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UPDATES ON EARLY CHILDHOOD  
SUSPENSION & EXPULSION PREVENTION  
House Early Childhood Committee

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Early Learning Division  
11.15.2021



# 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

# ECE Suspension/Expulsion: Oregon Data, 2020

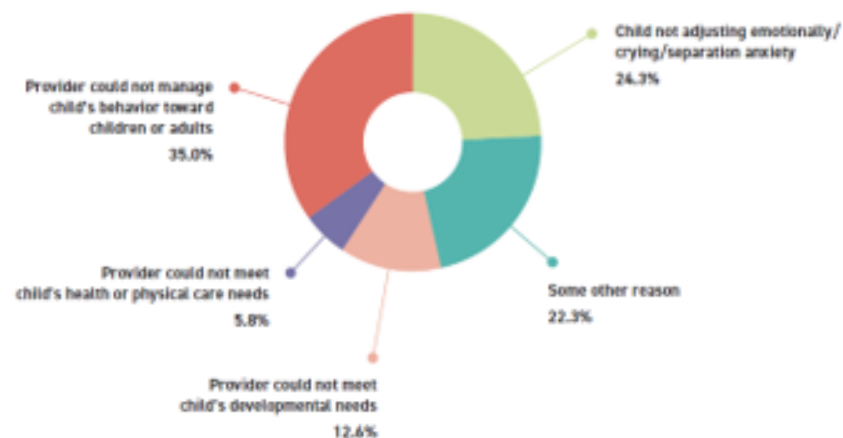
Family Survey: 2,105 participants; Data collected Fall 2020

**6.3% of families reported ever having their child be asked to leave or 'take a break'**

**Certain families reported *higher* rates compared to the overall rate:**

- **Race:** American Indian/Alaskan Native children (9.0%), and Hispanic/Latinx children (9.5%)
- **Language:** Children in Spanish-speaking families (10.1%)
- **Income:** Children in Lower-income families (7.0%; < 200% FPL)
- **Disability:** Families with a child who has special developmental or medical needs (14.7%)
- **Region:** Children in families living in frontier regions (7.2%)

Figure 5-1. Top reasons for child being asked to leave care



Some families reported rates *equal to or lower* than the overall rate: African American/Black (4.6%); White (5.4%), Multiracial (6.8%), English (5.7%), Higher-income (5.4%; >200%FPL), Children without special needs (4.7%), Rural (6.0%), Urban (6.4%)



