



Oregon's Early  
Intervention/Early Childhood  
Special Education (EI/ECSE)

# Frequently Asked Questions (FAQ)

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General Supervision  
Modernization Process



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This FAQ document will continue to evolve as modernization progresses through implementation. It is intended to supplement ongoing communication and help EI/ECSE leaders understand the scope, expectations, and supports related to Oregon’s special education general supervision system modernization implementation. *The shared goal is to reduce local burden; improve system usability; and create a process for strengthening outcomes for infants, toddlers, and preschoolers with disabilities and their families.*

# Overview of Structural Changes

## Why is ODE modernizing its general supervision system?

At its core, this modernization is about children. For too long, Oregon’s general supervision monitoring processes have required significant administrative effort without consistently giving program leaders and educators/providers the timely information they need to make meaningful improvements in services to change outcomes for children. By modernizing these systems — in both process and technology — Oregon is working to ensure that data lead to action, so that every hour spent on compliance translates into better outcomes for children with disabilities. The shared goal is to reduce local burden; improve system usability; and build an accountability process that drives improved access, equity, and outcomes for children with disabilities across the state.

## What is the scope of the changes?

OESO is updating the tools and processes for EI/ECSE monitoring, corrective action, and data reporting. The upgrade includes a new software platform (Oregon EDPlan), changes in how monitoring is conducted, and shifts in the structure of support and accountability.

## What are the compliance monitoring process changes?

There are several structural and process changes related to how ODE will monitor for IDEA Part C and Part B 619 compliance. Those changes are outlined in the following table.

Table 1. IDEA Part C and Part B 619 Compliance Monitoring

Process	Current	Future
<b>Cyclical monitoring</b>	Cyclical monitoring of all 35 counties	Cyclical monitoring of the nine service areas, with files pulled from all counties within the service area
<b>Service Area Plans (SAPs)</b>	Each county completes its own SAP	Each service area will complete a single SAP encompassing all counties within that area

<b>Process</b>	<b>Current</b>	<b>Future</b>
<b>Indicator (worksheets)/ Corrective Action Plan (CAP)</b>	Each county completes an indicator (worksheet)/CAP for each indicator that is found to be out of compliance	The service area will complete one CAP for each indicator that is found to be out of compliance for the area as a whole
<b>Indicator data input in Oregon EDPlan</b>	Data are collected through Systems Performance Review & Improvement (SPR&I) file reviews and information submitted into ecWeb	The service area will ensure accurate and timely submission of all data into Oregon EDPlan
<b>Annual self assessment</b>	No self-assessment	A self-assessment will be completed at the service area level
<b>Early Childhood Outcome (ECO) improvement plans</b>	Each county develops its own ECO Improvement Plan	The service area will develop one comprehensive ECO Improvement Plan
<b>Determinations</b>	Determinations are developed and issued at the county level	Determinations will be developed and issued at the service area level
<b>Training and technical assistance (TA)</b>	Training and TA are provided at the county level	Training and TA will be coordinated at the service area level to ensure consistent implementation across counties. Training, TA, and EI/ECSE Support Specialist (ESS) support will be available at the county level as needed

Process	Current	Future
<b>County Contact role change</b>	County Contacts work directly with counties on findings of noncompliance, CAPs, and data collection	County Contacts (EI/ECSE Support Specialists) will work primarily with the service area directors to gather, analyze, and report findings of noncompliance, CAPs, and data collection

### What are the indicator data collection changes?

Data that were previously collected through file reviews will now be captured through data entry by service areas in Oregon EDPlan. Specific changes are outlined in the following table.

