

House Bill 2682 Report

Recommendations to Strengthen
the Adequate Service Level
Framework for Early
Intervention/Early Childhood
Special Education

August 2026



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Executive Summary

[House Bill 2682](#), enacted during the 2025 Regular Legislative Session, directed the Oregon Department of Education (ODE) to convene an advisory committee to review and examine the state's Adequate Service Level framework for early intervention and early childhood special education (EI/ECSE) services. The legislation reflected legislative interest in understanding how existing Adequate Service Level definitions align with current service delivery practices, workforce capacity, and funding structures.

In response to this directive, ODE convened a diverse advisory committee representing program administrators, practitioners, families, and community partners from across the state. The committee reviewed the history of the Adequate Service Level framework, examined current service models and resource assumptions, and considered available research and stakeholder input related to effective and equitable EI/ECSE education service delivery.

This report summarizes the advisory committee's work and presents recommendations organized into two categories. Core recommendations focus on proposed updates to Adequate Service Level expectations for infants, toddlers, and preschool-aged children with disabilities. Additional recommendations identify areas where further analysis, research, or policy development is needed to support clarity, feasibility, and long-term system sustainability. These considerations include adequate and sustainable funding, recognizing the importance of aligning fiscal resources with program requirements to ensure successful and lasting implementation.

Together, the recommendations are intended to inform legislative understanding of Adequate Service Level expectations and support future policy and funding discussions, while preserving individualized decision-making through the Individualized Family Service Plan (IFSP) process and maintaining a strong focus on family-centered and inclusive practices.

Introduction

Oregon's EI/ECSE system plays a critical role in supporting young children with disabilities and their families. In the 2024-25 program year, EI/ECSE programs served 15,963 children statewide, reflecting both the scale of the system and the importance of ensuring access to high-quality services. The Adequate Service Level framework was originally developed to describe the level of service necessary to provide effective EI/ECSE services statewide and to inform funding and policy discussions related to program capacity and sustainability.

Since the development of the Adequate Service Level framework, the conditions under which EI/ECSE programs operate have changed significantly. Programs are now expected to serve more children, address increasingly complex needs, expand access to services across geographic areas, and do so within persistent workforce shortages and funding constraints. At the same time, expectations for inclusive service delivery and meaningful family engagement have grown, increasing both the scope and complexity of services provided.

These shifts have created several core challenges:

- Ensuring sufficient staffing to meet legal obligations to serve all eligible children
- Maintaining manageable caseloads to support quality service delivery
- Expanding services in underserved or rural areas
- Aligning funding with the true cost of delivering services, including evaluation and family engagement
- Sustaining a qualified workforce with specialized credentials

House Bill 2682 directed ODE to convene an advisory committee to examine these issues and report back to the legislature. The advisory committee was charged with reviewing existing Adequate Service Level definitions, considering how they align with current service delivery realities, and identifying considerations for updating how service levels are described and estimated within Oregon's EI/ECSE system.

This report fulfills the statutory reporting requirement established in House Bill 2682. It provides an overview of the advisory committee's membership and process, summarizes the committee's findings, and presents recommendations intended to support legislative understanding of Adequate Service Level expectations and inform future policy and funding decisions.

Brief History of Adequate Service Levels

In January 2009, Representative Peter Buckley convened a work group consisting of legislators, service providers, advocates, program administrators, and ODE staff. The work group was formed in response to growing enrollment in EI/ECSE services and ongoing funding challenges that limited programs' ability to deliver consistent and effective services statewide. The group was charged with identifying system improvements and developing a recommended service level and funding approach that would support sustainable EI/ECSE operations.

The work group received technical assistance from Dr. Tom Parrish, a nationally recognized expert in special education finance. Through this collaboration, Oregon developed the foundational Adequate Service Level framework, including service level descriptions and related cost assumptions. The framework was designed to articulate the level of service needed to provide adequate EI/ECSE services and to support informed policy and budget discussions at the state level.

