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# HOUSE EARLY CHILDHOOD COMMITTEE: EARLY LEARNING & DELC UPDATE

September 22, 2021



# HB 2166: Suspension & Expulsion Prevention

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**Jon Reeves**, Community Systems Manager, Early Learning Division

SEPTEMBER 22, 2021



# SUSPENSION & EXPULSION PREVENTION PROGRAM

## Purpose of HB 2166

- Establish the Early Childhood Suspension and Expulsion Prevention Program, the goal is to reduce use, and disparities of use of suspension and expulsion in early care and education programs
- Develop technical assistance providers and infant-early childhood mental health consultants to provide support to early care and education programs to promote children's social emotional well-being and growth and prevent exclusionary practices
- Multiple cross-sector opportunities to support the new program (Oregon Health Authority, local community based organizations, parents and child care providers of color, Oregon Department of Human Services, Oregon Department of Education – Early Intervention/Early Childhood Special Education)

## Resources for HB 2166:

- \$600,000 for three new positions funded beginning 2021
- Remainder \$5.2M allocated for implementation starting 2022





# SUSPENSION & EXPULSION PREVENTION PROGRAM

## Purpose of SB 236

- Implement a ban on expulsion and suspension applicable to “ECE programs receiving public funds or registered or certified under ORS 329A.330 and ORS 329A.280”
- ELD will conduct a study on the use of, and efforts to reduce and prevent the use of, suspension and expulsion by September 15, 2024
- Ban is operative July 1, 2026





# SUSPENSION & EXPULSION PREVENTION: PROGRAM CONTEXT

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## What Increases the Likelihood of Expulsion

- Structure of programs
- Professional knowledge of child development
- Implicit bias, Racial disparities in discipline practices
- Lack of trauma informed and resiliency based approaches

## Momentum in Oregon to Address Suspension and Expulsion

- Oregon data on exclusionary practices
- Disparities in Oregon for children of color and children with special needs
- Requests for support from ECE providers
- Racial Justice Council & Child Care Taskforce

## Early Learning Division Actions started in 2020

- Engage partners in design of a statewide infant-and early childhood mental health consultation (IECMHC) program centered in culture, race and language



