public reporting is not just about compliance — it is a tool for transparency, equity, and continuous improvement across Oregon's EI/ECSE system.

2.8 Oregon EDPlan Technology Solution for Monitoring

ODE utilizes the Public Consulting Group (PCG) EDPlan to conduct monitoring activities such as the annual self-assessment, annual file reviews, and CAPs. For additional guidance, access the user manual. If Service Area Directors need login information, contact the relevant EI/ECSE Support Specialist (see Section 6.3) or email the helpdesk.

Section 3:
Responding to Noncompliance

3.1 Corrective Action Process Overview

Why This Matters

Oregon's CAP is designed to make sure children and families get the timely, high-quality services they are entitled to — not just to meet compliance rules. When noncompliance is identified, service areas follow a structured process that addresses both immediate child needs and underlying system issues, supported by ODE and EI/ECSE Support Specialists. This creates reciprocal accountability: The state builds better systems and provides tools, while service areas commit to correcting practices and preventing future issues. The ultimate goal is fewer delays, stronger trust, and better outcomes for young children and their families receiving EI/ECSE services across Oregon.

ODE expects all service areas to meet criteria for quality and compliance indicators. If these are not met, the Service Area Director will develop and implement a CAP monitored by the EI/ECSE Support Specialist, including the following:

- A problem statement

- A root cause analysis

- A SMART goal — one that is Specific, Measurable, Achievable, Relevant, and Time-bound

- All the following activities:
    - Complete a policy and procedure review.
    - Conduct PD/training.
    - Create a system to monitor programs to ensure compliance remains.
    - Develop a communication dissemination plan for program staff regarding the area of noncompliance.

ODE consistently counts and reports findings using a standardized approach. When multiple individual instances involve the same legal requirement or compliance standard, they will be

grouped together and reported as a single finding. For example, if seven records from a service area do not meet the compliance requirements for Indicator 1, this will be reported as one finding for the service area. However, findings that result from dispute resolution processes must be counted separately and cannot be grouped with others.

Within the monitoring report following annual file reviews and on-site focused monitoring, ODE will outline required corrective actions at both the child-specific and service-area levels for any identified noncompliance. All child-specific noncompliance must be corrected within 60 days, and systemic noncompliance must be corrected as soon as possible but no later than one year from the date of notification.

3.2 When and How Service Areas Will Be Notified

ODE will notify each service area in writing within 90 days of identifying noncompliance by issuing a formal notification of each finding of noncompliance, referred to as a findings letter, which includes:

- A clear description of the noncompliance

- Citation(s) of the relevant IDEA regulation(s)

- A summary of the data (quantitative and/or qualitative) supporting the finding

- A statement that all student-level noncompliance must be corrected within 60 days and all systemic noncompliance must be corrected as soon as possible and no later than one year from the date of the written notice

- A list of required corrective actions

- A timeline for submission of a CAP or documentation of correction

Together, the monitoring report and findings letter establish the official start of the compliance correction timeline.

Serving Versus Resident Program Data

Oregon's EI/ECSE general supervision system distinguishes between the serving program and the resident program when collecting, reporting, and using data. This distinction ensures both accountability for service delivery and alignment with federal reporting requirements.

Serving Program Data

The serving program is the program directly responsible for delivering EI/ECSE services to the child. General supervision activities, including file reviews, monitoring, and verification of correction, are conducted at the serving-program level. Findings of noncompliance are issued to the service area of the serving program, which is responsible for correcting both individual and systemic issues.

Resident Program Data

The resident program is the program in which the child resides. Federal reporting requirements under the IDEA mandate that performance on indicators included in the SPP/APR be reported by the resident program. In addition, resident program data are used to make annual determinations, ensuring accountability for all children within the program's boundaries.

Communication Between Serving and Resident Programs

When a finding of noncompliance is identified through general supervision monitoring, ODE holds the service area of the serving program responsible for correction and verification. However, the resident program must also be notified of the finding. Service Area Directors of serving programs are expected to communicate with Service Area Directors of resident programs regarding findings, required corrective actions, and progress toward correction. This ensures that both entities are fully informed about the child's services, compliance responsibilities, and any steps being taken to address noncompliance. Clear communication between the Service Area Directors of the serving and resident programs promotes transparency, shared accountability, and improved outcomes for children.

3.3 Oregon's Corrective Action Process: Step-by-Step Review

Correction of Noncompliance

All noncompliance must be fully corrected and verified within one year of the written notification in accordance with IDEA and OSEP guidance (OSEP Memo 09-02; OSEP QA 23-01).

Following notification from ODE, programs must correct all identified instances of noncompliance as follows:

1. **Child-specific corrections**
   - Programs must correct all child-specific instances of noncompliance, such as delays in service provision, missing IFSP content, or procedural safeguard violations, within 60 days.
   - Each correction must be documented and submitted to ODE for review.
   - If the child is no longer within the jurisdiction of the service area (e.g., moved, aged out), the service area must note this, and ODE will verify that no further corrective action is pending under a complaint or due process.

2. **Systemic corrections**
   - If systemic noncompliance is identified (defined at 10% and a minimum of 2 files for any given standard or less than 100% on compliance-based SPP/APR indicators), service areas are required to conduct a root cause analysis and develop a CAP.
   - CAPs must be submitted by the Service Area Director within 60 days of the issuance of the findings letter and must include specific criteria as defined in Section 3.4 of this manual.
   - Service areas must correct all systemic noncompliance as soon as possible but no later than one year from the time of notification. Evidence of systemic compliance will be verified by ODE through a subsequent file review.

