



# Every Child Belongs

Supporting educators to keep  
young children in care

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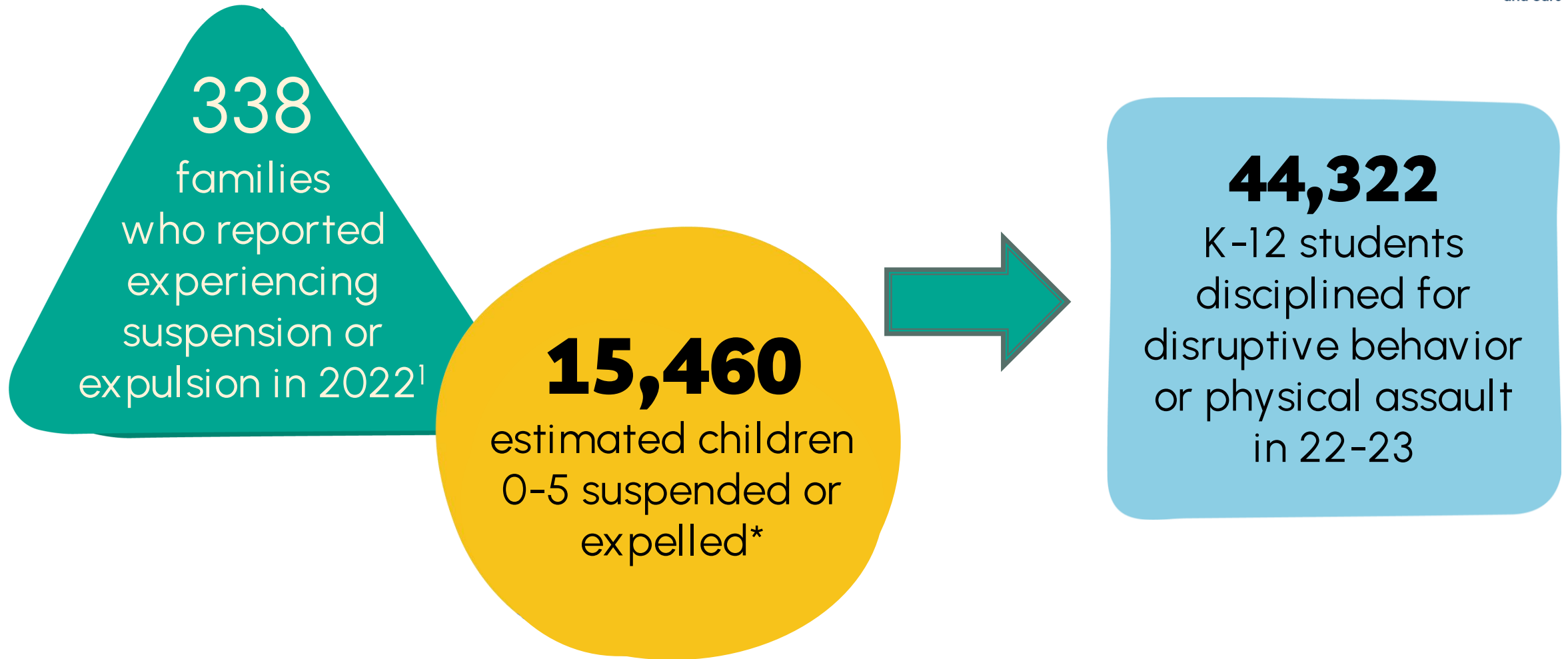
# Role of Early Learning and Care



***High Quality ECE from birth through age 5 represents 11,500 hours of Mental Health Promotion – the equivalent amount of time a student spends in K-9.***

- Support adult-child relationships
- Understand how children's emotional responses may reflect culture and community
- Foster social-emotional learning
- Distinguish between concerning behaviors from developmentally appropriate behaviors
- Provide healthy and predictable environment
- Offer direct practice through play and opportunities to receive Early Childhood Special Education services in the least restrictive environment

# Impacts in Oregon



<sup>1</sup>Pears KC, Bruce J and Scheidt D (2023). Oregon Preschool Development Grant Birth to Age 5 Strengths and Needs Assessment: 2022 Statewide Household Survey Results.