# Oregon ECE Leaders

16 Oregon Leaders

- 11 ECE Leadership
- 5 Mental Health Leadership

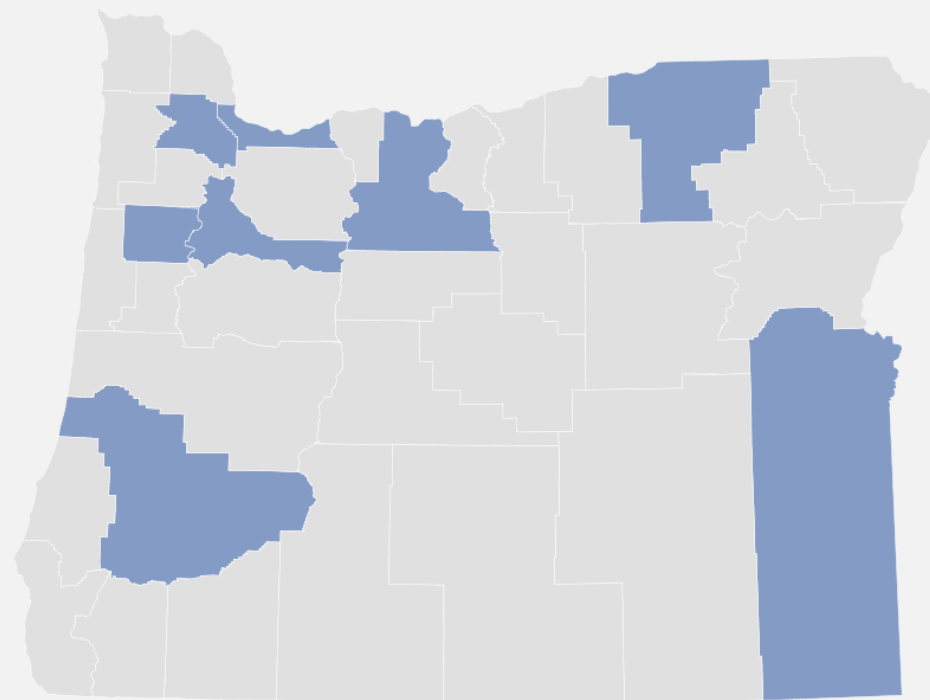
75% BIPOC

Interviews lasted ~ 1 hour



■ Rural ■ Urban

## Counties Represented





# Mental Health Consultants and EI-ECSE Representatives

14 interview

- 9 Consultants
- 5 EI-ECSE Representatives

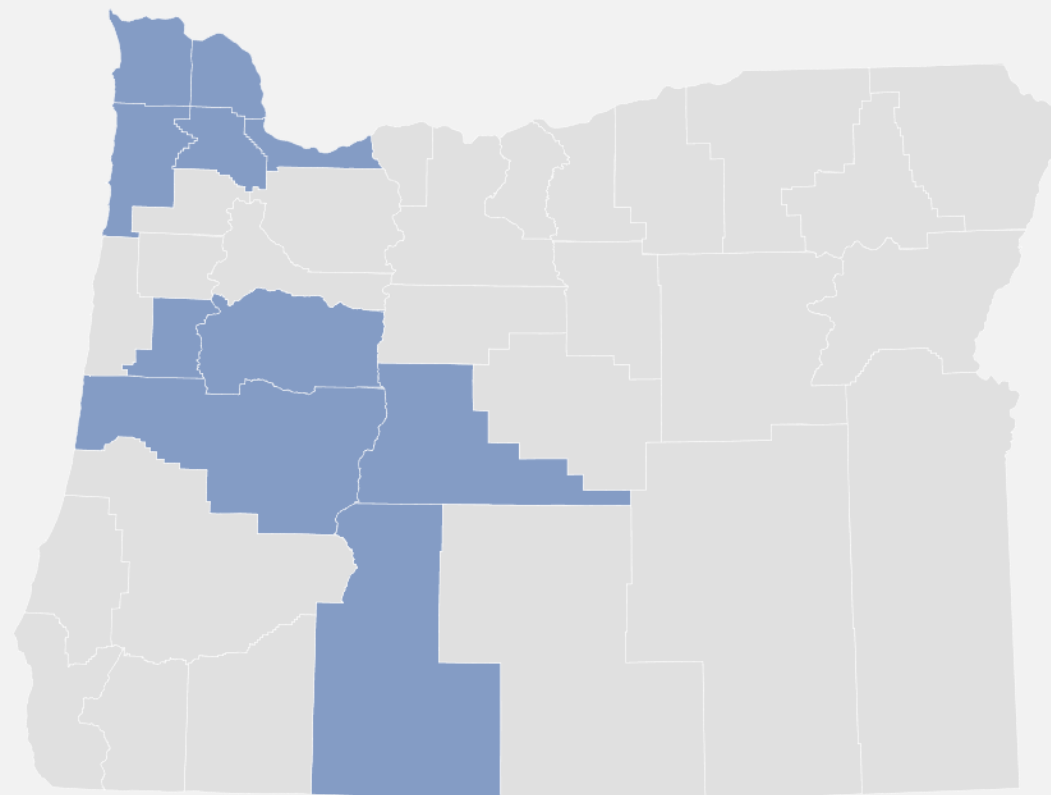
50% BIPOC

Interviews lasted ~ 1 hour



■ Rural  
■ Urban  
■ Suburban/ Mixed Rural

## Counties Represented





# Combined IECMHC Model Design Oregon Interviews

30 total non-provider interviews

- 16 Oregon leaders
  - 11 ECE leaders
  - 5 Mental Health leaders
- 9 Oregon Consultants
- 5 EI-ECSE Representatives

