



Oregon Early Childhood Suspension and Expulsion Prevention Program

HB 2166

House Early Childhood Committee

Monday, May 17, 2021



Oregon's Data on Suspension and Expulsion

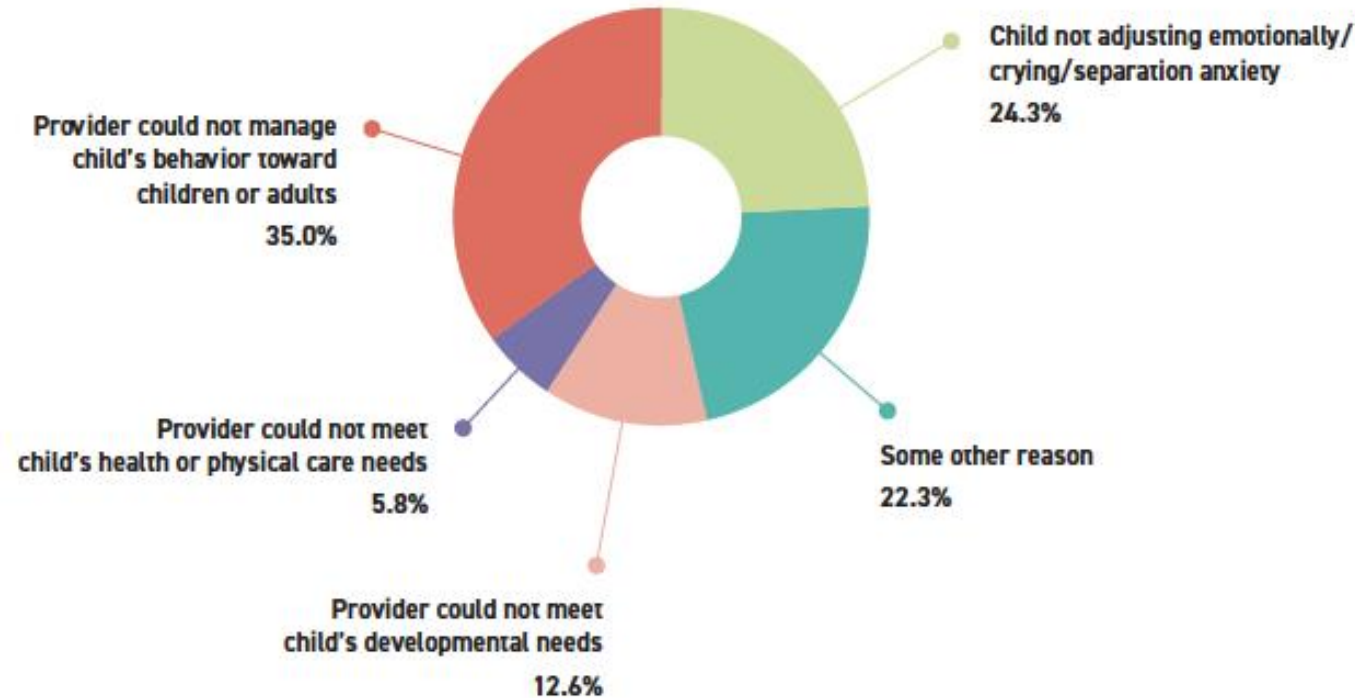
Statewide survey of 2,105 families, Oct. 2020

All children: 6.3% of families reported ever being asked to leave or 'take a break'

Disability (14.7%): Children experiencing disabilities and/or chronic health care needs were suspended or expelled **over 2 times more** than the rate across all children

Race/Ethnicity: Hispanic and Latinx children (9.5%) and American Indian and Alaska Native children (9.0%) were suspended or **expelled ~1.5x more** than the rate across all families