After all activities are complete and evidence of full correction has been verified, ODE will provide a notification of correction of noncompliance and close the finding.

Verification of Correction of Noncompliance

ODE verifies both the correction of individual noncompliance and the resolution of systemic issues using the following strategies:

- **File review:** Service areas must submit new files that demonstrate correct implementation. ODE reviews one new file per finding to verify current practice and additional files (within 60 days of reported correction) to verify sustained compliance.

- **Data validation:** Updated data sets are reviewed to ensure that procedural timelines and documentation are met consistently.

- **Interviews or Observations:** If needed, ODE may conduct follow-up interviews or observations to confirm practice changes.

To ensure that all noncompliance is fully corrected, ODE follows a two-step verification process:

1. **Verification of child-specific corrections**
   - ODE reviews each child's record to confirm that required actions (e.g., evaluations, IFSP services, transition planning) have been completed, even if delayed.
   - If a compliance issue was not tied to a timeline, the record must show that the requirement has since been correctly implemented (e.g., parental consent for billing private insurance, completion of a multidisciplinary evaluation, or justification for services provided outside the natural environment).
   - If a child is no longer served by the service area (e.g., moved out of the region, aged out), the service area is not required to complete the specific correction for that child. However, the underlying noncompliant practice must still be addressed and corrected systemwide.
   - Importantly, the state is not relieved of its responsibility to ensure that FAPE under 34 CFR § 300.101 or appropriate EI services under 34 CFR § 303.112 are made available to the affected child. If the child remains within the jurisdiction of the state, ODE must take steps to ensure those services are provided, even if the original service area is no longer serving the child.

2. **Verification of systemic corrections**

ODE monitors ongoing compliance by reviewing records of children with IFSPs developed after the implementation of systemwide training to ensure corrective actions have been effectively applied.

The service area must demonstrate 100% compliance across these records.

Data verification may occur through subsequent file reviews, onsite monitoring, or data analysis through statewide data systems.

All corrective actions and verification occur as soon as possible but no later than one year after noncompliance was identified.

   - Once ODE confirms full correction, the Service Area Director is notified in writing.

Closure of Findings of Noncompliance

ODE will notify each service area in writing when noncompliance has been fully corrected. This formal communication confirms that all findings have been addressed and the service area has returned to full compliance.

A finding is considered closed when ODE has verified that:

- All child-specific instances of noncompliance have been addressed.

- The service area is correctly implementing the IDEA requirement across all applicable cases.

- The service area has demonstrated 100% compliance for 60 days.

ODE maintains written documentation of all corrections, including the date compliance verification was completed. After a finding is closed, service areas are encouraged to continue internal record reviews to identify any areas for improvement before future monitoring activities.

ODE may continue to provide TA to support ongoing improvement beyond the close of the monitoring process. This structured CAP ensures ongoing compliance, program improvement, and improved outcomes for children and families receiving EI/ECSE services in Oregon.

Conducting Root Cause Analysis and Leveraging EDPlan

When systemic noncompliance is identified through any of Oregon's integrated monitoring activities, the Service Area Director must conduct a root cause analysis to determine the reasons for this noncompliance. This analysis, which is completed in EDPlan, will help determine reasons why the service area did not meet the target on a specific indicator or what contributing factors led to the noncompliance. The Service Area Director should also consider all relevant data and other information when completing the root cause analysis.

Submitting Evidence: What ODE Needs to Verify Correction

ODE verifies correction of noncompliance in two steps:

1. **Individual correction:** confirmation that the specific child-level issue identified has been corrected (as per QA 23-01 Q B-15)

2. **Current and sustained compliance:** review of additional files submitted 60 days after correction to confirm that the program is now implementing the requirement correctly and consistently
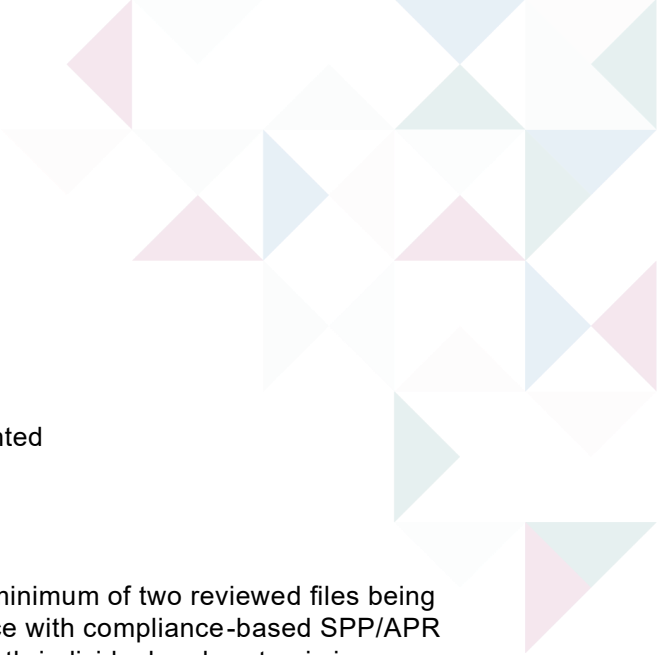
ODE requires:

- One new file per original finding

- Additional file samples to verify sustained compliance

- All child-specific noncompliance corrected within 60 days of notification

- All systemic noncompliance corrected as soon as possible but no later than one year from the date of written notification as required under IDEA and OSEP guidance (OSEP Memo 09-02; OSEP QA 23-01)

Once the correction is verified, ODE provides written notification of correction to the service area.