This work was informed by Dr. Parrish's *Proposed Funding Model for Early Intervention/Early Childhood Special Education Programs* (August 2009; updated February 2011), which identified several key recommendations to improve the state's approach to financing EI/ECSE services. These included moving away from a base funding model with biennial increases toward a data-driven formula based on child needs and caseload growth; redesigning the budget process to provide greater clarity regarding how funds are used and how needs vary across geographic, demographic, and programmatic contexts; and reconfiguring the distribution of funds to more equitably reflect local program needs. The development of the Adequate Service Level framework represented an important step toward advancing these recommendations by establishing a more transparent and needs-based approach; however, it did not fully address all aspects of the proposed funding and budgeting reforms.

Since its development, the Adequate Service Level framework has served as an important reference point for understanding service expectations and resource needs within Oregon's EI/ECSE system. However, service delivery models, workforce expectations, and the complexity of children's needs have evolved over time. Programs increasingly operate in inclusive, community-based settings and support a broader range of family-centered and collaborative practices.

Several key system changes have contributed to this shift. These include expanded access to publicly funded preschool opportunities, such as those supported through the Student Success

Act and Multnomah County Preschool for All; an increased demand for and availability of school-day (full-day) preschool programs, including Preschool Promise, Head Start, and Oregon Prekindergarten, driven by both policy direction and family need; and aligned expectations across publicly funded early learning programs to prevent suspension and expulsion and ensure all children can remain in care, supported by initiatives such as EI/ECSE, Inclusive Services, and Every Child Belongs.

These changes have direct implications for program costs and resource needs. Expanded access and longer program days increase the intensity and duration of services required. Inclusive and community-based models require additional coordination, consultation, and travel time for staff. Expectations to maintain children in placements and support a wider range of needs necessitate lower caseloads, more specialized staff, and increased investment in workforce development. Together, these factors place pressure on program budgets and underscore the importance of aligning the Adequate Service Level framework and cost model with the true cost of delivering high-quality, accessible services.

These changes contributed to interest in revisiting Adequate Service Level definitions to ensure that the framework continues to reflect current practice and supports equitable, effective services for children and families. The increasing gap between original Adequate Service Level assumptions and contemporary EI/ECSE operations contributed to legislative interest in further examination of service level expectations, ultimately leading to the passage of House Bill 2682.

Together, this history provides the context for the advisory committee's work and sets the stage for subsequent sections of this report, which describe how Adequate Service Level has been incorporated into policy and budgeting processes and outline the committee's recommendations for future consideration.

Incorporation of Adequate Service Level into Policy Option Packages

Since the inception of the Adequate Service Level framework, ODE has incorporated Adequate Service Level expectations into its policy option packages – the mechanism state agencies use to propose program changes and request resources through the Governor's Recommended Budget. Integrating Adequate Service Level standards into policy option package development allowed ODE to link program expectations with information about the resources needed to support service delivery.

Through this process, Adequate Service Level integration contributed to improvements in statewide program planning and reporting. These improvements included increased consistency in how data were reported and used across programs, stronger alignment between program performance discussions and established service expectations, and greater clarity for providers and families regarding how service delivery expectations are described at the state level.

At the same time, the policy option package development process highlighted limitations in the existing Adequate Service Level definitions. As programs reviewed Adequate Service Level expectations alongside current program operations, it became evident that many of the assumptions embedded in the original Adequate Service Level framework no longer fully reflected how services are delivered or the resources required to serve Oregon's EI/ECSE population.

Within the state budget process, the Current Service Level calculation represents the amount of funding needed to continue existing programs and service levels. Current Service Level estimates are used to inform the Governor's Recommended Budget and reflect the cost of maintaining current operations rather than expanding or redesigning services. In contrast, the Adequate Service Level framework was designed to describe the level of service needed to provide adequate EI/ECSE services.

By comparing Current Service Level calculations with Adequate Service Level-based estimates, ODE was able to identify differences between existing funding levels and the resources that would be required to deliver services consistent with Adequate Service Level expectations. The use of both Current Service Level and Adequate Service Level calculations within policy option package submissions provided legislative partners with additional context regarding current program operations, staffing assumptions, and service delivery expectations. This analysis informed broader policy discussions and contributed to the legislative direction in House Bill 2682 to further examine service level definitions and approaches for estimating the cost of providing adequate EI/ECSE services statewide.

