Oregon Department of
Early Learning and Care

Early Childhood Suspension and Expulsion Prevention Program

Program Overview for Central Entity RFP Pre-Proposal Webinar

January 9, 2024

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Agenda

- Welcome
- Overview of the Early Childhood Suspension and Expulsion Prevention Program (ECSEPP)
- Questions
- Overview of the Central Entity
- Important Dates
- Contact Information

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Procurement Information

- Single Point of Contact (SPC)
  - Laura Sprehe, Senior Procurement Specialist
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  - Work Phone: (971)-240-7719

- Please submit all questions to SPC via e-mail or via OregonBuys @
  - https://oregonbuys.gov/bso/
  - RFP #S-58800-00008714
- ALL Central Entity Proposals must be submitted via OregonBuys

  (Be sure to include ALL required documents and submit by RFP deadline.)

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Background

- Governor's Racial Justice Council
- Steering Committee
- Community Advocacy
- Portland State University Report: Centering Racial Equity: Design Considerations for Oregon's Statewide IECMHC Program

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Overview of Legislation

SB 236:

- Establishes a ban on the use of suspension and expulsion in early learning and care programs; effective July 1, 2026
  - Ban will apply to any ECE program that is certified or registered or that receives public funding
- Calls for a Study on the use of suspension and expulsion, and efforts to reduce and prevent the use of suspension and expulsion in early learning and care programs; due September 15, 2024

HB 2166:

- Establishes the Early Childhood Suspension and Expulsion Prevention Program
  - Includes an array of services and supports (details on following slides)

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Program Purpose

The purposes of the Early Childhood Suspension and Expulsion Prevention program are:

- To promote inclusive values, policies, and practices that create opportunities for all Young Children and their families to participate in a broad range of activities and be supported to engage as full members of families, communities, and society; and

- To reduce the use of Suspension, Expulsion, and other forms of Exclusionary practices in early childhood care and education programs and to eliminate disparities in the use of Suspension, Expulsion, and other forms of Exclusionary practices in early childhood care and education programs.
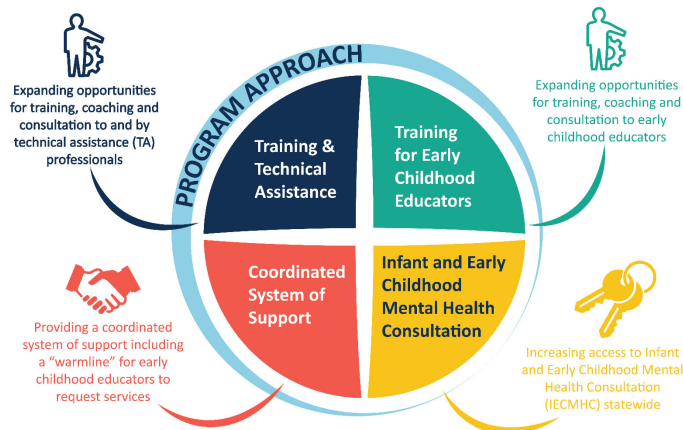
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Drivers that Increase Likelihood of Expulsion

Likelihood of Expulsion	Examples
Structural Quality	*High ratios, Teacher stress and feelings of hopelessness, Private child care, Too little or too much classroom structure, No consistent availability of mental health consultant*
Organizational Capacity	*Lack of time to reflect, Need to respond to other parents, Afraid of losing staff, Bias toward child's parents, "Training won't work," "Better program out there"*
Lack of Knowledge and Skills Needed to Promote SE Development and Address Behavior Problems	*How social-emotional development occurs in context of family, community and cultural expectations*
Racial Disparities in Discipline	*Differences in teacher and parent perceptions, underprepared teachers more likely to use punitive disciplinary techniques, implicit and explicit bias*
Trauma Behavior Connection	*10 to 14% of children from birth to age 5 experience emotional, relational, or behavioral disturbance*
Systemic Issues	*Food Insecurity* *Housing insecurity and homelessness*

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Program Approach

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Program Approach

Training for Early Childhood Educators

- **What?** Ensuring that professional learning for EC Educators provides knowledge and skill in social-emotional and antibias teaching practices that prevent suspension and expulsion.
- **Who?** New and experienced ECE providers engaged in ongoing professional learning.