3.4 Enforcement and Corrective Action Plans

ODE supports the process of correcting noncompliance through TA, follow-up activities, and monitoring. If a service area fails to correct noncompliance within the one-year timeframe, ODE will initiate escalated enforcement actions, which may include:

- Increased frequency of monitoring

- Intensive TA or coaching

- Additional data reporting requirements

- Development of a state-directed improvement plan

- Withholding of funds or other formal sanctions, if warranted

Corrective Action Plans

If systemic noncompliance is identified (defined as 10% and a minimum of two reviewed files being noncompliant for a given standard or less than 100% compliance with compliance-based SPP/APR indicators), the service area must develop a CAP addressing both individual and systemic issues. The CAP must include the following components:

- Root cause analysis

- Problem statement

- Activities:
  - Policy and procedure review
  - PD/training
  - Communication dissemination (memos, guidance documents, etc.)

CAPs vary in complexity, depending on the specific case of noncompliance that was identified. Some corrections may be straightforward, such as fixing a data entry error, while others may require major policy or procedural changes.

ODE provides individualized TA to support Service Area Directors in developing and implementing CAPs. ODE monitors CAP implementation and requires evidence of full correction and systemic compliance through a subsequent file review before sending a notification of correction of noncompliance and closing the finding.

Long-Standing Noncompliance

If a service area has long-standing noncompliance (defined as noncompliance not corrected within one year), ODE may impose additional corrective actions, sanctions, or enforcement measures, depending on:

- The level and duration of noncompliance

- The service area's response to prior correction efforts

ODE will continue to:

- Collect and review updated data to verify compliance

- Determine the underlying causes of ongoing noncompliance

- Implement enforcement actions to ensure correction, which may include:
    - Mandatory TA and training tailored to address the service area's specific needs
    - Increased reporting requirements
    - Additional on-site focused monitoring
    - Special conditions imposed on the service area's IDEA subgrant award(s)
    - Directions for the use or withholding of the service area's IDEA funds

ODE allocates state-level resources strategically to support program improvement. Service areas with repeated noncompliance, significant opportunity gaps, or complex systemic challenges may receive increased oversight, additional TA and/or support from EI/ECSE Support Specialists, and priority access to training opportunities. These investments are intended to accelerate progress and ensure long-term sustainability of corrective actions and quality improvements.

3.5 Instances of Noncompliance in the Dispute Resolution System

Why This Matters

Dispute resolution is how Oregon protects family rights and ensures that concerns about services are addressed fairly, promptly, and consistently. It is not only about resolving individual issues but also about identifying patterns of emerging issues, providing targeted support, and strengthening equity and quality across EI/ECSE programs.

How the Process Works

Accessing Dispute Resolution

Families and programs can access procedural safeguards under IDEA Part C and Part B 619. ODE provides information and support so that the process is clear and accessible.

Investigation and Response

The EI/ECSE Support Specialist, with ODE's EI/ECSE team and legal counsel, investigates informal and formal complaints. Families and contractors receive a written response from the Inclusive Services Director within 60 days.

If Noncompliance Is Found

- The Service Area Director develops a CAP that must be submitted to the EI/ECSE Support Specialist within ODE's timelines.

- ODE reviews, approves, and verifies correction.

- All issues must be fully corrected ASAP, but no later than one year of notification.

Table 8. Roles if Noncompliance Is Found

The service area's role	ODE's role
• Respond promptly to information requests during investigations. • Develop and implement CAPs when required. • Use dispute resolution data to strengthen local practices and prevent recurrence.	• Ensure complaints are investigated with fairness and within federal timelines. • Provide clear written responses to families and contractors. • Offer TA and training informed by dispute resolution trends.

3.6 Annual Determinations of Program Quality Under the IDEA

Why This Matters

All states are required to annually assess and determine the performance of programs based on specific criteria. These determinations provide structured criteria to decide the level of support, oversight, and capacity-building activities that regional service areas receive from ODE to enhance compliance with the IDEA and improve outcomes for children and families.

ODE uses multiple methods to conduct annual determinations:

- Data provided by each service area for the annual SPP/APR

- Information obtained from annual file reviews and on-site focused monitoring visits

- Data from Oregon's dispute resolution system

Each program is categorized into one of four determination levels:

- Meets Requirements

- Needs Assistance

- Needs Intervention

- Needs Substantial Intervention

Determinations are based on the following criteria:

- Timely correction of noncompliance

- Performance on compliance indicators (e.g., timely services, timely IFSPs)

- Timeliness and accuracy of data reporting

- Response to TA and previous monitoring

Noncompliance extending beyond the one-year correction period will lead to additional enforcement actions by ODE and impact the service area's annual determination. Conversely, timely correction of noncompliance will positively influence the service area's annual determination.

ODE uses these annual determinations to guide the type and level of TA and PD provided to regional service areas. Service areas that need assistance, intervention, or substantial intervention receive increased oversight, targeted support, and ongoing capacity-building activities designed to promote sustainable improvement and compliance with IDEA requirements.

As part of the determination process, ODE ensures procedural safeguards by offering reasonable notice and the opportunity for a hearing. Programs may request a meeting with designated ODE staff to present evidence or justification related to their determination status, ensuring transparency and due process in the general supervision system.

Although not posted publicly, these determinations are public records and may be shared upon request.