Legislative Summary: HB 2682

House Bill 2682 was enacted during Oregon's 2025 Legislative Session to examine and update elements of the state's EI/ECSE service system. The legislation directs attention to the state's Adequate Service Level framework, including how service expectations are defined and how those expectations relate to current funding structures and program operations.

The bill took effect January 1, 2026, and directed ODE to convene an advisory committee and submit a report to the legislature by September 15, 2026. The advisory committee was charged with reviewing existing Adequate Service Level definitions and identifying considerations for updating how service levels are described and estimated within the EI/ECSE system.

This report fulfills the statutory reporting requirement established in House Bill 2682. It summarizes the work of the advisory committee, including its review of the history and development of the Adequate Service Level framework, analysis of Current Service Level assumptions, and discussion of potential updates to the Adequate Service Level structure. The information in this report is intended to support legislative understanding of the Adequate Service Level framework and inform future policy and funding discussions related to EI/ECSE services in Oregon

Advisory Committee Membership

House Bill 2682 directed ODE to convene an advisory committee with broad representation to review the state's Adequate Service Level framework for EI/ECSE. Committee membership was intentionally structured to reflect a range of perspectives, expertise, and geographic representation across Oregon.

In summer 2025, ODE issued a call for applications to EI/ECSE administrators, special education directors, practitioners across disciplines, families of children with disabilities, and advocacy organizations. Applications were open from August 12 through August 27, 2025. ODE received a total of 51 applications, which were reviewed using a previously developed evaluation rubric that prioritized alignment with designated membership roles and statewide geographic representation.

The advisory committee includes representation from:

- ODE EI/ECSE leadership
- Regional and local program administrators
- EI and ECSE practitioners across disciplines
- Family representatives
- Community and partner organizations

The 16 committee members appointed through this process brought expertise in service delivery, program operations, family engagement, equity, and systems-level policy (see

Appendix A). Together, this composition supported informed discussion and balanced consideration of the implications of potential updates to Adequate Service Level definitions.

Advisory Committee Process

The advisory committee followed a structured and transparent process to review the existing Adequate Service Level framework, examine current service delivery practices, and develop recommendations consistent with the direction of House Bill 2682. The committee met monthly from September 2025 through May 2026 and was supported by ODE staff throughout the process.

The committee's work included:

- Review of the history and development of Oregon's Adequate Service Level framework
- Examination of current EI/ECSE service delivery models and funding structures
- Review of national comparison models, research, and program cost analyses
- Consideration of data and information shared by providers, families, and partners

To support in-depth discussion, the committee formed topic-specific subgroups focused on areas such as service models, workforce considerations, and preschool. Subgroups developed preliminary recommendations, which were brought back to the full committee for discussion and refinement.

Recommendations were developed through an iterative process that emphasized shared understanding and consensus. Draft recommendations were discussed in open meetings, revised based on committee input, and finalized through a consensus-plus voting model. This approach allowed the committee to document areas of agreement while also noting majority and minority perspectives where consensus could not be reached.

This structured process ensured that the committee's recommendations were informed by data, professional expertise, and family perspectives, and that deliberations were conducted with transparency and accountability.

Advisory Committee Recommendations

The following recommendations reflect the advisory committee's work to review and consider updates to Oregon's Adequate Service Level framework for EI/ECSE. The recommendations are

organized into two categories: core recommendations that identify proposed updates to service level expectations, and additional recommendations that identify areas for future analysis, research, or policy development. Together, these recommendations are intended to support consistent, high-quality services while preserving individualized decision making for children and families.

Core Recommendations

The advisory committee's core recommendations focus on updates to the Adequate Service Level framework for infants, toddlers, and preschool-aged children with disabilities, as well as revisions to the child count methodology used in Adequate Service Level reporting and cost modeling. These recommendations reflect the committee's analysis of current service delivery practices, provider input, family perspectives, and available research related to effective EI/ECSE. The goal of the core recommendations is to clarify minimum service expectations that support consistent, high-quality, and developmentally appropriate services, while preserving individualized decision-making through the IFSP processes.

Early Intervention

Early Intervention Service Levels

The advisory committee recommends updating the Adequate Service Level framework to reflect a minimum expectation of at least one early intervention (EI) service per week for infants and toddlers receiving EI services.