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Program Approach

Training & Technical Assistance

- **What is it?** Training, coaching, and job-embedded professional learning to support educators in implementing social-emotional and antibias classroom practices.
- **What's new?** Expanded support for Pyramid Model training and implementation.
- **What else?** Ensuring that T&TA Professionals have the training and support they need to support EC Educators implement practices, including Pyramid Model, that promote inclusion and prevent suspension and expulsion.

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Program Approach

Infant and Early Childhood Mental Health Consultation (IECMHC)

- **What is it?** A prevention-based approach that supports providers and builds capacity to support children's social-emotional development and navigate challenging situations.

- **Statewide Central Entity**: Content expertise, coordination, and technical assistance to Regional Entities

- **Regional Service Providers**: Provide equity-centered IECMHC services in each region.

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Program Approach
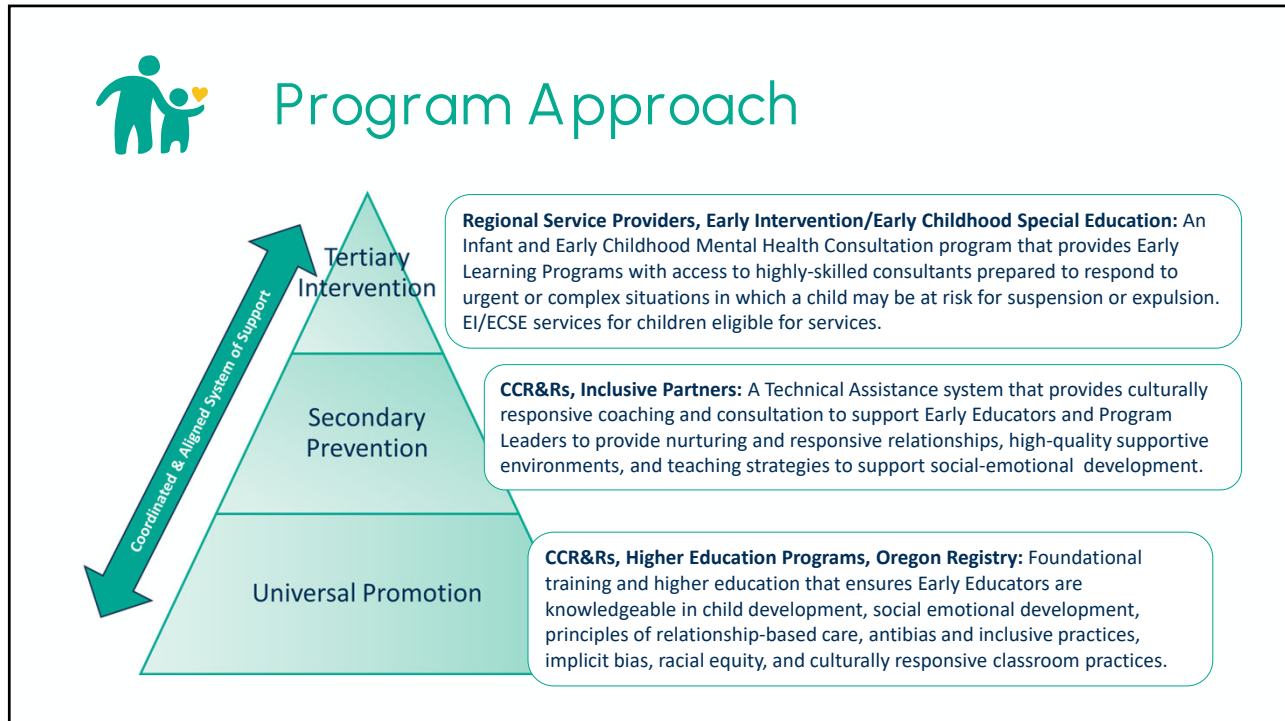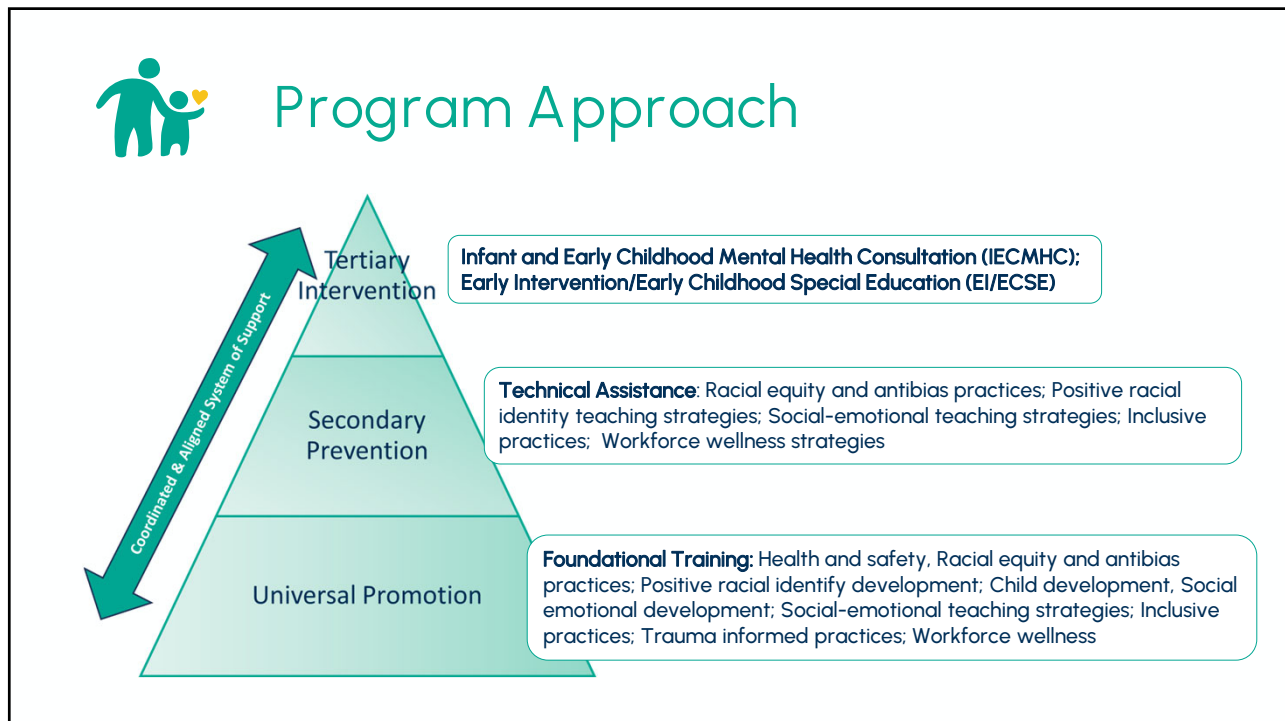
Coordinated System of Support