\*based on assumptions of predicted Oregon families needing child care & estimates from 2022 Statewide Household Survey

# Expulsion in Early Childhood

It's not called "expulsion," it's:

Your child needs  
more individualized  
care

Please pick your  
child up early today

We can't meet  
your child's  
needs

Don't bring her in  
tomorrow

Why don't you have  
him join us for half  
days for the next  
few weeks

Our program  
just isn't right  
for your child

# Why Focus on Expulsion & Suspension



- Suspensions and expulsions are stressful and negative experiences that can negatively impact children's outcomes
- Expulsion or suspension early in a child's education predicts later expulsion or suspension in school
- Adverse logistical and financial effects on the whole family when a child is expelled e.g., stress, sibling relationships, and marital discord; Freedle & Wahman, 2022; Sears et al., 2016; Wenham, 2020
- Young students who are expelled or suspended are as much as 10 times more likely to:
  - Drop out of high school
  - Fail a grade
  - Be incarcerated

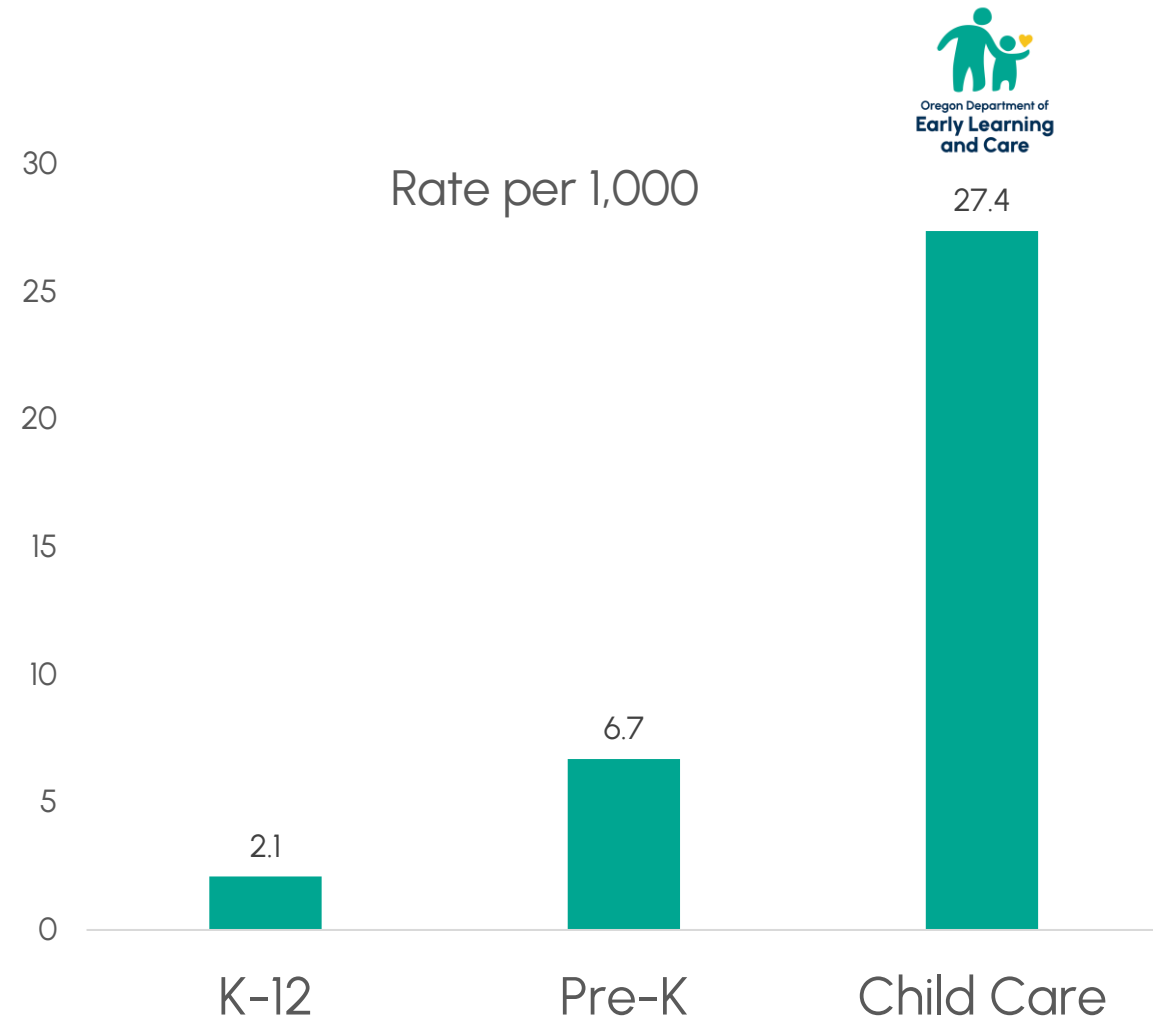


# **What We Know: National & State Data**

# National Preschool Expulsion Rates

10.4% of Pre-K teachers expelled 1 or more children in past year.

Out of every 1,000 children, 6.7 are expelled in Pre-K—triple the rate of K-12 students.



Gilliam, WS & Shahar, G (2006). Preschool and child care expulsion and suspension: Rates and predictors in one state. *Infants and Young Children*, 19, 228-245.

Gilliam, WS (2005). Prekindergartners left behind: Expulsion Rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*. Available: [www.ziglercenter.yale.edu/publications/briefs.html](http://www.ziglercenter.yale.edu/publications/briefs.html)

# National Findings

## Strike 1 Older Boys

- Boys 3 ½ times more likely than girls
- 4-year-olds 50% more than likely than three-year-olds

## Strike 2 Children of Color

- Expelled at 2x the rate of white children and 5x the rate of Asian children
- Comprise 18% of preschool enrollment, and 48% of preschoolers suspended more than once

## Strike 3 Setting Characteristics

- High teacher:child ratios
- High teacher stress
- Same staff with long school day
- Too little or too much structure
- No consistent availability of a mental health consultant