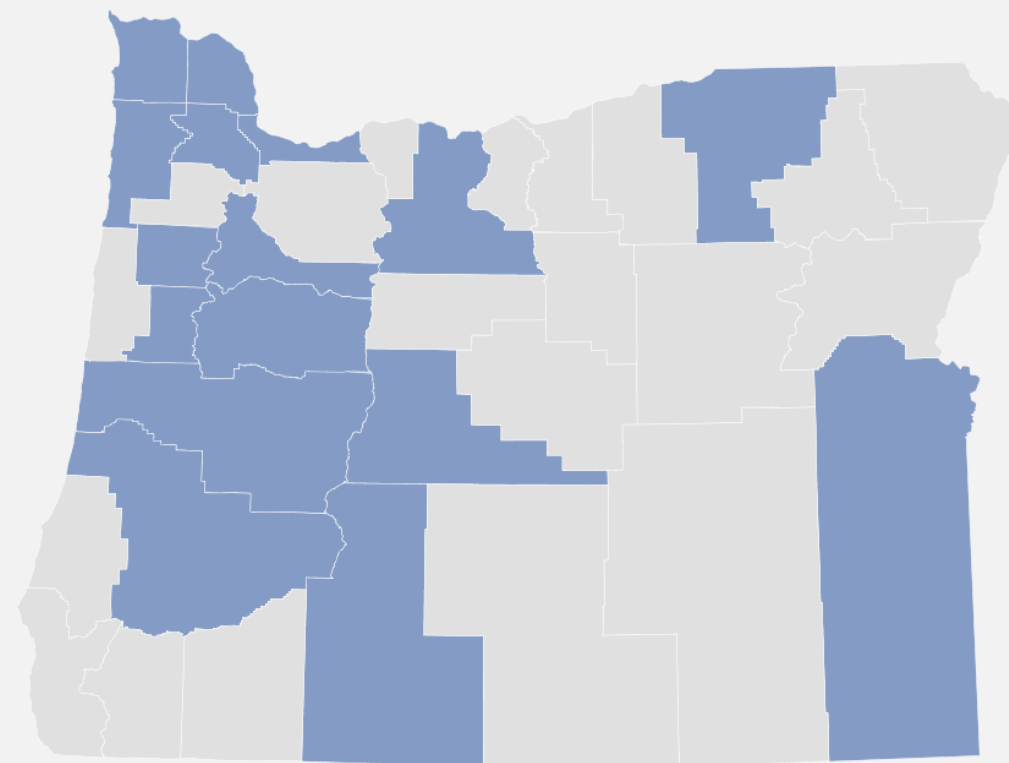
63% BIPOC

Interviews lasted ~ 1 hour



■ Rural  
■ Urban  
■ Suburban/ Mixed Rural

**Counties Represented**



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# Early Education Provider Focus Groups and interviews

- Focus to engage early childhood educators from family and center based child care programs who have experienced some type of consultation
- Targeted 20-25 Oregon early childhood education programs:

Focus Group	# of Participants
Black/African American providers	6 programs
Latinx/a/o providers	5 programs
Native providers	15 participants
Rural providers	5 programs