This recommended service level is intended to guide system-level planning and funding discussions and does not replace individualized decision making. Service frequency and intensity must continue to be determined by the IFSP team based on each child's strengths, needs, and family priorities. The Adequate Service Level framework is not intended to establish a cap or limit on services and should not be used to restrict access to additional supports when warranted.

The committee also recommends that Adequate Service Level language for EI services explicitly reflect alignment with federal requirements related to natural environments, consistent with existing Individuals with Disabilities Education Act (IDEA) provisions. EI services are intended to occur in settings that are typical for infants and toddlers with and without disabilities, such as the home, childcare, and community settings, to the maximum extent appropriate. Clarifying

this alignment within the Adequate Service Level framework reinforces current practice without altering statutory requirements.

Early Childhood Special Education

Definition of Early Childhood Special Education (ECSE) Service

The advisory committee recommends incorporating related or equivalent services into the definition of ECSE Service to reflect the range of services that may be provided to children in all adequate service level categories. Previously, related or equivalent services were identified only for children in the high need category. The updated ECSE service definition is: a special education service provided by the child's lead interventionist or primary specialist, and/or a related or equivalent service provided by related service providers.

Early Childhood Special Education Service Levels

The advisory committee recommends increasing the ECSE service levels for children across all categories. For low need, the ECSE service would be increased from at least one service per week to at least two per week. For moderate need, services would increase from at least one per week to at least three per week. For high need, services would increase from at least one per week to at least four per week (see Table 1).

The rationale for these changes is to provide increased frequency of direct or consultative services from ECSE providers in alignment with the recommendation to increase preschool access to 30 hours per week in inclusive, community-based preschool settings. Direct services involve an ECSE provider working directly with a child to support progress on IFSP goals, while consultative services involve collaboration with teachers or caregivers to build their capacity to implement individualized strategies and accommodations throughout the day.

Increasing the presence and involvement of ECSE providers in inclusive classrooms is intended to support partnership among general and special education practitioners and ensure that supports are embedded within children's daily learning environments. The committee identified this approach as critical to improving developmental outcomes for children on IFSPs and reducing reliance on exclusionary practices, such as suspension or shortened days, by equipping classrooms to better meet the needs of all children.

Family Teaching Activity

The committee recommends providing a family teaching activity at least once per month for children in the moderate and high categories. Providing family teaching activities highlights a commitment to family-centered practices and emphasizes the inclusion of families in their children's service plan. Family teaching activities help support home-preschool connections and generalization of strategies and supports across environments. Providing family activities is intended to support families' capacity to meet their child's unique needs and support their development. Furthermore, a flexible, monthly minimum requirement ensures that implementation is tailored to each family's capacity and needs.

Preschool

The committee recommends increasing preschool hours for children across all categories to 30 hours per week within inclusive, community-based settings. This recommendation reflects the committee's commitment to ensuring that children with disabilities have access to the same amount of high-quality early learning time as their peers, while also supporting inclusive participation and improved developmental outcomes. The 30-hour standard aligns with the direction of publicly funded preschool programs in Oregon and nationally, where full-day programming is increasingly the norm in response to family need, workforce participation, and recognized benefits of consistent early learning experiences. Research on preschool "dosage" and early learning indicates that increased access to high-quality early education supports children's cognitive and social-emotional development and contributes to long-term and intergenerational benefits.

Provision of services within inclusive, community-based preschool settings supports a free and appropriate public education in the least restrictive environment, as required by IDEA. This approach reflects the concept of rightful presence, the intentional design of systems to ensure children with disabilities are not only included, but fully welcomed, valued, and supported in the settings they would attend if they did not have a disability. Achieving this vision requires strong partnerships between early learning and special education systems and implementation of evidence-based practices, such as Universal Design for Learning (UDL), co-teaching models, and classroom environments with lower adult-to-child ratios where needed to support full participation. UDL provides opportunities for early learning staff and EI/ECSE specialists to share expertise and engage in job-embedded learning to better support the needs of individual children within the classroom. These practices can be implemented through a range of teaming strategies, including caregiver and teacher coaching, consultation, co-teaching, and other collaborative service delivery models. Together, these

approaches support educators in meeting the needs of all children and help reduce reliance on exclusionary practices across settings.