3.7 Proactive Identification of Emerging Issues

ODE identifies emerging issues requiring additional or more frequent monitoring through multiple sources, including:

- Formal and informal dispute resolution processes

- Data anomalies identified through annual file reviews or APR reporting

- Concerns raised during TA or PD activities

- Feedback from families, service providers, and program administrators

These data points inform decisions about whether regional service areas require targeted TA, additional focused monitoring, or intervention beyond the standard six-year cycle.

Section 4:
Planning for Improvement

Monitoring does more than verify compliance — it generates information that helps regional service areas reflect, plan, and grow. The purpose of this section is to connect the findings from monitoring to meaningful program improvement. Specifically, this section will discuss the tools and processes that Oregon uses to support that shift, including SAPs, ECO improvement plans, and requests for TA from ODE.

Together, these activities create a cycle in which:

- Data from monitoring highlights both strengths and areas for growth.

- Planning tools (SAPs, ECO improvement plans) help service areas design targeted responses.

- TA provides the support needed to address challenges and implement changes effectively.

- Feedback loops ensure service areas continue learning and improving over time.

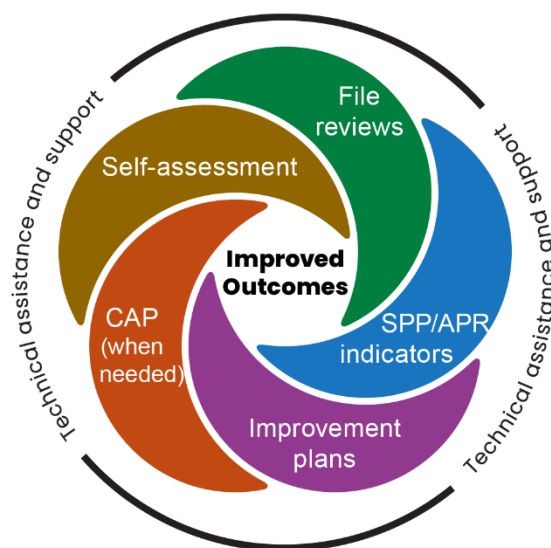## Figure 5. EI/ECSE Integrated Monitoring System Activities Cycle

Figure 5 image description

By integrating these elements, Oregon's general supervision system helps service areas build capacity, strengthen equity, and improve outcomes for every child and family served.

4.1 How Monitoring Procedures Are Used for Improvement

ODE is committed to equity-focused data analysis. Monitoring data are disaggregated by race, income, geography, disability category, primary language, and other relevant demographic factors. These analyses help identify opportunity gaps and drive targeted interventions, equitable resource distribution, and policy improvements.

To further strengthen statewide improvement efforts, ODE engages a diverse group of partners, including families, service providers, contractors, and members of the SICC, in the analysis of statewide performance trends. Through facilitated data review sessions, listening forums, and collaborative planning efforts, a wider range of partners help identify barriers to equity, access, and high-quality outcomes.

This feedback directly informs the revision of monitoring tools, updates to guidance documents, and the design of TA and PD initiatives that are responsive to community needs. Partner and family perspectives are also integrated into the interpretation of data to ensure that decision-making reflects lived experiences and promotes culturally responsive practices.

4.2 Service Area Plans

SAPs are a foundational component of EI/ECSE program implementation. SAPs define operational procedures, priorities, and coordination strategies across all counties and programs within each service area, ensuring compliance with federal and state regulations and promoting equitable, high-quality services for eligible children and families.

The **purpose of SAPs** is to ensure that each service area has documented procedures and practices that:

- Align with IDEA requirements and Oregon Administrative Rules (OARs).

- Promote consistency and clarity across programs.

- Address local context and needs while maintaining fidelity to state guidance.

- Provide a framework for ongoing program evaluation and continuous improvement.

Table 9. Service Area Plans: Required Components

	Child Find and Referral	Procedures for community outreach, developmental screening, referral sources, and timelines
	Evaluation and Eligibility	Processes for conducting timely and comprehensive evaluations, making decisions as a team, and determining eligibility
	IFSP/IEP Development and Service Delivery	Standards for team-based planning, individualized goal setting, service provision, and alignment with natural environments or LREs
	Transition	Procedures for transitions into and out of EI/ECSE, including coordination with local education agencies and early learning providers
	Procedural Safeguards	Documentation of how family rights are upheld, including prior written notice, consent, dispute resolution, and confidentiality
	Early Childhood Outcomes	Methods for gathering entry and exit data, ensuring fidelity to child outcome measurement processes
	Interagency Collaboration	Description of collaboration with public and private agencies, including Head Start, Preschool Promise, health systems, and family support organizations
	Staffing and Professional Development	Plans for recruitment, retention, training, and supervision of staff, including considerations for staff qualifications and equitable access to professional learning
	Data Collection and Reporting	Systems for ensuring timely and accurate data reporting, analysis, and use in decision-making
	Monitoring and Continuous Improvement	Description of internal monitoring practices and how findings are used to inform quality improvement

Service Area Directors must complete a SAP encompassing all counties within their service area. SAPs are available in EDPlan during the first week of April each year and must be completed and submitted to ODE by June 15. SAPs are then reviewed and approved by the ODE EI/ECSE Director as part of Oregon's general supervision process.

ODE may also review SAPs during cyclical and focused monitoring activities to ensure alignment with federal and state requirements and to support targeted TA.

Service Area Directors are responsible for developing, updating, and implementing their SAP in alignment with ODE guidance. These plans should be considered living documents that reflect regulatory updates, shifts in program needs, and lessons learned from ongoing quality improvement efforts.