# Oregon Early Intervention & Early Childhood Special Education (EI/ECSE)

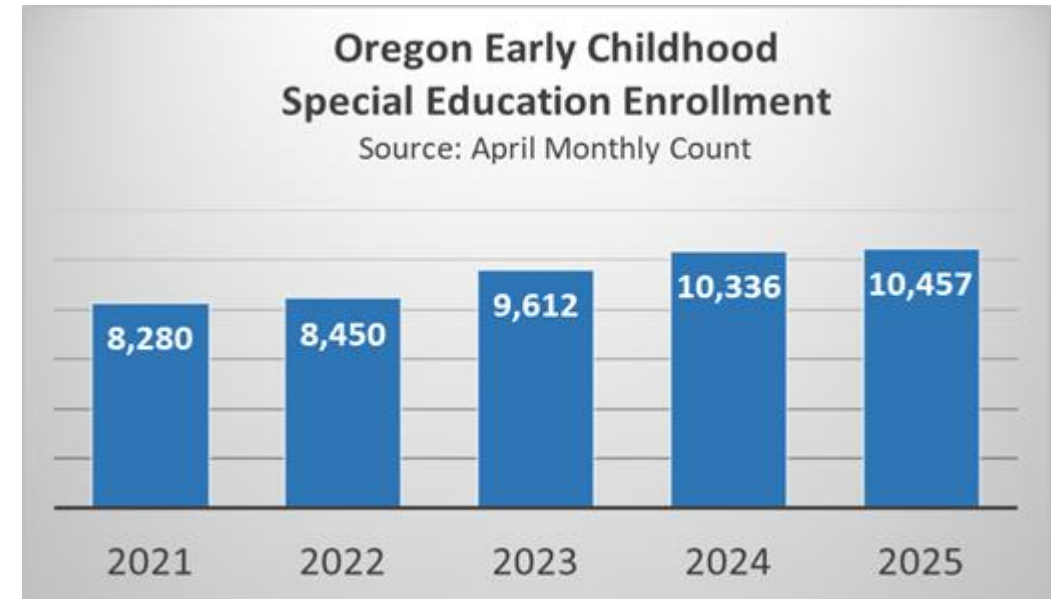


- Purpose: To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings, in their homes, with their families, in child care, preschool or school programs and in the community.
- Eligibility:
  - 33% delay in two or more domains,
  - 40% delay in one domain,
  - 50% delay in one domain,
  - 1.5 standard deviations in 2 or more domains,
  - 1.75 standard deviations in one domain,
  - 2 standard deviations in one domain, OR
  - 2 standard deviations in two or more domains

# IFSP Data

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- **1,180 children** have a current Individual Family Services Plan (IFSP) with behavior checked as a factor
- Children eligible for Early Childhood Special Education continues to rise
- Children with IFSPs in Preschool Promise programs has increased from **638 to 1,101** in the three school years between 2021 and 2023



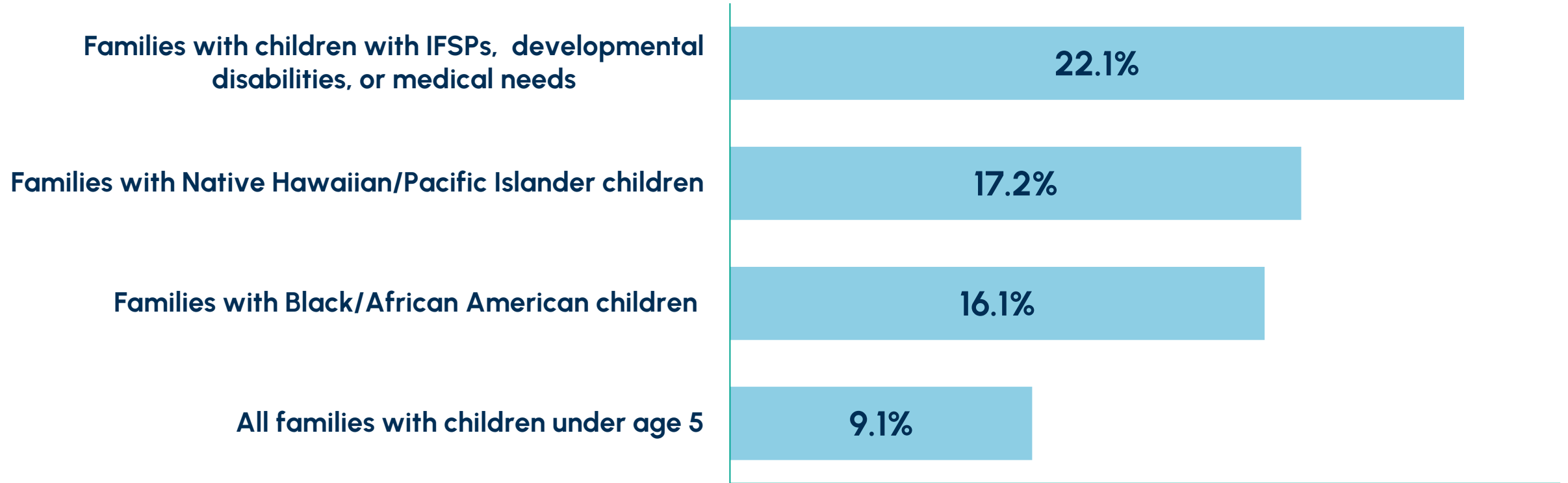
# Impacts in Oregon



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# Suspension & Expulsion: Disparities in Oregon