Inclusive preschool implementation also depends on collaboration between general education and EI/ECSE educators, with shared responsibility for supporting all children, including those with IFSPs. Strengthening this collaboration promotes consistent use of inclusive practices and reduces the need for removal or exclusion from classroom environments. Frameworks such as the Pyramid Model and the Indicators of High-Quality Inclusion provide guidance for creating environments that support social-emotional development, access, and participation for all learners, and also support the development of the programmatic and systems-level infrastructure needed for effective and sustainable implementation, including coordinated professional development, coaching and technical assistance, leadership alignment, data-informed decision-making, and ongoing monitoring of inclusive practices.

The committee recognizes that implementing a 30-hour inclusive preschool model has important system and funding implications. These include the need for a shared philosophy and coordinated approach to inclusion across ODE and the Oregon Department of Early Learning and Care; clarity regarding funding responsibilities between early learning programs (e.g., Preschool Promise, Head Start, Oregon Prekindergarten) and EI/ECSE services; and consideration of how classrooms may be structured, including intentional ratio adjustments to support inclusion. Additional considerations include alignment of background check requirements, credentialing systems, and workforce expectations to ensure qualified staff can deliver services within community-based settings. Addressing these factors will be critical to successfully implementing and sustaining inclusive, full-day preschool opportunities for children with disabilities.

Table 1

Recommended Adequate Service Levels for Early Childhood Special Education

Early Childhood Special Education Adequate Service Levels			
	 ECSE Services*	 Preschool Hours	 Family Teaching Activity
Low	2+	30	
Medium	3+	30	1+
High	4+	30	1+

*ECSE Services include special education services provided by the child's lead interventionist or primary specialist, and/or related or equivalent services provided by a related service provider.

Child Count Methodology for the Adequate Service Level Cost Model

The advisory committee recommends revising the child count methodology used in Adequate Service Level reporting and cost model projections for EI/ECSE programs. Specifically, the committee recommends that Adequate Service Level reporting and cost model projections be based on the total number of children enrolled as of August 1 of each year, rather than the current April rolling average used for both the Current Service Level and Adequate Service Level reporting and cost modeling.

Using the August 1 child count for Adequate Service Level projections better reflects program realities and resource needs. August represents peak enrollment prior to kindergarten transitions and therefore most accurately captures the number of children programs must be prepared to serve. Because EI/ECSE programs are required to serve all eligible children, they must be staffed and resourced at the start of the year to meet this obligation, even as enrollment continues to grow through ongoing referrals. Workforce constraints, including specialized credential requirements, limit the ability to add staff mid-year, requiring programs to plan staffing levels in advance. In addition, intake, referral, and evaluation activities, while not included in child counts, require significant staff capacity, particularly at the beginning of the year.

Additional Recommendations

In addition to the core recommendations addressing adjustments to Adequate Service Levels for infants, toddlers, and preschool children with disabilities, as well as revisions to the child count methodology used to estimate adequate service levels, the advisory committee identified several additional recommendations for future analysis, research, stakeholder engagement, and policy development to ensure that Adequate Service Level updates are implemented successfully and sustainably over time.

The committee also emphasized the importance of continuing to incorporate family voice and lived experience in this work. Ongoing engagement with families will be critical to ensure that policies and system changes reflect the diverse needs, priorities, and experiences of those directly receiving services, and to informing equitable and responsive program design.

While these recommendations were not developed to the same level of specificity as the core Adequate Service Level adjustments, the committee views them as essential to supporting clarity, equity, and system effectiveness.

Provide Dedicated Funding and Capacity for Future Work

The advisory committee identified multiple areas where additional analysis, research, and stakeholder engagement will be necessary to support implementation of the core Adequate Service Level recommendations. Many of these concepts require detailed cost modeling, examination of service delivery implications, and input from families, providers, and program administrators across the state.