# National Infant & Early Childhood Mental Health Interviews

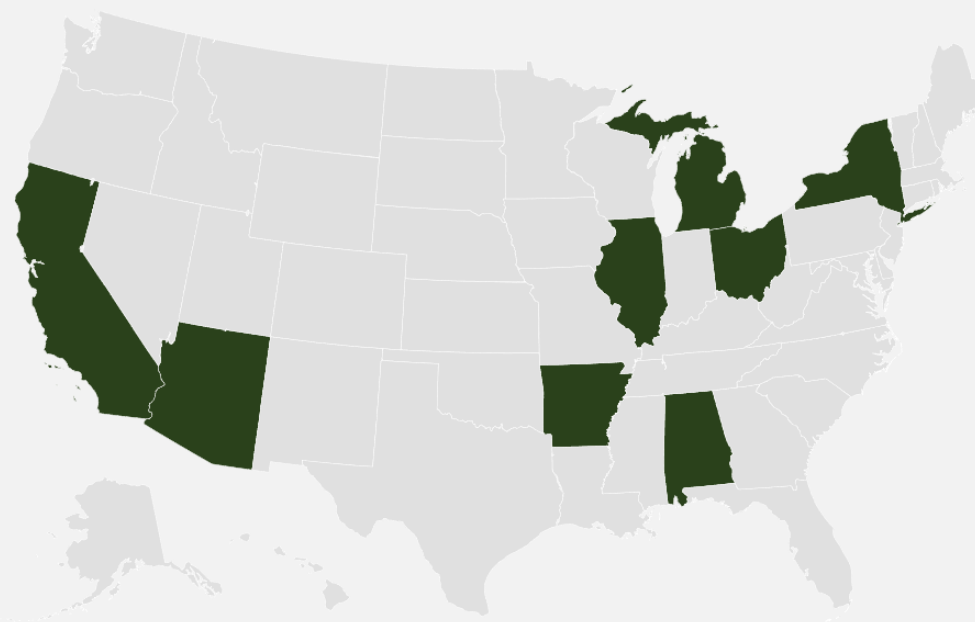
14 national experts

13 interviews

36% BIPOC

Interviews lasted ~ 1 hour

## States Represented





# SUSPENSION & EXPULSION PREVENTION: PARTNER ENGAGEMENT TO DATE

- **Early Childhood Education Programs** (i.e. IRCO, Adelante Mujeres, Latino Network, Micronesian Islander Community, Grand Ronde Head Start, Confederated Tribes of the Umatilla Indian Reservation, Albina Head Start and focus groups for Tribal, Spanish-speaking, Black, and rural early childhood education providers and teachers)
- **Early Learning Hubs & Child Care Resources & Referral** (Marion and Polk Early Learning Hub)
- **Supports to Children with Special Needs** (Behavior Intervention Specialists – Multnomah, Willamette, NW Regional, Linn Benton Lincoln, FACT Oregon, Inclusive Partners)
- **Early Childhood Mental Health Consultants of Color** (Morrison Child and Family Services, Klamath Tribal Health and Family Services, Raviant LLC, independent contractor in Warm Springs, and others)
- **Mental Health Organization Leadership** (Morrison, Marion & Polk Early Learning Hub, Douglas ESD)
- **National Experts in Infant and Early Childhood Mental Health** providing components that focus on serving early educators of color, including the Navajo Nation, Black, and Latinx communities

## **Tribal Nations' Participants:**

- Klamath Tribes Early Childhood Development Center
- Confederated Tribes of Grand Ronde Chinuk Wawa, Young Child Wellness, Early Childhood Education Center, and I-LAUNCH
- Confederated Tribes of Umatilla Indian Reservation ICWA, DCFS, and Conscious Discipline Training
- Confederated Tribes of Warm Springs Early Childhood Education
- Native American Youth & Family Center, Portland
- SPIRITS Future Generations Collaborative
- Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians



# TIMELINE COMPONENTS

Timeline	Activities
November 2021	Draft IECMH Consultation Model recommendations provided to ELD and available for public review
November/ December 2021	Sunset IECMH Consultation model steering committee and launch implementation team for the Early Childhood Suspension and Expulsion Prevention Program
February 2022	Report due to Legislature outlining the progress toward developing the Early Childhood Suspension and Expulsion Prevention Program
May 2022	Rules will be presented to the Early Learning Council for promulgation
July 1, 2022	Report due to Legislature outlining dispute resolution, investigations and contested case hearings
July 1, 2022	Begin to rollout IECMH Consultation services and suspension and expulsion prevention program components
September 15, 2024	ELD to submit a study on suspension/expulsion use, reduction and prevention strategies
July 1, 2026	Effective date of the ban on suspension and expulsion - ECE programs may not suspend or expel children