# Oregon ECE Leaders

16 Oregon Leaders

- 11 ECE Leadership
- 5 Mental Health Leadership

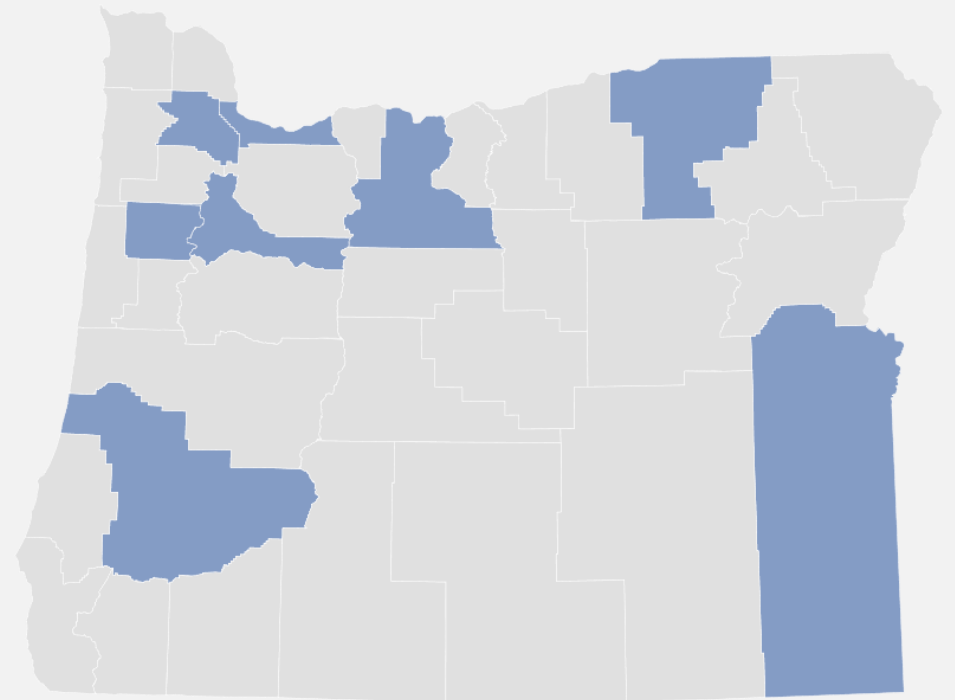
75% BIPOC

Interviews lasted ~ 1 hour



■ Rural ■ Urban

## Counties Represented





# Mental Health Consultants and EI-ECSE Representatives

14 interview

- 9 Consultants
- 5 EI-ECSE Representatives

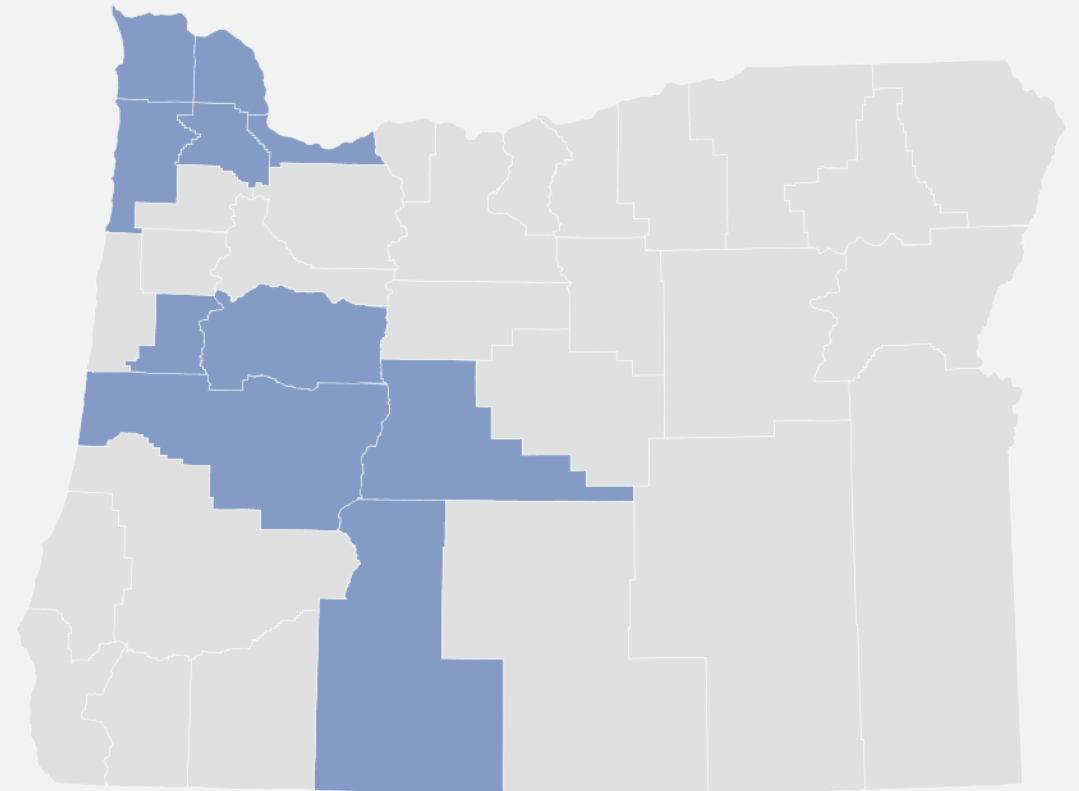
50% BIPOC

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

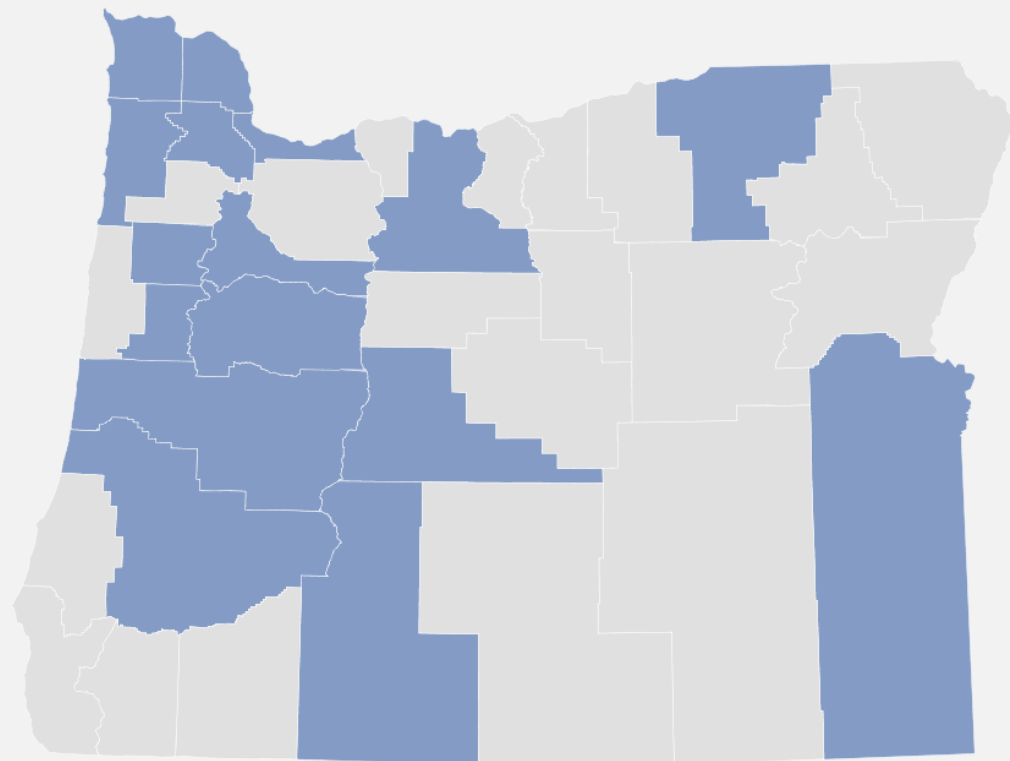
63% BIPOC

Interviews lasted ~ 1 hour



- Rural
- Urban
- Suburban/ Mixed Rural

**Counties Represented**







# 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

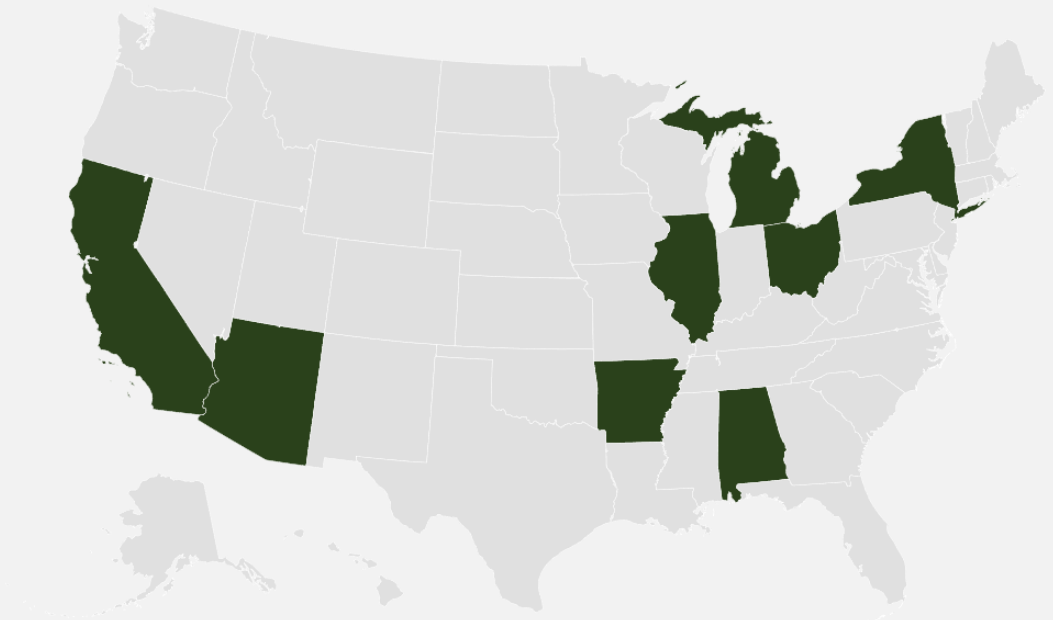
14 national experts

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 of 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
March 2022	Build selection criteria and process to select local organizations to lead infant and early childhood mental health consultation
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	Select centralized and local organizations and begin contracting process to build the suspension and expulsion prevention program components
September – December 2022	Contracts are finalized and services begin



# TIMELINE CONTINUED

Timeline	Activities
July 1, 2022	Inclusive Partners program joins Early Learning Division
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



# SUSPENSION & EXPULSION PREVENTION PROGRAM

## Questions and Contact:

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