

Reducing and Preventing Early Childhood Suspension and Expulsion



11.21.17

**EQUITY IMPLEMENTATION
TEAM PRESENTATION**

DAWN BARBERIS

Why are we doing this work?



- Discussions began as early 2014-15 between OPK Specialist and EI/ECSE about how to best serve some OPK children with challenging behaviors and/or major health issues
- July 2016 – EI/ECSE met with ELD Leadership to share concerns about some ECSE children being asked to leave OPK and/or have reduced classroom services
- National attention and new requirements re: Suspension/Expulsion in early learning
- Related needs in field brought to light (OHA survey)

What have we done to date?



- November 2016 – “Children Asked to Leave Placements” (CATLP) work group formed
- January 2017 – Social-Emotional Curricula work group formed
- February 2017 – added CCDF Suspension/ Expulsion policy to CATLP agenda
- Winter-Summer 2017 – research, environmental scan, white paper and logic models developed
- Fall 2017 - Revision of Social-Emotional training modules and Training of Trainers to be completed by December
- November 2017 - ELD-OCC staff training on related topics

Who has helped with this work?



Sherri Alderman, CDC Act Early Ambassador to Oregon

Gwyn Bachtle, ELD Preschool Program Specialist

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Nakeshia Knight-Coyle, ELD Director of Early Learning Programs and Cross Systems Integration

Alison Myers, Oregon Association of Relief Nurseries Certification and Compliance Specialist

Roni Pham, ELD Professional Development Lead

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Kelli Walker, ELD Child Care Policy Manager

Dee Wetzal, Oregon Center for Career Development (OCCD) Coordinator

Strategies



- **Develop policy**
 - Inform and guide providers and programs
 - Support children and families
 - Emphasize supporting social-emotional learning, and understanding and addressing implicit bias, trauma and staff wellness as they relate to decisions about suspension and expulsion
- **Create and conduct messaging**
 - Get buy-in that adults are the decision-makers and they need improved understanding, skills and resources to support children
 - Share information (and vet policy) through various networks (including EL Partners Forum, PDC, SICC)

Strategies



- Identify, enhance and disseminate resources
 - Inventory and disseminate relevant resources
 - Identify resource gaps and strategize improvements
 - Update standardized training curricula - Building Blocks of Social Emotional Development modules - and provide Training of Trainers opportunities to our professional development system
 - Coordinate and align T/TA, PD and coaching efforts
 - Train all Early Learning Division and Office of Child Care staff on children's social-emotional development, implicit bias, trauma and staff wellness

Strategies



- Emphasize critical role of family engagement in children's school readiness and life success in ELD goals, Early Learning Hub metrics, QRIS (SPARK) standards (Parent, Family and Community Engagement Peer Learning Team plan)
- Collect data, including family stories, to guide planning
- Monitor and evaluate progress

Cross-Sector Integration Opportunities



- Policy needs (CCDF, Head Start, ...)
- Information/resources related to child development, including social-emotional development (EL/K Guidelines, HSELOF, Act Early initiative, ...)
- Professional development and provider support efforts (including CCRR, OUNCE, Head Start coaching, ICCP, ECSE-PBIS, Step Registry/other credentialing,...)
- Data system development/upgrades (ECWeb, ELD student-level data work, ...)
- System links/role clarification (EL Hubs, 211Info,...)

Next Steps



Questions and Input