Table 2. Changes in Indicator Data Collection

Indicator	How data are currently collected	Moving to
<b>C1 Timely IFSP Services</b> Percentage of infants and toddlers with Individualized Family Service Plans (IFSPs) who receive their early intervention services in a timely manner	File review; Service Logs; data entered in SPR&I	Data pulled from ecWeb to Oregon EDPlan  Data entry by service areas in Oregon EDPlan
<b>C2 Natural Environments</b> Percentage of infants and toddlers with IFSPs who primarily receive early intervention services in home or community-based settings	December 1 Child Count & Settings Report	Data from December 1 Child Count & Settings Report pulled to Oregon EDPlan

Indicator	How data are currently collected	Moving to
<p><b>C3 Child Outcomes</b> Percentage of infants and toddlers with IFSPs who demonstrate improved</p> <ul style="list-style-type: none"> <li>• positive social–emotional skills (including social relationships)</li> <li>• acquisition and use of knowledge and skills (including early language and communication)</li> <li>• use of appropriate behaviors to meet their needs</li> </ul>	<p>ecWeb formula-data collected from Assessment, Evaluation, and Programming Systems for Infants and Children (AEPS) data and reports (region, county, state) run quarterly and annually</p> <p>Improvement plans submitted with SAP annually in April</p>	<p>AEPS-3 data in ecWeb pulled to Oregon EDPlan</p>
<p><b>C4 Family Outcomes</b> Percentage of families participating in Part C services who report that early intervention services have helped them</p> <ul style="list-style-type: none"> <li>• know their rights</li> <li>• effectively communicate their child’s needs</li> <li>• help their child develop and learn</li> </ul>	<p>Annual survey conducted by Technical Assistance for Excellence in Special Education (TAESE); regional and county data shared with programs</p>	<p>Data from TAESE parent survey pulled to Oregon EDPlan</p>
<p><b>C5 Child Find (Birth to 1)</b> Percentage of infants birth to 1 year old with IFSPs</p>	<p>December 1 Child Count</p>	<p>December 1 Child Count</p> <p>Data pulled to Oregon EDPlan</p>
<p><b>C6 Child Find (Birth to 3)</b> Percentage of infants birth to 3 years old with IFSPs</p>	<p>December 1 Child Count</p>	<p>December 1 Child Count</p> <p>Data pulled to Oregon EDPlan</p>

Indicator	How data are currently collected	Moving to
<p><b>C7 45-Day Timeline</b> Percentage of eligible infants and toddlers with IFSPs for whom an initial evaluation, assessment, and IFSP meeting were conducted within 45 days of referral</p>	<p>ecWeb Report; data pulled from intake/referral logs monthly; file review</p>	<p>Data pulled from ecWeb to Oregon EDPlan</p> <p>Data entry by service areas in Oregon EDPlan (annual submission rather than monthly)</p>
<p><b>C8 Transition to Part B</b> Percentage of toddlers with disabilities exiting Part C with timely transition planning</p>	<p>File review; data taken from transition planning section of IFSP</p>	<p>Data pulled from ecWeb to Oregon EDPlan</p> <p>Data entry by service areas in Oregon EDPlan</p>
<p><b>C9 Resolution Sessions</b> Percentage of hearing requests that were resolved through resolution session settlements under Part C and Part B 619 of IDEA</p>	<p>Data collected by legal team</p>	<p>Data collected by legal team in Oregon EDPlan</p>
<p><b>C10 Mediation</b> Percentage of mediations held and resulting in a mediation agreement under Part C and Part B 619 of IDEA</p>	<p>Data collected by legal team</p>	<p>Data collected by legal team in Oregon EDPlan</p>
<p><b>C11 State Systemic Improvement Plan (SSIP)</b> Oregon's SSIP measures progress toward improving outcomes for infants and toddlers with disabilities by identifying systemic barriers and implementing evidence-based practices to improve results</p>	<p>Implementation data from Coherent Strategies Specialist; review of C3 and B7 data from ecWeb; CPSD Evaluation Plan and Activities</p>	<p>AEPS-3 in ecWeb</p>