Why This Matters

SAPs ensure that every EI/ECSE program has a clear, consistent framework for how children are identified, evaluated, and served. They reduce confusion, align local practices with state and federal requirements, and create fairness so families across Oregon can count on high-quality, equitable services no matter where they live.

4.3 Early Childhood Outcomes Improvement Plans

The ECO Improvement Plan is a key element of Oregon's accountability system for EI/ECSE. The ECO framework evaluates how children benefit from EI/ECSE services across three functional outcomes:

- Positive social–emotional skills (including social relationships)

- Acquisition and use of knowledge and skills (including early language/communication and early literacy)

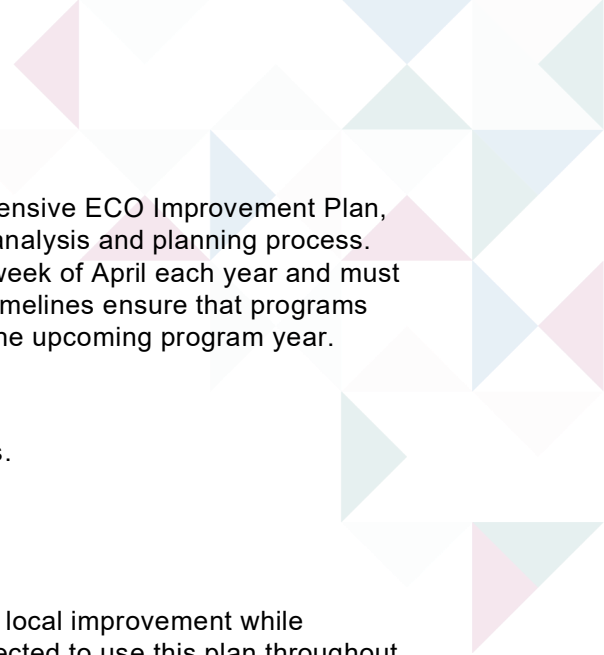- Use of appropriate behaviors to meet their needs

These outcomes provide a consistent, functional lens for assessing children's progress and help ensure alignment with federal reporting requirements under the IDEA. The resulting data supports both local and statewide planning and serves as a foundation for continuous quality improvement in service delivery.

The ECO Improvement Plan is designed to help regional service areas:

- Analyze local child outcome data trends over time.

- Identify root causes of underperformance or inconsistent progress.

- Develop and implement strategies to improve child outcomes.

- Align local practices with evidence-based instruction and intervention.

- Demonstrate progress toward meeting federal targets established in the SPP/APR.

Table 10. ECO Improvement Plans: Required Components

	Data Analysis	A review of local child outcome data across the three functional outcomes: ○ Positive social–emotional skills (including social relationships) ○ Acquisition and use of knowledge and skills (including early language/communication and early literacy) ○ Use of appropriate behaviors to meet needs
	Root Cause Analysis	Examination of possible contributing factors to low performance, including: ○ Fidelity of ECO data collection ○ Instructional practices and service delivery ○ Staffing patterns, PD, or coaching ○ Collaboration with families and community providers
	Improvement Strategies	Description of actions the service area will take to improve outcomes, which may include: ○ Targeted PD ○ Implementation of new tools or curricula ○ Strengthened data collection or assessment procedures ○ Coaching or TA models
	Progress Monitoring and Evaluation	A plan for tracking progress over time, including: ○ Benchmarks or interim targets ○ Responsible personnel ○ Methods for evaluating the impact of improvement strategies

Service Area Directors are responsible for completing one comprehensive ECO Improvement Plan, ensuring that all counties within their service area contribute to the analysis and planning process. The ECO Improvement Plan is available in EDPlan during the first week of April each year and must be completed and submitted to ODE no later than June 15. These timelines ensure that programs can reflect on recently submitted APR data and begin planning for the upcoming program year.

ODE staff review each submitted ECO Improvement Plan to:

- Confirm alignment with SPP/APR targets and state priorities.

- Provide feedback on improvement strategies.

- Identify common needs for TA or PD.

The ECO Improvement Plan is a collaborative tool intended to drive local improvement while supporting statewide accountability. Service Area Directors are expected to use this plan throughout the year as a road map for data-driven decision-making, service enhancement, and outcome growth for children receiving EI/ECSE services from programs within their service area.

Why This Matters

ECO improvement plans focus directly on children's progress — not just whether services were provided but also whether they made a difference. By using data to identify gaps and strengthen practices, these plans help ensure that young children gain the social, communication, and learning skills they need to thrive in school and beyond.

4.4 Requesting Technical Assistance From ODE

Why This Matters

Requesting TA from ODE gives regional service areas access to targeted support, tools, and coaching to address challenges quickly and effectively. This helps ensure that local program staff can focus more time and energy on delivering timely, high-quality services to young children and their families.

Training and TA are coordinated at the service area level and the county level as needed to ensure consistent implementation across counties and local programs. ODE uses monitoring data to guide the planning and delivery of targeted TA and PD. These supports are designed to:

- Address identified noncompliance.
- Enhance program quality.
- Promote sustainable improvements in outcomes for children and families.

ODE provides service areas and counties with a range of capacity-building supports that are responsive to their unique context. Targeted TA activities may include:

- Webinars, online modules, and training sessions
- One-on-one coaching and mentoring
- Peer mentoring, site visits, and facilitated networking
- Resource toolkits and written guidance documents
- Training-of-trainers models
- Local, regional, and statewide meetings or conferences
- Direct training provided by ODE staff or regional/state TA providers
- Information and resources shared through websites and other digital platforms

Service Area Directors and counties can request TA from ODE by contacting the EI/ECSE General Supervision Specialist or by reaching out directly to the EI/ECSE Support Specialist assigned to their Service Area.