Percentage of Oregon families with children under age 5 who were asked to leave or take a break from care (2022 Household Survey) <sup>1</sup>

2023-2024 data show these disparities persist into K-12 systems<sup>2</sup>

# Suspension & Expulsion: Connections to Provider Well-Being



- 23% of the 2021 ECE workforce left the field before 2022, without sufficient qualified individuals to backfill programs (Oregon Child Care Workforce Study 2022)
- Providers across the state of Oregon are experiencing high levels of anxiety and depression<sup>1</sup>
  - Anxiety: 5x the rate of the general population
  - Depression: 2.5x the rate of the general population
- According to a recent statewide survey of providers, early educators with higher levels of anxiety and depression also reported higher frequencies of feeling overwhelmed or burdened by children's behaviors.<sup>2</sup>
- Financial distress may also impact early educators' wellbeing, which in turn might increase their use of exclusionary practices<sup>3</sup>



# **Building a Responsive System**

# Addressing Early Childhood Suspension & Expulsion in Oregon (2021)



- **SB 236:** Established a prohibition on the use of suspension and expulsion in early learning and care programs; effective July 1, 2026
  - This will apply to any ECE program that is licensed by CCLD or that receives public funding from DELC
- **HB 2166:** Established the Early Childhood Suspension and Expulsion Prevention Program (*now Every Child Belongs*) and includes an array of services and supports for early learning and care providers

# Drivers & Interrupters of Expulsion & Suspension in Early Childhood



## Drivers

- Chaotic environments
- Adult stress and feelings of hopelessness
- Punitive disciplinary techniques
- Implicit and explicit bias
- Experienced trauma, prenatal substance exposure, homelessness, hunger, etc.

## Interrupters

- Structured environments
- Teaching Social-Emotional Skills
- Improve caregiver-child relationships
- Coaching and mental health consultation
- Connection to supports and services



# Features of Successful State Approaches to Reducing Exclusionary Practices



- A range of **supports** are available for programs (training, coaching, technical assistance, IECMH consultation, family supports)
- A **helpline** that makes it easy for programs to ask for and receive rapid assistance tailored to their needs; referrals for families are also available
- Promote programs use of helpline and supports (e.g. partnerships with CCR&Rs, licensing, and quality improvement)
- **Track** the delivery of supports and their outcomes, and collect data on changes in programs' use of exclusionary practices overtime
- State policy drives programs to use helpline and supports

# Creation of Every Child Belongs



## Three components:

1. Centralized system to request support when considering suspension or expulsion of a child from their program: **ECB Connect**
2. Regional supports and interventions for providers and families by leveraging existing investments and addressing gaps in services:  
**Regionally Based Services**
  - Coaching, technical assistance and professional development through CCR&Rs
  - Early Intervention/Early Childhood Special Education
  - Occupational Therapy
  - Behavioral Health
  - Infant Early Childhood Mental Health Consultation ←New
3. Statewide data collection system for requests, services, and retention rates

# Multi-Tiered System



# Implementation



- **Professional Development Opportunities**

- **Pyramid Model** – social and emotional framework and training for early educators
- **Trauma Informed Care** training
- **Antibias practices** training
- **Inclusion** and behavior de-escalation training