Indicator	How data are currently collected	Moving to
<p><b>C12 General Supervision</b> The percentage of findings of noncompliance corrected within 1 year of identification</p>	Indicator data from all activities above	C1, C7, and C8 data in Oregon EDPlan
<p><b>B6 Preschool LRE</b> Percentage of children ages 3–5, not yet in kindergarten, who receive services in early childhood settings, other settings/locations or home</p>	Data from December 1 Child Count & Settings Report; file review; Worksheets and Improvement Plans issued in October/November annually	Data from December 1 Child Count & Settings Report pulled to Oregon EDPlan
<p><b>B7 Preschool Child Outcomes</b> Percentage of children ages 3–5 with IFSPs who demonstrate improved</p> <ul style="list-style-type: none"> <li>• positive social–emotional skills (including social relationships)</li> <li>• acquisition and use of knowledge and skills (including early language and communication)</li> <li>• use of appropriate behaviors to meet their needs</li> </ul>	<p>Formula-data in ecWeb collected from AEPS data and reports (region, county, state) run quarterly and annually</p> <p>Improvement plans submitted with SAP annually in April</p>	AEPS-3 in ecWeb
<p><b>B12 Early Childhood Transition</b> The percentage of children who did not continue in Part C and exited at age 3, including the number of children who transitioned to Part B 619 ECSE services or other early childhood settings</p>	File review; data entered in SPR&I	<p>Data pulled from ecWeb to Oregon EDPlan</p> <p>Data entry by service areas in Oregon EDPlan</p>

## What are the technology changes?

ODE has partnered with Public Consulting Group (PCG) in the development of Oregon EDPlan. Oregon EDPlan will be replacing functionalities currently residing in the SPR&I platform, and SPR&I will no longer be available. EcWeb will remain functional, and Oregon EDPlan will pull certain data for monitoring, corrective action, and indicator calculations from it.

## What is the timeline for changes?

The timeline below provides an overview of the phases for introducing and implementing changes related to monitoring and support structures, focused monitoring, file reviews, and federal indicator data collections.

Figure 1. Timeline of Changes Related to Monitoring

Time frame	Changes
<b>Spring 2026</b>	Structural and Focused Monitoring changes introduced
<b>July 2026</b>	Structural and Focused Monitoring changes implemented
<b>Winter 2026–27</b>	File Review Process introduced
<b>Early Spring 2027</b>	File Review Process implemented
<b>Early Spring 2027</b>	Federal Indicator process introduced
<b>Late Spring 2027</b>	Federal Indicator process implemented

## What training opportunities and TA are available to support the changes?

ODE will provide multiple avenues of training and support:

- Training will be provided for service area staff prior to structural changes, file review, and data collection changes.
- TA materials will be housed on the ODE website.
- Responses to Oregon EDPlan questions and related information will be provided through [OREDPlanIntegrations@pcgeducation.zendesk.com](mailto:OREDPlanIntegrations@pcgeducation.zendesk.com).
- There will be ongoing support for service areas from EI/ECSE Support Specialists at ODE (formerly called County Contacts), with TA available at the county level as needed.

# Annual File Reviews

## What is the file review sample size?

The number of files reviewed is based on service area size as determined by the December 1 Child Count, as shown in the table below.

Table 3. File Review Sample Sizes Based on Service Area

Service area size	December 1 Child Count range	Number of files selected
Very Small	1–99	7 files
Small	100–499	14 files
Medium	500–999	21 files
Large	1000+	28 files

## What implications might the file review process have for local training and staff understanding?

ODE will provide professional development (PD) to service areas around file reviews that service areas can share with the counties within their region.

## How can programs ensure that, even if they enter data into ecWeb in different ways, the information is properly documented and coded so that it pulls accurately into Oregon EDPlan?

ODE will provide PD/TA on where/how to input data into ecWeb to improve consistency across the state. In addition, if needed, the ODE EI/ECSE Support Specialist (ESS) will have back and forth communication with service areas throughout the file review process to ensure all relevant documentation has been reviewed.

## How will ODE know if translated documents meet the standard when conducting file reviews?

ODE will utilize a translator when reviewing translated documents if needed.

## How will Oregon EDPlan support birth-to-3 (Part C) requirements that differ from ages 3–5 (Part B 619), and how will the file review process differentiate between Part C and Part B 619?