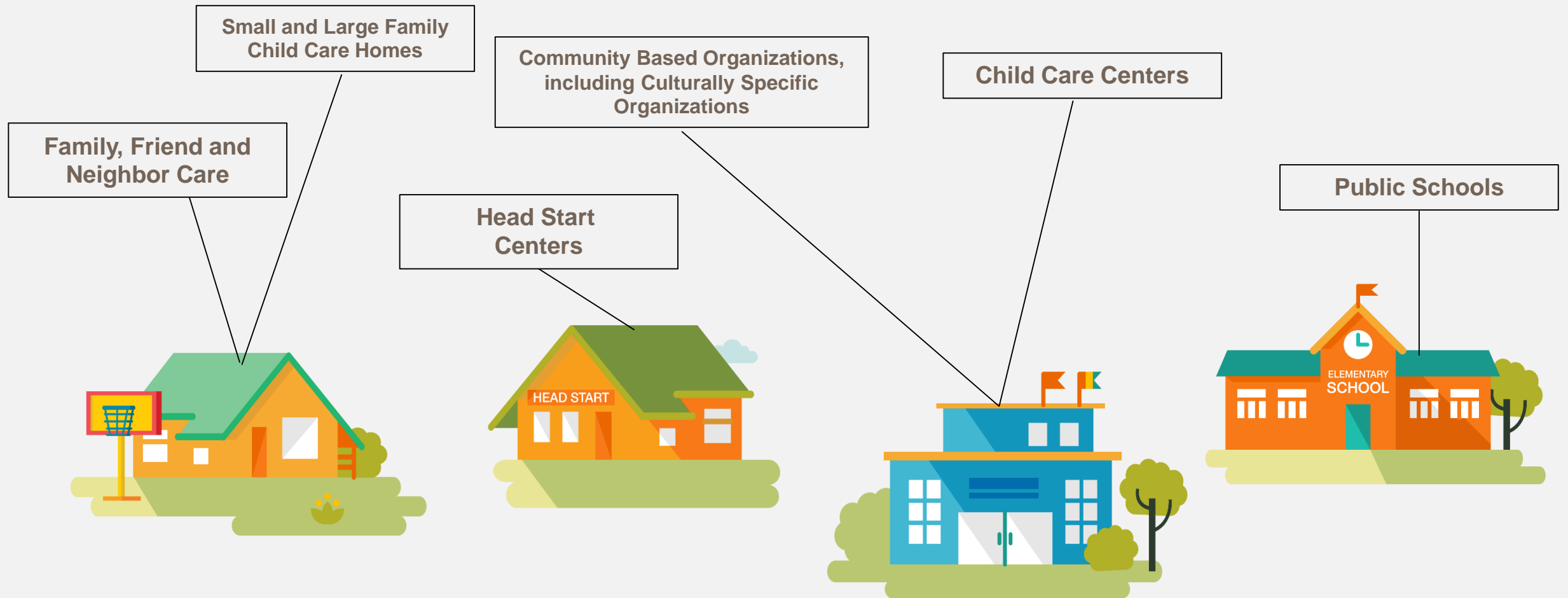
# HB 3073: Early Childhood Governance

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**Alyssa Chatterjee**, Early Learning System Director, Early Learning Division

**Liesl Wendt**, Deputy Director, Oregon Department of Human Services

# VISION: UNIFIED EARLY EDUCATION AND CHILD CARE SYSTEM DELIVERED IN DIVERSE SETTINGS



SEPTEMBER 22, 2021



# HB 3073: OVERVIEW

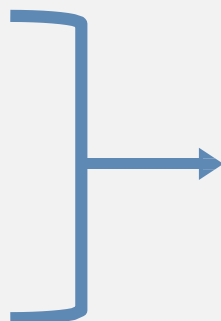
- Establishes the Department of Early Learning & Care on **January 1, 2023**
- Moves Employment Related Day Care (ERDC) from the Oregon Department of Human Services to the new Department of Early Learning and Care by **July 1, 2023**
  - Caps co-pays at 7% of family income by October 1, 2021
- Requires legislative progress reports
  - ELD in coordination with ODE and ODHS **September 30, 2021**
  - ELD in coordination with ODE and ODHS **January 15, 2022**
  - ODHS in coordination with ELD **January 15, 2022**
  - ELD in coordination with ODE and ODHS **September 30, 2022**
- Directs ELD & ODE to identify ways to strengthen the EI/ECSE connection with early learning programs



# BACKGROUND



- The Oregon Department of Human Services (ODHS) requested a review of the Employment Related Day Care (ERDC) program to identify key operations, systems, budget and governing regulations that need to be considered as part of the transition.
- Working groups were convened from May 2021 through July 2021 to discuss current-state activities, confirm process steps, explain the program's history, gather relevant data, and identify related functions and groups.
- This summary is not meant to be an evaluation of the quality of the program or recommendations on the design of DELC.