Committee members emphasized that this work cannot be completed within existing staff responsibilities alone. Dedicated funding would allow the state to secure temporary staffing, consultant support, or technical assistance to translate advisory recommendations into clear, actionable guidance. Establishing this capacity would support high-quality planning and help ensure that future policy decisions are informed, feasible, and responsive to system needs.

Examine Budget and Programming Implications of Expanded Preschool Hours

The advisory committee's core recommendations include access to expanded preschool hours within inclusive community-based settings. Additional work is needed to better understand the

budgetary and operational implications of expanded preschool hours for programs, providers, and communities.

Future analysis should examine impacts related to staffing, facilities, transportation, coordination with community partners, and how ECSE services are delivered within these settings. This should also include considerations for supporting children with special health care needs, including the roles, responsibilities, and funding of qualified staff (e.g., nursing supports) required to ensure safe and appropriate participation in community-based programs. Ongoing collaboration will be necessary to clarify expectations and shared approaches to funding and service delivery for these supports across systems.

This work would help ensure that funding expectations align with actual program needs, and that expanded preschool access can be implemented in a way that is feasible and equitable across regions.

Safeguard Family-Centered Individualization in Service-Level Determination

The advisory committee emphasized that service levels are intended to guide systems-level planning and funding decisions, not to limit or prescribe services for individual children or families. Individualized decisions must continue to be made through the IFSP process based on each child's strengths, needs, and family priorities.

Future work should support clear guidance that reinforces family-centered practices and preserves flexibility in service-level determination. This includes consideration of how family choices and preferences are documented, including when families choose not to access certain services, while maintaining transparency and consistency in service planning.

Strengthen Alignment with the Principle of Natural Proportions

The advisory committee affirmed the importance of inclusive early learning environments and the principle of natural proportions, which reflects the inclusion of children with disabilities in community settings at rates similar to those of the broader population (DEC/NAEYC, 2009). In practice, this means that children with disabilities are supported to participate alongside their peers in typical early learning environments. The advisory committee emphasized that natural proportions are not quotas and should never be used to deny, delay, or restrict services.

At the same time, the committee noted that Oregon does not yet have a universal preschool system, and access to early learning opportunities remains uneven across communities due to geographic availability and cost. As a result, publicly funded preschool programs may, at times, include a higher proportion of children with disabilities than would be expected under a fully universal system. In many cases, this occurs out of necessity to maximize access to limited specialized staff and services, ensuring that children receive timely and appropriate supports within available inclusive settings. The committee emphasizes that higher concentrations are not an intended outcome but may occur as a practical response to system constraints.

Additional work is recommended to clarify how the principle of natural proportions can inform policy, funding, and program guidance in a manner that supports inclusive opportunities while continuing to honor individualized child and family needs. This includes recognizing current system constraints while working toward broader access to inclusive preschool for all children. Thoughtful alignment could help expand access to inclusive settings over time without compromising individualized service decisions or limiting program flexibility, ultimately improving equitable access to early learning opportunities for children with disabilities.

Establish Workforce Capacity and Caseload Guidance

Providers participating in the advisory process consistently emphasized that workforce sustainability and workload expectations are critical challenges that must be addressed to ensure the viability of EI/ECSE services. Current caseload guidance does not adequately reflect the full scope and complexity of responsibilities associated with service delivery. In addition to direct services, providers are responsible for travel time, documentation, collaboration with team members, family support, participation in team-based planning, eligibility determination, and relationship-building with inclusive community providers serving children with IFSPs. These responsibilities are essential to delivering high-quality, coordinated services but are not consistently accounted for in current workload expectations.

Data from the biennial EI/ECSE Workforce Survey and Needs Assessment, conducted by ODE in partnership with EI/ECSE programs, further reinforces the need for focused attention on recruitment, retention, and workforce capacity. Findings from this survey highlight ongoing staffing shortages, challenges in maintaining qualified personnel, and increasing demands for existing staff.

Given these conditions, future work must prioritize the development of updated workforce capacity benchmarks and caseload guidance that more accurately reflect current service delivery models and expectations. Establishing clear, realistic guidance is essential to

supporting workforce recruitment and retention, improving staff sustainability, and ensuring that providers have the capacity to deliver high-quality, inclusive services across settings.