Section 5:
Templates and Tools

5.1 Monitoring Calendar: Key Tasks by Month

Month	Service area tasks	ODE tasks
September	**Annual file reviews:** • Complete corrections in EDPlan from previous February file reviews as needed. **SPP/APR indicators:** • Enter all child outcomes exit data for the previous federal fiscal year (FFY) for Indicators C3 and B7 no later than October 1.	**Annual file reviews:** • Check EDPlan weekly to verify district and program corrections from the previous February file submission.
October	**Annual file reviews:** • Complete corrections in EDPlan from previous February file reviews as needed. **SPP/APR indicators:** • Validate child outcomes exit data for Indicators C3 and B7 by October 12. • Complete root cause analysis and CAPs for Indicators C1, C7, C8, B11, and B12 due in EDPlan by the end of November if needed.	**Annual file reviews:** • Check EDPlan weekly to verify district and program corrections from the previous February file submission. **SPP/APR indicators:** • Lock child outcomes exit data for Indicators C3 and B7 on October 2 and open a 10-day data validation window.
November	**Annual file reviews:** • Complete corrections in EDPlan from previous February file reviews as needed. **SPP/APR indicators:** • Complete and submit root cause analysis and CAPs for Indicators C1, C7, C8, B11, and B12 in EDPlan by November 30 if needed.	**Annual file reviews** • Check EDPlan weekly to verify district and program corrections from the previous February file submission. **SPP/APR indicators:** • Start reviewing root cause analysis and CAPs for Indicators C1, C7, C8, B11, and B12 submitted in EDPlan.

Month	Service area tasks	ODE tasks
December	**Annual file reviews:** • Complete corrections in EDPlan from previous February file reviews as needed. **Annual self-assessment:** • Receive first reminder to complete the self-assessment by February 1.	**Annual file reviews:** • Check EDPlan weekly to verify district and program corrections from the previous February file submission. **Annual self-assessment:** Send first reminder for programs to complete self-assessments by February 1. **SPP/APR indicators:** • Finish reviewing Root Cause Analysis and CAPs for Indicators C1, C7, C8, B11, and B12 submitted in EDPlan.
January	**Annual file reviews:** • Receive notification that file reviews are starting on February 1 and that files will be locked. • Receive first reminder that all corrections from the previous year's file reviews must be completed by end of day on April 14 (Note: systemic corrections can take up to three months to complete). **Annual self-assessment:** • Receive a second reminder that the self-assessment is due by February 1.	**Annual file reviews:** • Send notification that file reviews are starting on February 1 and that files will be locked. • Check EDPlan weekly to verify district and program corrections from the previous February file submission. • Send first reminder that all corrections from previous year's file review must be completed by end of day April 14. • EI/ECSE Support Specialists review all selected files in EDPlan by March 1 (Note: EI/ECSE programs will not be able to make changes during February, so any additional information required for file reviews will need to be uploaded in ecWeb or EDPlan after February 1) **Annual self-assessment:** • Send a second reminder for programs to complete self-assessments by February 1.

Month	Service area tasks	ODE tasks
February	**Annual file reviews:** • Receive requests from EI/ECSE Support Specialists for any additional information needed for file reviews via upload to ecWeb/EDPlan (Note: Programs will not be able to make changes in February). Receive a second reminder that all corrections from the previous year's file review must be completed by end of day on April 14. **Annual self-assessment:** • Submit the self-assessment by end of day on February 1.	**Annual file reviews:** • Check EDPlan weekly to verify district and program corrections from the previous February file submission. • EI/ECSE Support Specialists review all EDPlan selected files by March 1. • EI/ECSE Support Specialists request any additional information needed for file reviews via upload to ecWeb/EDPlan (Note: programs will not be able to make changes in February). Send a second reminder that all corrections from the previous year's file review must be completed by end of day on April 14. **Annual self-assessment:** Receive self-assessments from programs by end of day on February 1. **SAPs:** • Update SAPs for next year with team feedback. **Annual determinations:** • Update compliance and determination notifications and send them to the Service Area Director.
March	**Annual file reviews:** • Receive a third reminder that all corrections from the previous year's file review must be completed by end of day on April 14 (Note: If corrections are not made, programs will be in second year noncompliance). • Preview and comment on the At-A-Glance Special Education Profile.	**Annual file reviews:** • Check EDPlan weekly to verify district and program corrections from the previous February file submission. • Send a third reminder to programs that all file corrections from the previous year must be completed by end of day on April 14 (Note: If corrections are not made, programs will be in second year noncompliance). • Make At-A-Glance Special Education Profiles available for programs to preview and comment on. **Annual determinations:** • Update the Determinations Guidance and Matrix and post them in EDPlan Resources. • Update Compliance and Determinations Reports in EDPlan.