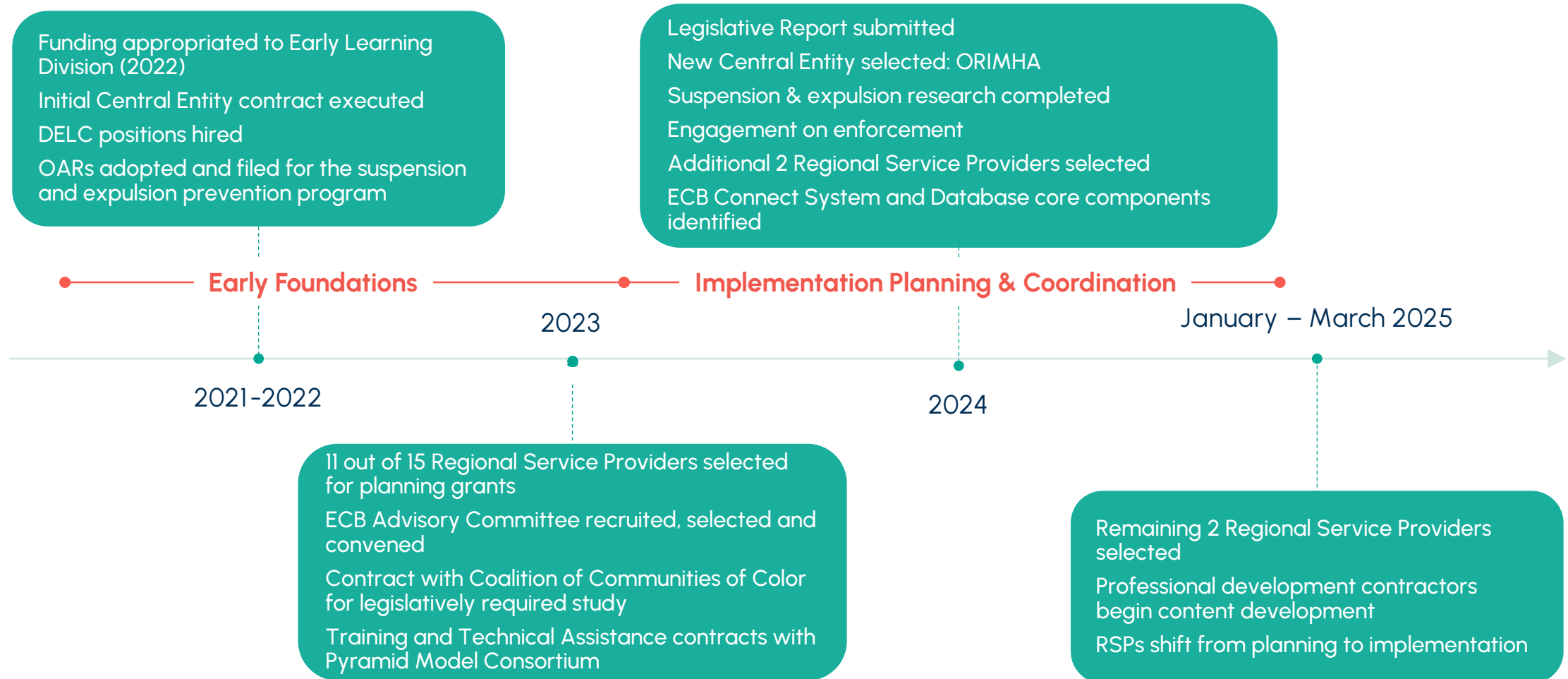
- **Technical Assistance**

- Child Care Resource and Referral staff in all 15 regions readied to respond to requests
- Added 17 Inclusion Specialists hired in 14 regions with one region in hiring process

- **Infant & Early Childhood Mental Health Consultation**

- 4 out of 5 pilot regions have hired to begin pilot in July, additional regions will hire in phases through December for a minimum of 22 IECMHC
- Central entity, Oregon Infant Mental Health Association is working with all 16 grantees in 15 regions to move into implementation