- **Warmline**: An online access point for ECE providers to request support.

- **"Behind-the-scenes" coordination**: A process for identifying who will provide the initial response to the request for support.

- **Regional coordination:** Ensuring the right people respond, but not too many. Ensuring that support is seamless and not contradictory.

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Program Approach

Tertiary Intervention

Regional Service Providers, Early Intervention/Early Childhood Special Education: An Infant and Early Childhood Mental Health Consultation program that provides Early Learning Programs with access to highly-skilled consultants prepared to respond to urgent or complex situations in which a child may be at risk for suspension or expulsion. EI/ECSE services for children eligible for services.

Secondary Prevention

CCR&Rs, Inclusive Partners: A Technical Assistance system that provides culturally responsive coaching and consultation to support Early Educators and Program Leaders to provide nurturing and responsive relationships, high-quality supportive environments, and teaching strategies to support social-emotional development.

Universal Promotion

CCR&Rs, Higher Education Programs, Oregon Registry: Foundational training and higher education that ensures Early Educators are knowledgeable in child development, social emotional development, principles of relationship-based care, antibias and inclusive practices, implicit bias, racial equity, and culturally responsive classroom practices.

Coordinated & Aligned System of Support

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Program Approach

Tertiary Intervention

Infant and Early Childhood Mental Health Consultation (IECMHC); Early Intervention/Early Childhood Special Education (EI/ECSE)

Secondary Prevention

Technical Assistance: Racial equity and antibias practices; Positive racial identity teaching strategies; Social-emotional teaching strategies; Inclusive practices; Workforce wellness strategies

Universal Promotion

Foundational Training: Health and safety, Racial equity and antibias practices; Positive racial identify development; Child development, Social emotional development; Social-emotional teaching strategies; Inclusive practices; Trauma informed practices; Workforce wellness