Month	Service area tasks	ODE tasks
April	**Annual file reviews:** • Complete all corrections from the previous year's file review by the end of day on April 14. Receive annual compliance notification on April 15. **SPP/APR indicators:** • Receive a reminder to complete all data submissions in EDPlan for Indicators C1, C7, C8, B11, and B12 by end of day on May 31. **SAPs:** Review the template in EDPlan the first week of April. **ECO improvement plans:** Review the template in EDPlan the first week of April.	**Annual file reviews:** • Check EDPlan daily to verify district and program corrections from the previous February file submission. • Freeze the PCR Correction Report on April 15. • Annual compliance notifications are emailed to programs by the EI/ECSE Director on April 15. • Finalize all corrections of the data for At-A-Glance Special Education Profiles. **SPP/APR indicators:** • Send a reminder to complete all data submissions in EDPlan for Indicators C1, C7, C8, B11, and B12 by end of day on May 31. **SAPs:** • Ensure templates are available in EDPlan by the first week of April. **ECO improvement plans:** • Ensure templates are available in EDPlan during the first week of April.
May	**Annual file reviews:** • Complete corrections in EDPlan as needed for the current and previous years. • Review At-A-Glance Special Education Profiles. **SPP/APR indicators:** • Complete all data submissions in EDPlan for Indicators C1, C7, C8, B11, and B12 by end of day on May 31. **SAPs:** • Draft the SAP to share with the local interagency coordinating council for feedback. **ECO improvement plans:** • Begin drafting the ECO improvement plan.	**Annual file reviews:** • Check EDPlan daily to verify district and program corrections from the previous February file submission. • Release At-A-Glance Special Education Profiles to the public. **SPP/APR indicators:** • EI/ECSE Support Specialists check in with programs for questions related to indicator data submission due by end of day on May 31.

Month	Service area tasks	ODE tasks
June	**Annual file reviews:** • Finalize any outstanding corrections in EDPlan. **SPP/APR indicators:** • Receive communication from EI/ECSE Support Specialists if there are questions regarding submitted indicator data. Complete child outcomes exit assessments for Indicators C3 and B7 by June 30. **SAPs:** • Submit the SAP in EDPlan by June 15. **ECO improvement plans:** • Submit the ECO improvement plan in EDPlan by June 15. **Annual determinations:** • Receive annual determinations notification the last week of June. • Review the Annual Determinations Report available in EDPlan.	**Annual file reviews:** • Check EDPlan weekly to verify district and program corrections from the previous February file submission. **SPP/APR indicators:** • EI/ECSE Support Specialists communicate with programs regarding any questions related to indicator data submitted on May 31. **SAPs:** • The EI/ECSE Director reviews SAPs in EDPlan by June 30. **ECO improvement plans:** • The EI/ECSE Director reviews ECO improvement plans in EDPlan by June 30. **Annual determinations:** • Annual determinations notifications are emailed to Service Area Directors by the EI/ECSE Director the last week in June. • Make Annual Determinations Reports available in EDPlan.
July	**Annual file reviews:** • Complete EDPlan corrections as needed for the current and previous years.	**Annual file reviews:** • Check EDPlan weekly to verify district and program corrections from the previous February file submission. **SPP/APR indicators:** • The EI/ECSE General Supervision Specialist checks in with EI/ECSE Support Specialists for questions related to indicator data submitted on May 31.

Month	Service area tasks	ODE tasks
August	**Annual file reviews:** • Complete EDPlan corrections as needed for the current and previous years. **SPP/APR Indicators:** • Review preliminary child outcomes data for Indicators C3 and B7.	**Annual file reviews:** • Check EDPlan weekly to verify district and program corrections from the previous February file submission. **SPP/APR indicators:** • Lock indicator data submission on August 1. • Post preliminary child outcomes data for Indicators C3 and B7 on August 1. **Focused Monitoring:** • Send notice to Service Areas that have been identified for focused monitoring.

5.2 Service Area Plan Template

5.3 Early Child Outcomes Improvement Plan Template

5.4 Annual Self-Assessment Template

Section 6:
Glossary and Appendices

6.1 Glossary of Key Terms

Annual Determinations

A required process under the IDEA in which the state evaluates each regional service area's performance on compliance and results indicators. Based on performance, each service area is assigned one of four statuses: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention.

Corrective Action Plan (CAP)

A plan developed by a regional service area in response to identified noncompliance. The CAP includes a root cause analysis and outlines specific actions and timelines for correcting both systemic and individual findings of noncompliance.

Dispute Resolution

A system that includes informal and formal processes (such as written complaints, mediation, and due process hearings) used to resolve disagreements between families and programs regarding the implementation of the IDEA.

Early Childhood Outcomes (ECO)

Three functional areas used to assess the benefits of early intervention and early childhood special education services: (1) positive social–emotional skills, (2) acquisition and use of knowledge and skills, and (3) use of appropriate behaviors to meet needs. These outcomes are reported through Indicator C3 (Part C) and B7 (Part B 619).

Early Intervention (EI)

Services provided under IDEA Part C for infants and toddlers (birth to age 3) with developmental delays or disabilities. Services focus on supporting children and families in natural environments.

ecWeb

The statewide data system used by EI/ECSE providers to document service delivery, family demographics, evaluations, and IFSPs.

EDPlan

An online data management system used by ODE and EI/ECSE programs to support compliance monitoring, file review, documentation, and corrective action tracking.

File Review

An off-site review of child records, data, and documentation conducted by ODE staff using EDPlan and ecWeb. File reviews occur annually and are used to verify compliance with the IDEA and Oregon's EI/ECSE program standards.

Focused Monitoring

A more in-depth evaluation conducted at least once every six years for each EI/ECSE program. Focused monitoring may include on-site visits, partner interviews, classroom observations, and data validation to assess compliance and program quality.

General Supervision

A comprehensive system established by the state to ensure the implementation of the IDEA. General supervision includes monitoring, dispute resolution, data reporting, TA, fiscal oversight, and public reporting.