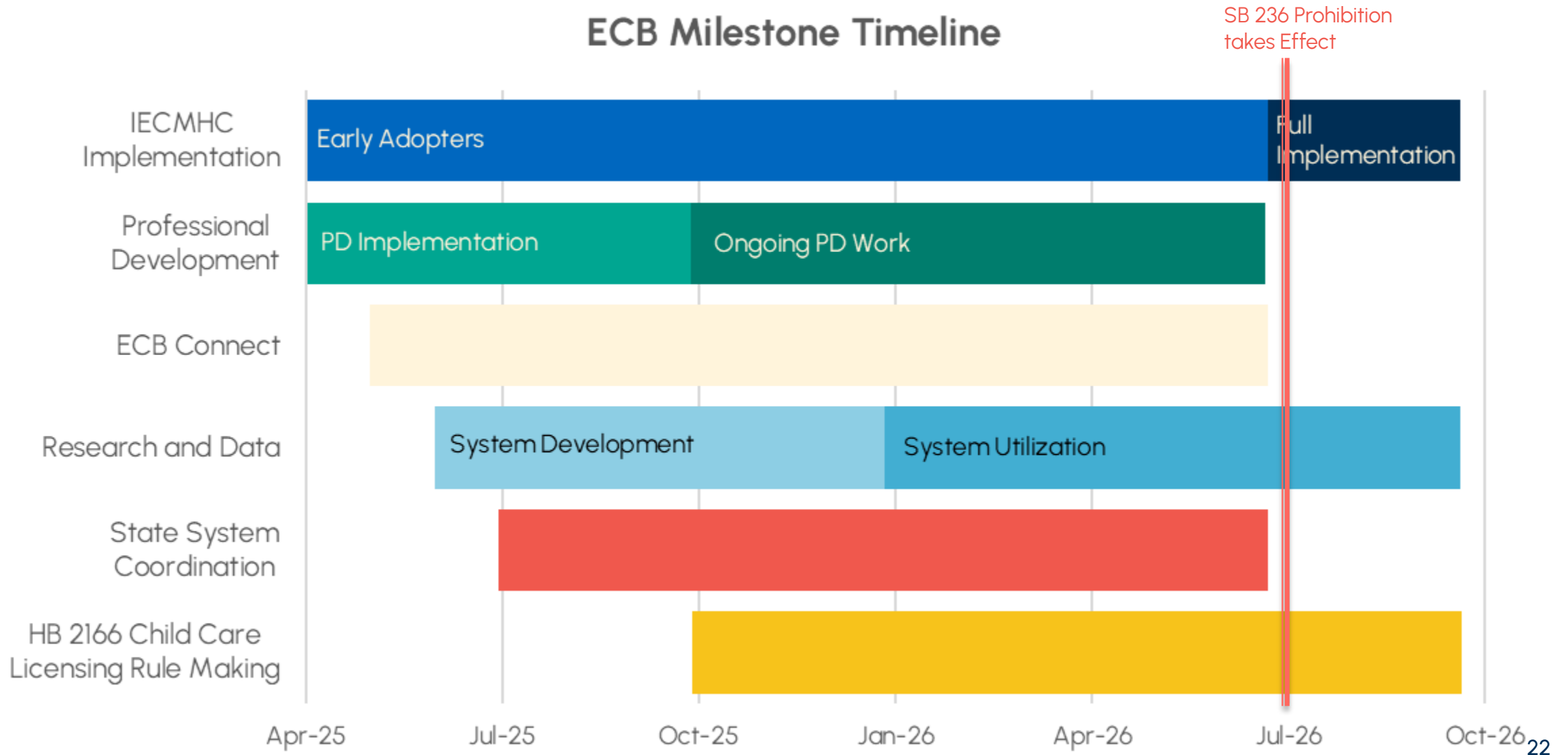
# Implementation Timeline: Work to Date



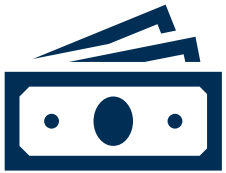
# Implementation Timeline: Work Ahead



## ECB Milestone Timeline



# GRB Request



**\$4.3 million will expand Every Child Belongs reach and direct support**



**Each region will have at least 2 FTE of IECMH Consultants**

To Address geographic challenges  
Increase continuity of highly skilled consultants  
Address the number of requests that will need rapid response



**Develop additional resources**

Communications on guidance practices and alternatives to expulsion  
Training to address big behaviors  
Explore peer sharing tools to increase coordination in local regions



# Questions?

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