To ensure the Part C and Part B 619 requirements are effectively monitored, Oregon has established separate priority standards for early intervention and early childhood special education. When completing the file review process, Oregon EDPlan has been designed to automatically assign the standards to be reviewed based on the child's age. For example, a file review for a child in the birth-to-3 age range will be based on Oregon's Early Intervention Priority Standards, whereas a file review for a child in the 3-to-5-year-old age range will be based on the Early Childhood Special Education Priority Standards.

## What is the timeline for responding to noncompliance?

Following notification from ODE, service areas must correct all child-specific instances of noncompliance within 60 days. If systemic noncompliance is identified (defined as 10% and a minimum of two files for any given standard), all corrective actions and verification must occur as soon as possible but no later than 1 year after noncompliance was identified. Additional information about responding to noncompliance can be found in [Oregon's EI/ECSE monitoring manual](#).

# On-Site Focused Monitoring

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## When will on-site focused monitoring begin?

On-site focused monitoring will begin in the fall of 2026. ODE is working on developing a schedule for focused monitoring, which will be made available to service areas immediately upon completion.

## What guidance can ODE provide on how focused monitoring will work (what will be reviewed, how it will be conducted, and when it will occur)?

An overview of how focused monitoring will work can be found in the [EI/ECSE monitoring manual](#). In addition, ODE is developing a focused monitoring handbook for service areas that will offer more detailed guidance.

# County Supports and Data

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How will ODE capture the differences in the size of service areas in data analysis?

All counties served within a service area will be represented in the file review process. In addition, service areas will have access to county-level data in Oregon EDPlan. This will allow service areas to provide TA based on the specific needs of each county within their region.

Who will support county-level needs?

Service areas will assume primary responsibility for supporting county-level needs within their region. The ODE ESS will be available to provide additional support and TA for counties if needed.

How can service areas make sure that their data provide the information needed for improvement when priorities vary within a region and some counties have different challenges with improving outcomes?

The Oregon EDPlan dashboard will display data at both the service area and county levels, allowing service areas to identify improvement goals that are specific to each county within their region.

Will service areas be able to flag data for improvement within Oregon EDPlan or ecWeb throughout the year?

Service areas are encouraged to self-monitor using data in ecWeb throughout the year. Historical performance and compliance data will be available to service areas within Oregon EDPlan.

With the change to one Service Area Plan (SAP) per service area, how will service areas be able to acknowledge county differences while ensuring coherence across each region?

ODE will explore revisions that can be made to the SAP template to ensure that SAPs can be developed and written in a way that supports the varying needs of counties within a service area.

Will Special Education Child Count (SECC), June Exit collections still go into the district site and not Oregon EDPlan?

Yes. There are no changes being made to the process for submitting exit data.

# 45-Day Timeline Submission

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Where will service areas hold the data for the annual 45-day timeline submission?

Data for the annual 45-day timeline submission will be housed in Oregon EDPlan. Service areas will be required to enter 45-day timeline data in Oregon EDPlan during a designated time frame each year; however, service areas may choose to track and/or enter data throughout the year to alleviate the increased workload of an annual submission.

What implications could a lack of ongoing monitoring of 45-day timelines throughout the year have for timely service delivery and identification of needed corrections?

Service areas are encouraged to self-monitor their 45-day timeline data to ensure any noncompliance is corrected as soon as possible.

How can service areas reduce the risk of a large end-of-year review and reporting workload related to the change to an annual 45-day timeline submission?

Service areas are welcome to continue collecting their 45-day timeline data monthly to reduce the workload needed for the annual submission.

# Training and Schedules

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## When will training be provided?

Training will be provided prior to implementation of each monitoring activity. ODE is currently working on finalizing a training schedule that will be shared with service areas when completed.

## Which staff will be trained?

Training will occur primarily at the service area level. County and/or program-level staff will be included in training, if needed, based on specific data entry roles and responsibilities.