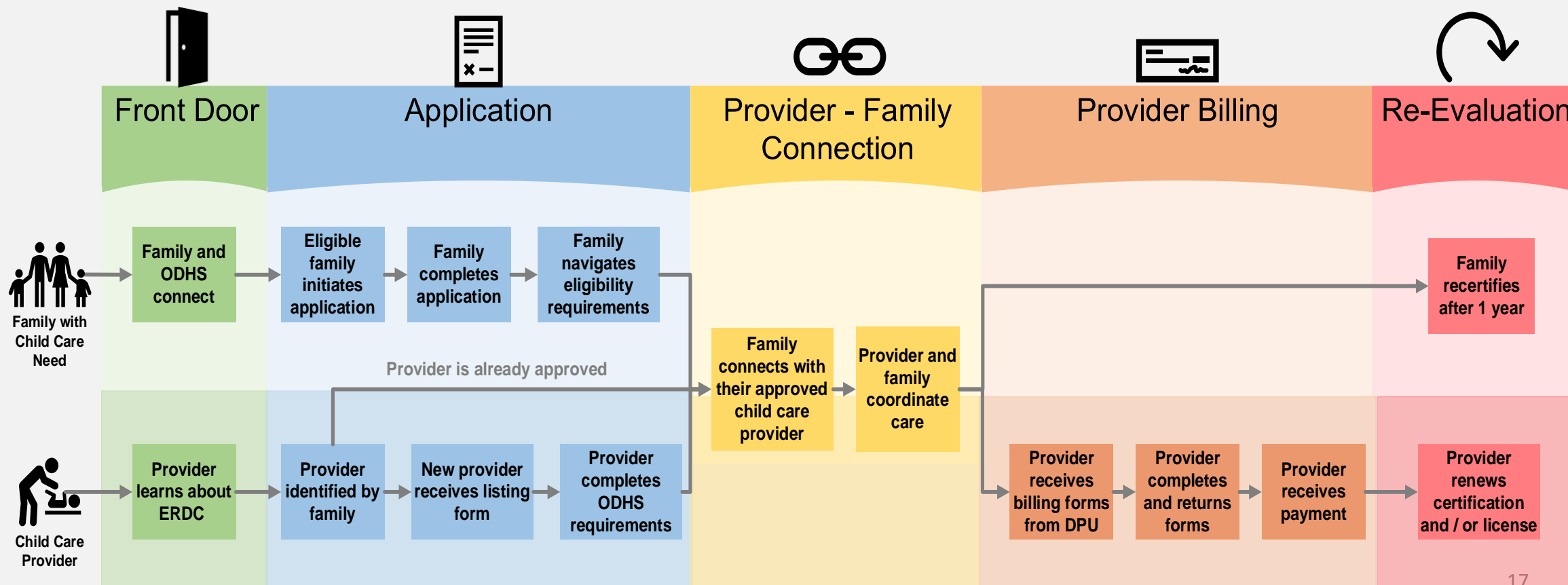
**HB 3073** sets the context for ERDC's move to the new DELC agency.

- **Establishes DELC** – Separates ELD from the Department of Education (DOE) and ERDC from ODHS to establish a new agency. DELC will receive oversight from the Early Learning Council, established to coordinate a unified and aligned system of early learning.
- **Consolidates Funding, Policy, and Licensing** – DELC will manage allocation and disbursement of federal and state child care funds as well as child care policy, quality standards, and licensing.
- **Modifies Membership and Responsibilities of the State Interagency Coordinating Council** – Updates the membership to include the new state agency in alignment with federal IDEA requirements.
- **Expands ERDC** – Expands the ability for DELC to administer ERDC to families that need it most.
- **Establishes Accountability** – Sets a clear timeline and checkpoints for reports to the Legislature regarding the progress of implementation.



# HIGH-LEVEL FAMILY AND PROVIDER JOURNEY

The operations, systems, teams, and activities that support ERDC can be understood in the context of the families and providers who experience the program – their journey from the Front Door through Reapplication & Re-evaluation.





# NEXT STEPS



From Summer of 2021 through Fall of 2022, ODHS, ELD, and the to-be-established DELC will work together to stand-up DELC and transition ERDC.

## **HB 3073 establishes accountability and requires ODHS and DELC to report out on three occasions.**

- **Report on Progress (Sept. 30, 2021)** – ELD, ODHS, and ODE will work together to outline the progress in child care assistance programs, alignment of intervention services within statewide early learning systems, and adoption of rules related to child care.
- **Report on ERDC Program (Jan. 15, 2022)** – ODHS and ELD to determine fiscal impact and timeline of eligibility changes to ERDC and report on the progress of transferring ERDC to DELC along with other implementation topics.
- **Report on Updates of Implementation (Sept. 30, 2022)** – ELD will work with ODHS and ODE to provide updates on the transfer.

## **As DELC begins to form, the transition team will:**

- Hire and onboard 14 key positions for ELD/ODE to support the DELC transition,
- Finalize transition governance,
- Finalize external partnerships,
- Finalize communications strategy, and
- Update ECE and SSP partners and advocates.



# ERDC TRANSITION CONSIDERATIONS



Who will be covered by the ERDC program in the future?