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



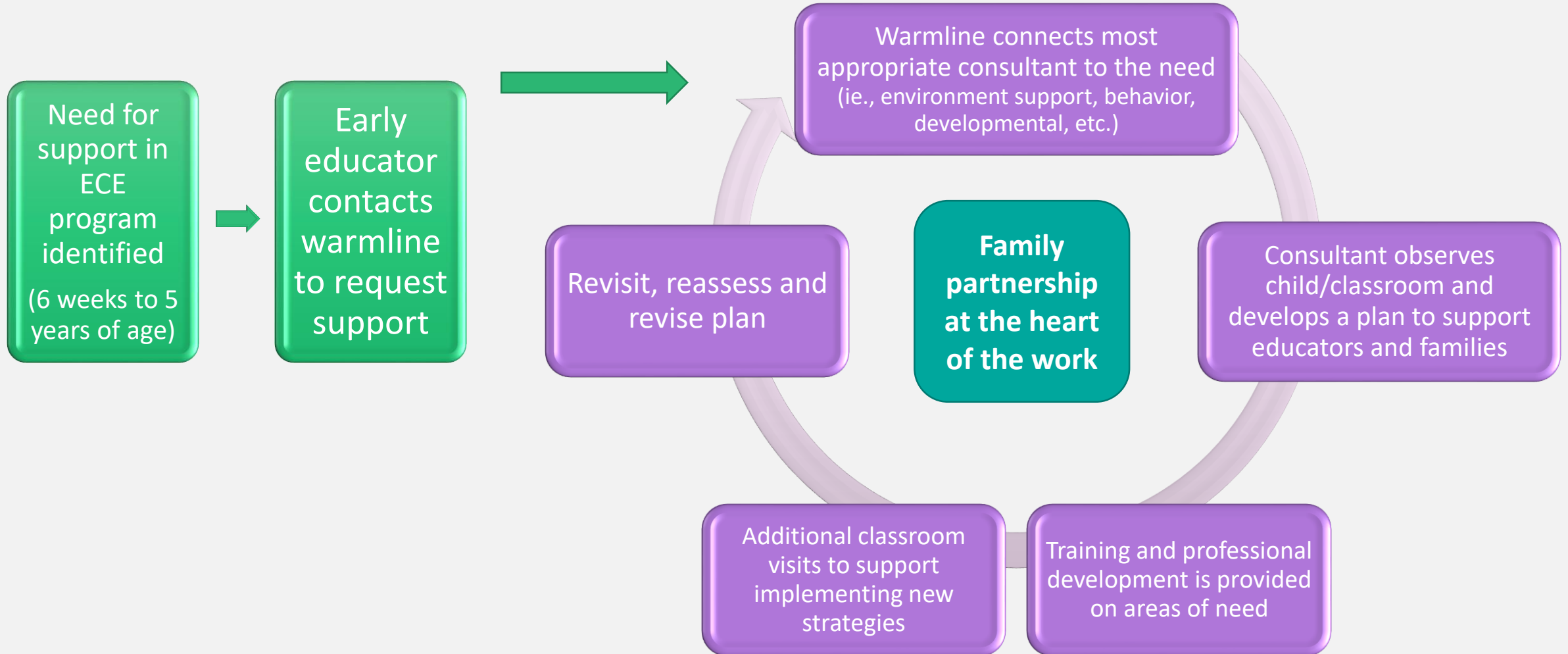


Best practices scan

- Walter Gilliam's seminal research in 2005 found that children were expelled about twice as frequently when there was no consistent, ongoing availability of a mental health consultation (publicly-funded preschool classrooms)
- One study of 4 states (anonymous provider surveys) with bans for state pre-k found 6-9 children being expelled per 1,000
- Arizona's Smart Support demonstrated that it closed racial and gender disparities after six months of consultation, e.g. reduced or eliminated teacher-child conflict, risk of expulsion, and teacher's negative attribution of child
- Arkansas Behavior Help - 200+ children referred every year
 - Of these, 76% maintained in program, 6% transitioned to another program, 11% parent withdrew, 3-4% expelled



How does a provider access supports in the Early Childhood Suspension and Expulsion Prevention Program?





HB 2166: Suspension and Expulsion Prevention Program

- Establishes the Early Childhood Suspension and Expulsion Prevention Program within the Early Learning Division.
- Grants the Early Learning Council Rulemaking Authority for:
 - Defining anti-bias practices, inclusive practices and suspension & expulsion.
 - Standards and guidelines for program administration and for the delivery of services.
 - Requirements for knowledge, skills and competencies for professionals providing services.
 - Standards for data collection and evaluation.
 - Licensing requirements associated with providers accessing services.
- Requires ELD to collaborate with the Oregon Health Authority to develop a plan for establishing a resource list of diverse, community-based mental health consultants to support the goals of the suspension and expulsion program.
- ***Does not ban or intend to ban suspension and expulsion in early care and education programs by rule or statute.***



Raise Up Oregon

Raise Up Oregon Strategy 5.3: Prevent expulsion and suspension by strengthening state policies and supports to early care and education programs.

- Align policies across ECE programs and K-12 regarding suspension and expulsion.
- Improve data systems to track suspension and expulsion across the birth-to-five early learning system and early grades, disaggregated by race and other critical indicators.
- Provide culturally responsive mental health consultation to ECE providers.
- Increase access to anti-bias early childhood education training for ECE providers.