

# Executive Summary: House Bill 2682 Report

## **Recommendations to Strengthen the Adequate Service Level Framework for Early Intervention and Early Childhood Special Education**

House Bill 2682 (2025) directed the Oregon Department of Education (ODE) to convene an advisory committee to review Oregon's Adequate Service Level (ASL) framework for Early Intervention (EI) and Early Childhood Special Education (ECSE). The framework, originally developed in 2009, describes the level of services and resources needed to adequately serve young children with disabilities and their families and has historically been used to inform policy and budget discussions.

The advisory committee reviewed current service delivery models, workforce conditions, funding structures, and family and provider perspectives. The committee found that the existing framework no longer fully reflects current realities, including increasing numbers of children served, expanded expectations for inclusive preschool participation, workforce shortages, and rising service delivery costs.

To better align the framework with current practice, the committee recommends several updates to Adequate Service Level assumptions. For infants and toddlers receiving Early Intervention services, the committee recommends a planning assumption of at least one service per week. For preschool-aged children receiving ECSE services, the committee recommends increasing service frequency based on disability-related need levels and incorporating related services, such as speech-language, occupational, and physical therapy, into service level calculations across all categories. The recommendations are intended to inform statewide planning and funding discussions and are not intended to replace individualized decisions made through the Individualized Family Service Plan (IFSP) process.

The committee also recommends establishing an Adequate Service Level assumption that children with disabilities have access to 30 hours per week of inclusive, community-based preschool opportunities. This recommendation reflects increased statewide emphasis on inclusion and recognizes the importance of providing children with disabilities access to the same early learning opportunities available to their peers.

To improve planning and cost estimation, the committee recommends revising the child-count methodology used in Adequate Service Level projections. Rather than relying on the current April rolling average, the committee recommends using the August 1 child count, which more accurately reflects peak enrollment, and the staffing and resources programs must have in place to meet their obligation to serve all eligible children.

The report also identifies several areas requiring additional analysis and policy development, including updating cost assumptions, examining the fiscal and operational impacts of expanded preschool access, establishing workforce capacity and caseload guidance, addressing access barriers for families, and ensuring future implementation remains family-centered and sustainable.