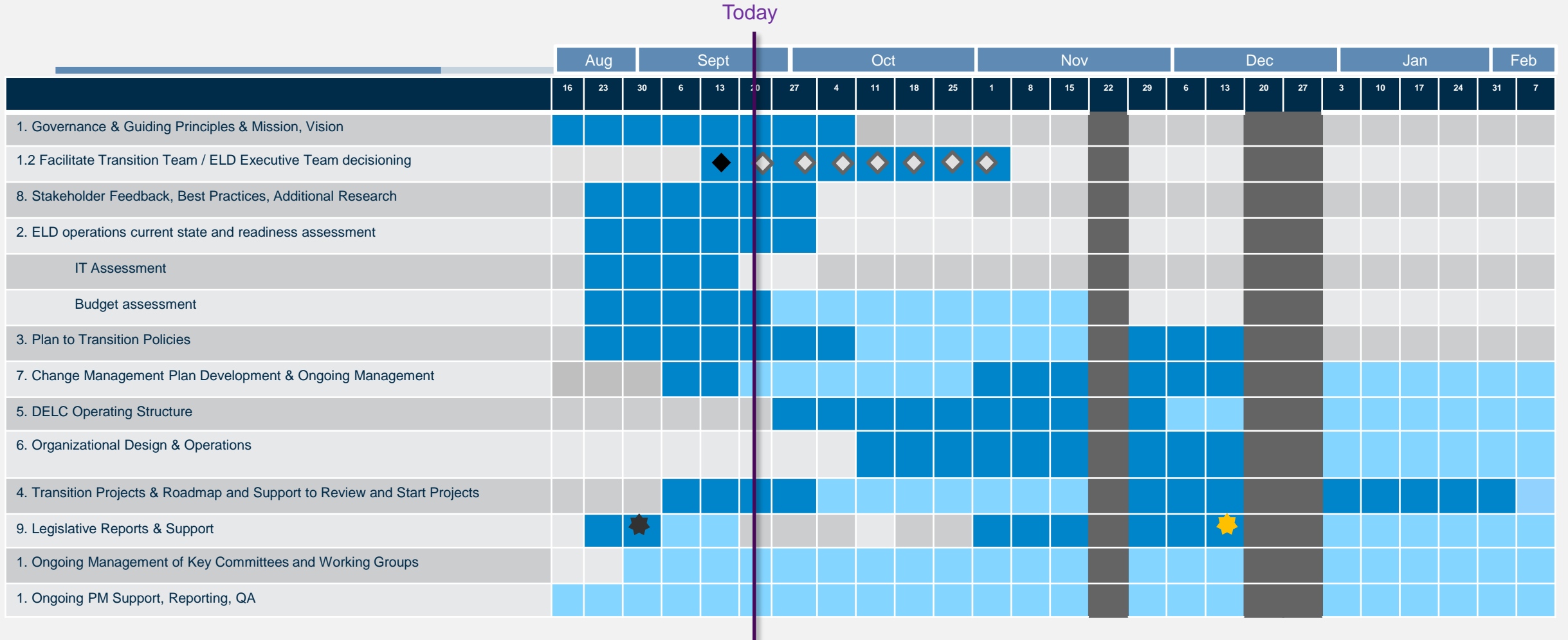
How will staffing be supported in the transition?

What is the target level of customer services for ERDC in the context of DELC?

Where will intergovernmental navigation be needed?