Indicator

A specific measure established by the U.S. Department of Education under the SPP/APR to track compliance and performance in key areas. Indicators are labeled C1–C12 for Part C and B6–B12 for Part B 619.

Individualized Family Service Plan (IFSP)

A written plan developed for each child eligible for EI or ECSE services. The IFSP outlines the child's present levels of development, family concerns, desired outcomes, and the services needed to support development.

Least Restrictive Environment (LRE)

A requirement under the IDEA that children with disabilities, to the maximum extent appropriate, be educated with children who do not have disabilities. This concept is central to Indicator B6 and ECSE monitoring.

Monitoring

The process used by ODE to ensure that EI/ECSE programs comply with IDEA and state requirements. Monitoring activities include file reviews, on-site visits, data reviews, and TA.

Natural Environment

Settings that are typical for the age peers of infants and toddlers without disabilities, such as the home or community settings. IDEA Part C requires that services be delivered in the natural environment whenever possible (Indicator C2).

Noncompliance

A finding that a program or provider is not meeting one or more IDEA requirements. Noncompliance must be corrected as soon as possible and no later than one year from identification.

Office of Enhancing Student Opportunities (OESO)

A division of the Oregon Department of Education (ODE) responsible for administering EI/ECSE programs, conducting monitoring, and overseeing IDEA compliance.

On-Site Monitoring

A scheduled, in-person review of program implementation that includes interviews, observations, record reviews, and other monitoring activities. Conducted at least once every six years per program.

Procedural Safeguards

The rights of children and families under the IDEA to ensure meaningful participation in the development and implementation of IFSPs, including the right to consent, receive prior written notice, and access dispute resolution.

Service Area Plan (SAP)

An annual plan completed by each EI/ECSE program that outlines operational procedures across all service areas, including evaluation, IFSP development, transition, procedural safeguards, and staffing.

State Interagency Coordinating Council (SICC)

An advisory body made up of parents, service providers, legislators, and state agency representatives. The SICC supports interagency coordination and advises ODE on the delivery of high-quality early intervention services.

State Performance Plan/Annual Performance Report (SPP/APR)

A required federal report that outlines the state's performance on a set of indicators under IDEA Part C and Part B 619. It includes targets, actual performance data, and plans for improvement.

Technical Assistance (TA)

Support provided by ODE to help programs correct noncompliance and improve service quality. TA may include coaching, consultation, training, and resource development tailored to local program needs.

Timely Correction

The requirement under the IDEA that all findings of noncompliance be corrected as soon as possible but no later than one year from the date the finding is issued.

6.2 Regulatory References (IDEA Part C & Part B 619; OAR)

- IDEA Subchapter II (Part B) Assistance for Education of All Children With Disabilities
- IDEA Subchapter III (Part C) Infants and Toddlers With Disabilities
- OSEP QA 23-01 *State General Supervision Responsibilities Under Parts B and C of the IDEA*
- OAR 581-015-2015 General Supervision
- *Standards for Professionals Working in EI/ECSE in Oregon*
- OAR 581-015-2900 Personnel Standards
- OAR 581-015-2910 Authorization of Early Childhood Supervisor
- OAR 581-015-2905 Authorization of Early Childhood Specialist
  - EI/ECSE Authorization - Oregon Department of Education
  - EI/ECSE Initial Authorization
  - Meet With Your Supervisor
  - Compile Your Portfolio
- EI/ECSE Personnel Competencies
  - *Crosswalk Danielson's Evaluation With EI/ECSE Competencies*
- OAR 581-015-2705 Establishment of Service Areas
- OAR 581-015-2710 Selection of Contractor
- 34 CFR §§ 303.600–303.605 / ORS 343.499 State Interagency Coordinating Council

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6.4 Completed Monitoring Report Example

6.5 Image Descriptions

Figure 2. The Purposes of Monitoring

Three labeled arrows indicate the interconnected purposes of monitoring:

- Ensure compliance

- Use data for improvement

- Improve outcomes

([Return to Figure 2](.).)

Figure 3. How Compliance and Data Drive Outcomes

Three connected arrows detail how compliance and data drive outcomes. The first arrow, labeled Ensure compliance, includes compliance monitoring and data findings (SPR/APR). The second arrow, labeled Use data for improvement, includes the Corrective Action Process, improvement planning, and Service Area Plans. The final arrow represents the Overall Goal: Improve outcomes for children and families.

([Return to Figure 3](.).)

Figure 4. Stages of the File Review Process

Three labeled chevrons indicate the following stages of the file review process:

- **Practitioner Responsibility; Pre-review (Before February 1):** Before file reviews begin, county-level providers and local program staff must ensure that the records are accurate and up-to-date.

- **ODE Responsibility; Review (February 1–March 1):** EI/ECSE Support Specialists review files from each service area and document compliance with EI/ECSE Program Standards in EDPlan.

- **ODE Responsibility; Post-Review (After March 1):** ODE reviews results of file reviews for each service area and follows up with written monitoring reports.

([Return to Figure 4](.).)

Figure 5. EI/ECSE Integrated Monitoring System Activities Cycle

Self-assessment, improvement plans, file reviews, SPP/APR indicators, and CAP (when needed), with ongoing technical assistance and support, compose the EI/ECSE integrated monitoring system to yield improved outcomes. Five sections twist around the center, labeled improved outcomes, like a neatly braided knot. Each section is labeled: Self-assessment, File reviews, SPP/APR indicators, improvement plans, and CAP (when needed). Technical assistance and support encircle the knot, referencing the ongoing nature of technical assistance in the process.

([Return to Figure 5](.).)