Incorporate Access-Related Supports into the Adequate Service Level Framework

The advisory committee recognized that access to services is influenced by factors beyond service availability. Families may face barriers related to transportation, language access, scheduling, technology, or navigating multiple systems, which can affect their ability to fully participate in EI/ECSE services.

Future work should consider how access-related supports are reflected within the Adequate Service Level framework and funding assumptions. Addressing these considerations would support more equitable access to services and help ensure that service level expectations align with the supports families may need to engage meaningfully in services.

Update Adequate Service Level Cost Assumptions and Explore Alignment with Current Service Level Calculation

The cost assumptions underlying the Adequate Service Level framework were developed at an earlier point in time and no longer fully reflect current service delivery practices, workforce realities, or program expenses. At the same time, the Current Service Level calculation has not consistently kept pace with inflationary cost increases, including rising expenses related to Public Employees Retirement System obligations, collective bargaining agreements, and other workforce-driven costs. While adjustments to account for these factors were made in 2025 for the K-12 State School Fund, similar cost pressures affect EI/ECSE programs but have not been systematically incorporated into Current Service Level or Adequate Service Level calculations. In addition, several elements of the Adequate Service Level cost model are outdated, including assumptions related to the cost of preschool programming and the resources required to deliver services in inclusive, community-based settings.

The advisory committee recommends future work to review and update Adequate Service Level cost assumptions, including consideration of comparable cost adjustments used in the State School Fund where appropriate. This work would improve transparency, support more accurate and equitable fiscal planning, and strengthen the connection between service expectations and the funding necessary to implement and sustain them.

Conclusion

House Bill 2682 represents an important step in Oregon’s ongoing efforts to examine and strengthen its EI/ECSE system. Through the advisory process directed by the legislation, ODE convened a broad group of stakeholders to review the Adequate Service Level framework while considering current service delivery practices, workforce realities, and family needs. The advisory committee’s recommendations reflect a careful balance between clarifying system-level service expectations and preserving the individualized, family-centered decision making required under federal and state law.

The core recommendations identify proposed updates to Adequate Service Level expectations intended to support consistent, high-quality services for infants, toddlers, and preschool-aged children with disabilities. The additional recommendations outline areas where further analysis and policy development will be necessary to support effective implementation and long-term sustainability.

Taken together, this report is intended to inform legislative understanding of the Adequate Service Level framework and to support future policy and funding discussions related to EI/ECSE services in Oregon. The advisory committee recognizes that continued collaboration, analysis, and engagement will be essential as the state considers next steps to ensure equitable access to effective services for children with disabilities and their families.

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Appendix A

EI/ECSE Advisory Council Membership

Name	Affiliation	Role	Region
Catie Dalton	Linn Benton Lincoln Education Service District	EI/ECSE Administrator	Central Coast
Rachel Elliott	Department of Early Learning and Care (DELC)	Agency Liaison	Statewide
Jennifer Faircloth	High Desert Education Service District	EI/ECSE Administrator	Central
April Harrison	Ashland School District	School District Representative	Southern
Dana Hepper	Alliance for Early Intervention	Advocate	Statewide
Katie Hieb	Department of Early Learning and Care (DELC)	Child Care Provider	
Kyle Kavas	Parent of a child in EI/ECSE	Family Representative	Northwestern
Erin Kinavey Wennerstrom	Oregon Infant Mental Health Association (ORMIHA)	Agency Liaison	Statewide
Damiana Maxwell	Wallowa County Education Service District	EI/ECSE Coordinator	Eastern
Heather Olivier	FACT Oregon	Parent Partner	Statewide
Kalie Rolfe	North Central Education Service District	EI/ECSE Practitioner	Central
Michelle Rowland	Parent of a child in EI/ECSE	Family Representative	Willamette Valley
Kristin Rush	Parent of a child in EI/ECSE	Family Representative	Willamette Valley
Kristen Slatt	Columbia Gorge Education Service District	Early Learning Director	Mt. Hood and Columbia River Gorge
Meredith Villines	Oregon Department of Education	EI/ECSE Specialist	Statewide
Nicole Zeitoun	Northwest Regional	EI/ECSE Educator	Northwestern

Education Service
Program