Coordinated & Aligned System of Support

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DELC's Goals for IECMHC

- Develop one statewide model with enough flexibility for regional variation
- Keep equity at the forefront in the design of the model
- Diversify the IECMHC workforce
  - Short-term and long-term strategies
  - Compensation that reflects the complexity of the IECMHC role
  - Compensation structures that value the lived experience of IECMH Consultants
  - Support for a "Grow Your Own" model
  - Scholarships and collaboration with higher education to increase access to higher education
- Effectively prevent suspension and expulsion and disparities in suspension and expulsion

Photo by Yan Krukau: https://www.pexels.com/photo/children-painting-with-water-colors-8612967/

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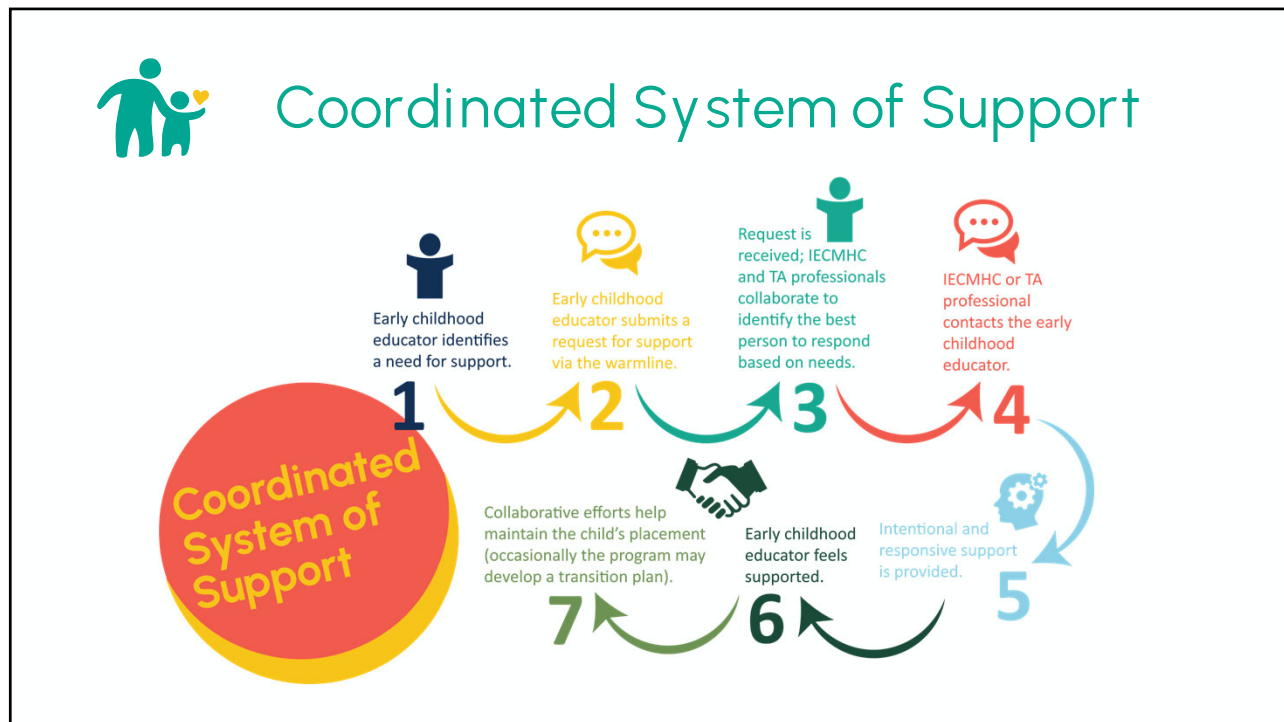# DELC's Goals for a Coordinated System of Support

To prevent suspension and expulsion, Early Educators and Early Learning Programs need to have a simple way to request support.