# DELC FUTURE STATE & ERDC TRANSITION

 Tactical Work  
 Ongoing Maintenance



## Key Notes:

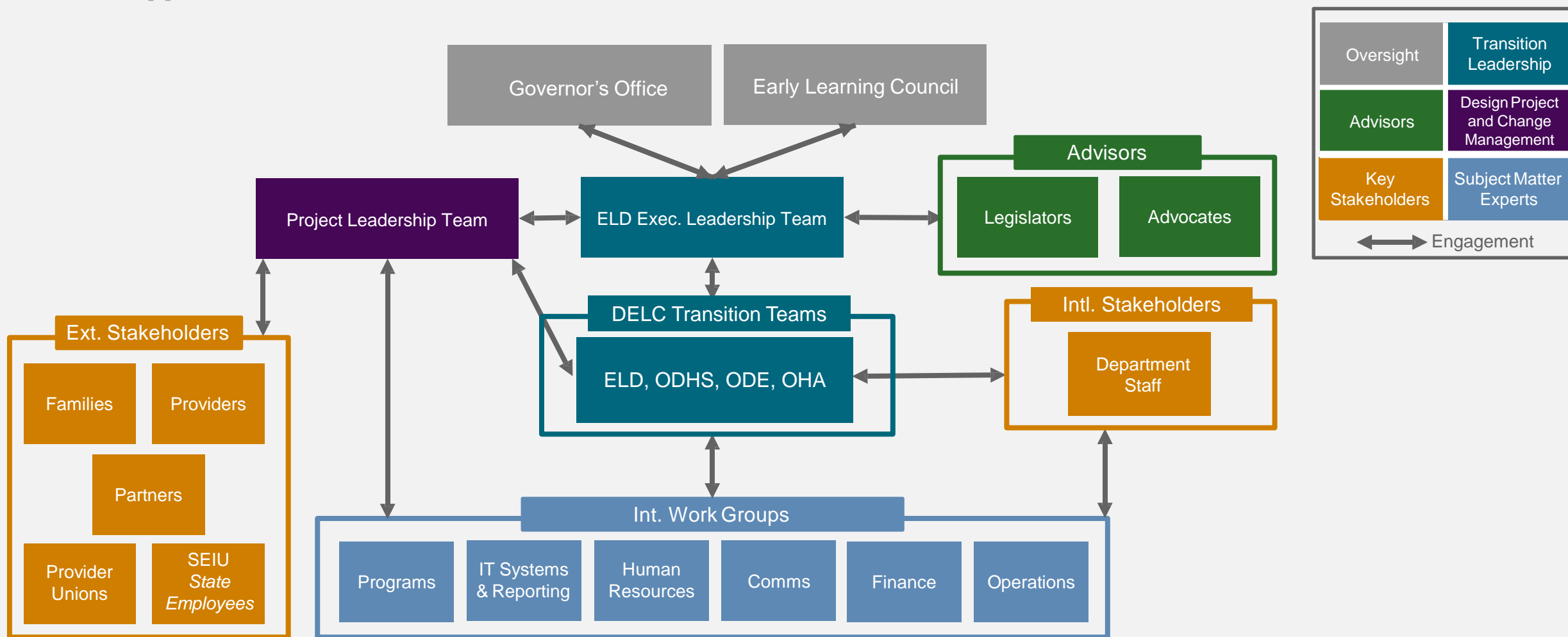
- Design decisions will be facilitated iteratively with the objective of finalizing critical and high priority decisions by early November
- All aspects of future state design may not be finalized prior to December 15<sup>th</sup> internal legislative report deadline. Budget summary, project roadmap and project descriptions will still be a work in progress

★ Draft of Leg. Report due for ELD internal review cycles.

- ◆
- ERDC related transition decision to be complete by 10/1/21
  - DELC operating model design and ELD related transition decisions to be complete by 11/1/21



# GROUPS AND STAKEHOLDERS





# DELC NEXT STEPS

Governance and  
Guiding Principles

Change  
Management

Mission, Vision &  
Values

Program  
Operations &  
Best Practices

Operating  
Structure

Organizational  
Design  
& Operations

Plan to Transition  
Policies

Readiness  
Assessment

Transition Projects  
& Roadmap





# HB 3073: EI/ECSE

"Recommendations to strengthen the alignment of the early childhood special education and early intervention services within the statewide early learning system, including any recommended changes to governance, policymaking or other oversight of the system."



# HB 3073: EI/ECSE

- Education Northwest: State Review
  - California, Colorado, Georgia, Illinois, Massachusetts, Minnesota, New Mexico, New York, North Carolina, Oregon (for purposes of comparison), Pennsylvania, and Washington
- Build Initiative: Select State Deep-Dive
- Stakeholder Engagement (Fall 2021)
- January 15, 2022 Recommendations





# HB 3073: Child Care Rules for School Age Programs

- National Center on Early Childhood Quality Assurance (ECQA) is assisting the Office of Child Care (OCC) in surveying the current ruleset in alignment with national best practices for all child care types.
- OCC is reviewing the recommendations and national best practices to propose a new ruleset appropriate for school-age children.
- Stakeholder Engagement began in late August to field concerns from providers.
- Updating the complete ruleset will be an 18-24 month process.



# STAKEHOLDER ENGAGEMENT

Opportunities  
to co-create  
DELC vision  
and functions

- 2021: Legislators and policymakers
  - Updates and progress leadings up to February short session
  - Expectations of lawmakers
- 2021-2022: Parents, Families and Providers
  - What have families experienced?
  - What do families want to experience?
  - What have providers experienced?
  - What do providers want to experience?



# Looking Ahead

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SEPTEMBER 22, 2021



# 2021-2023 BIENNIUM

## Preparing for February 2022

- Program Expansion
- Suspension & Expulsion Prevention Planning
- DELC Implementation Recommendations

## Child Care Supply Building

- Program Expansion
- Professional Learning Supports
- Wage Supports
- Tools & Resources

## DELC Transitions

- Hiring
- Critical Functions
- IT Systems Development



# QUESTIONS?



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