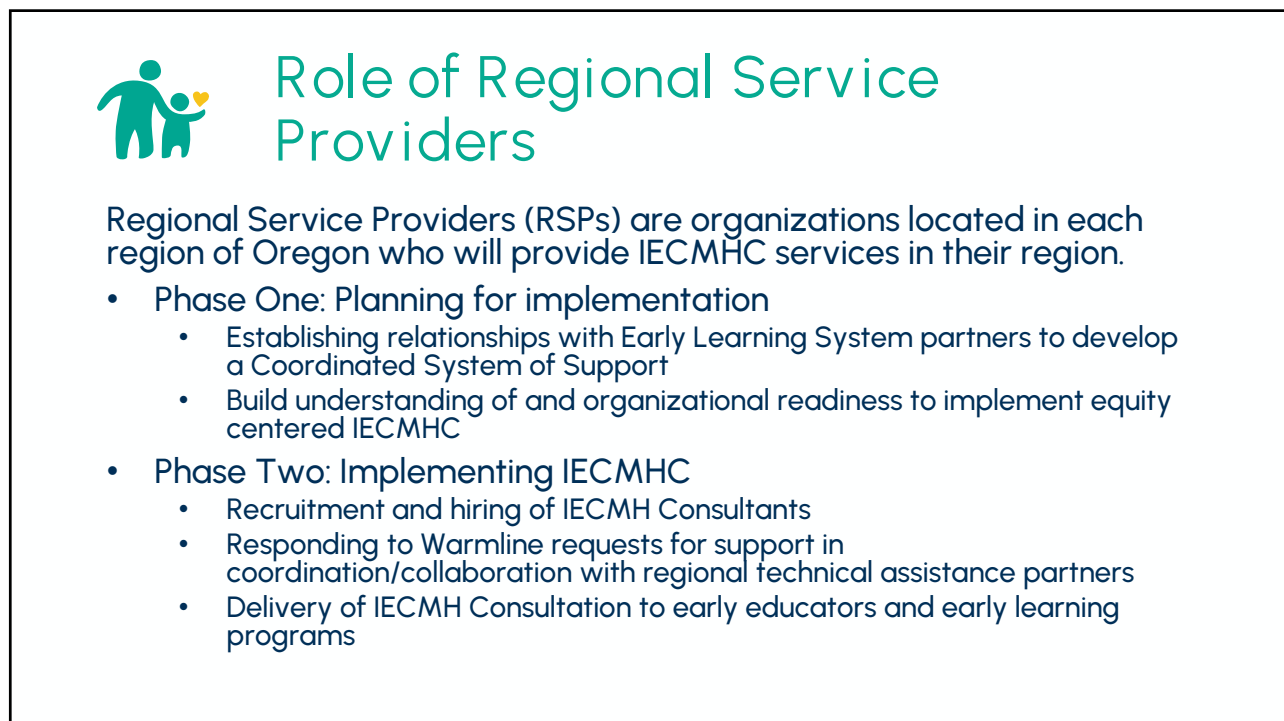The response to the request should be coordinated, aligned, and collaborative.

Photo by Pavel Danilyuk: https://www.pexels.com/photo/children-sitting-on-chairs-inside-the-classroom-8422136/

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Coordinated System of Support

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Role of Regional Service Providers

Regional Service Providers (RSPs) are organizations located in each region of Oregon who will provide IECMHC services in their region.

- Phase One: Planning for implementation
  - Establishing relationships with Early Learning System partners to develop a Coordinated System of Support
  - Build understanding of and organizational readiness to implement equity centered IECMHC
- Phase Two: Implementing IECMHC
  - Recruitment and hiring of IECMH Consultants
  - Responding to Warmline requests for support in coordination/collaboration with regional technical assistance partners
  - Delivery of IECMH Consultation to early educators and early learning programs

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Questions?

Photo by Oleksandr P: https://www.pexels.com/photo/a-boy-blowing-a-dandelion-12932772/

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Overview of Central Entity

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Seeking Proposals

DELC is seeking proposals from organizations who interested in:
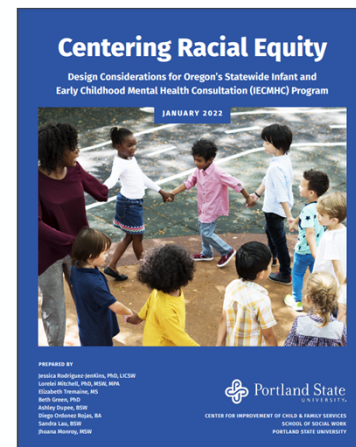
1. Providing leadership in equity centered Infant and Early Childhood Mental Health Consultation, including supports to IECMHC Regional Service Providers in planning for and implementing IECMHC

2. Collaborating with DELC and other Early Learning System partners to develop a Coordinated System of Support

3. Providing leadership for and collaborating with partners to promote equity in early learning programs

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Center of Excellence in IECMHC

1. Develop and implement a statewide approach to equity-centered IECMHC
   - Standards and guidelines for program administration and delivery of IECMHC
   - Workforce development to support the skill development of IECMH Consultants
     - Core training
     - Communities of Practice
     - Reflective/licensure supervision
     - Equity Dialogues and Affinity Spaces
   - Develop a variety of strategies and workforce pathways to increase the diversity of the IECMHC workforce

Centering Racial Equity

Design Considerations for Oregon's Statewide Infant and Early Childhood Mental Health Consultation (IECMHC) Program

JANUARY 2022

PREPARED BY
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CENTER FOR IMPROVEMENT OF CHILD & FAMILY SERVICES
SCHOOL OF SOCIAL WORK
PORTLAND STATE UNIVERSITY

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Center of Excellence in IECMHC

2. Provide technical assistance and implementation support to Regional Service Providers on all aspects of implementing an IECMHC program

- Distinguishing IECMHC from coaching or other technical assistance roles
- Consultation to RSPs on strategies to promote equitable hiring and compensation structures that recognize the lived experience of IECMHCs who are Black, Indigenous or other people of color
- Provide support and guidance, as needed, on strategies for developing authentic relationships and understanding the current and historical context of the communities being served

Photo by Sasha Kim: https://www.pexels.com/photo/a-father-reading-a-book-to-his-child-8432210/

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Center of Excellence in IECMHC

3. Engage in continuous quality improvement and evaluation activities

- Collaborate with data and evaluation partners in developing data and evaluation activities to inform program implementation and quality improvement
- Establish feedback loops with RSPs, other state and regional partners, early learning and care programs, and community members

Photo by Mizuno K: https://www.pexels.com/photo/little-boy-playing-with-his-toys-in-his-room-12788418/

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Coordinated System of Support

The Central Entity will support:

- Development and implementation of a Warmline
- Coordination of IECMHC with other technical assistance services
- Cross-system collaboration focused on ensuring IECMHC and TA professionals are prepared and supported to implement effective race equity interventions
- Facilitation and administrative support for the ECSEPP Advisory Committee

Photo by Pavel Danilyuk: https://www.pexels.com/photo/children-sitting-on-chairs-inside-the-classroom-8422136/

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Coordinated System of Support

Funding Source

- Dept of Early Learning & Care
- Oregon Dept of Education
- Other: Federal or Local
- OHA/Medical Insurance

Infant Toddler Specialist

Regional Inclusive Partner

Quality Improvement Specialist

Preschool Promise Coach/ Quality Specialist

Regional Service Provider IECMHC

Child Care Resource & Referral

Other IECMHC

Oregon Prenatal to Kindergarten/ coach/consultant /specialist

ECE Program

Child & Family

Head Start/ Early Head Start coach/ consultant/ specialist

Preschool for All coach/ consultant

School District

Early Intervention/ Early Childhood Special Education (EI/ECSE)

Behavioral Health Provider

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Potential Areas of Focus to Prevent Suspension & Expulsion

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Promoting Equity in Early Learning

The Central Entity will collaborate with equity leaders and Early Learning System leaders to establish:

- Common definitions related to equity and inclusion in early learning and care;
- Shared standards for the delivery of IECMHC and TA that is culturally responsive and focused on promoting equity;
- Aligned and coordinated approaches to ensure IECMH Consultants and TA professionals are prepared to implement race equity interventions that result in effective change in practice in early learning settings; and
- Delivery of shared professional development activities for IECMH Consultants and TA professionals

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Important Dates

Event	Date	Time
RFP available to Proposers in OregonBuys	Friday, December 22, 2023	5:00 PM
Pre-Proposal Webinar English via Zoom (optional)	Tuesday January 9, 2024 2:00 PM - online	2:00 PM
Questions / Requests for Clarification Due	Wednesday January 31, 2024	5:00 PM
Closing in OregonBuys (Proposals Due)	Friday, February 9, 2024	5:00 PM
Proposal Evaluation Process	Wednesday February 14, 2024	-
Proposer Evaluation Interviews	Monday February 19 - Thursday February 22, 2024	By Appt.
Issuance of Notice of Award (approx.)	Monday February 26, 2024	-
Protest Period	7 Days from Intent to Award posting	

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Contract Information

- Single Point of Contact (SPC)
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