



# **Joint Early Learning Council and State Board of Education Meeting**

7:30 am

May 22, 2014

InterMountain ESD

Lodgepole/Ponderosa Room

2001 SW Nye Ave, Pendleton, OR 97801

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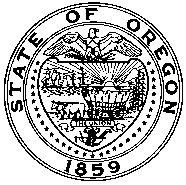
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## **Joint Early Learning Council and State Board of Education Meeting**

Joint Agenda

COSA Full-Day Kindergarten Recommendations

Kindergarten and Early Learning Suspensions Response Memo



## Joint Early Learning Council & State Board of Education

Thursday, May 22, 2014

7:30 am

InterMountain ESD  
Lodgepole/Ponderosa Room  
2001 SW Nye Ave,  
Pendleton, OR 97801

Video Streaming [HERE](#)

*Members of the public wanting to give public testimony must sign in.  
There will only be one speaker from each group.  
Each individual spokesperson will have 2 minutes.  
Members of the public may provide testimony electronically to  
[EarlyLearning.OEIB@state.or.us](mailto:EarlyLearning.OEIB@state.or.us)*

### **AGENDA**

*Breakfast begins at 7:00*

- I. Introductions & Working Breakfast  
Mark Mulvihill, Supt., InterMountain ESD
- II. Developing Healthy Brains and Bodies in Tomorrow's Children  
Dr. Kent Thornburg, OHSU
- III. Full Day Kindergarten  
Craig Hawkins, COSA  
Jon Peterson, COSA  
Karen Twain, ODE
- IV. Kindergarten & Early Learning Suspensions  
Christa Rude, ELC  
Michael Mahoney, ODE
- V. Public Testimony
- VI. Adjourn

### ***\*Times are approximate & breaks may be added as needed***

*All meetings of the Early Learning Council are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Alyssa Chatterjee at 503-373-0066 or by email at [Alyssa.Chatterjee@state.or.us](mailto:Alyssa.Chatterjee@state.or.us). Requests for accommodation should be made at least 48 hours in advance. Testimony may be submitted electronically to [EarlyLearning.OEIB@state.or.us](mailto:EarlyLearning.OEIB@state.or.us).*

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ELC Chair

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Early Learning  
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# Full-Day Kindergarten and Early Learning Work Group: Recommendations Report



January 2014

Confederation of Oregon School  
Administrators/Oregon  
Association of School Executives

## Executive Summary

The Confederation of Oregon School Administrators (COSA) and the Oregon Association of School Executives (OASE) designated a Full-Day Kindergarten and Early Learning Work Group as part of its vision policy work beginning in the fall of 2013. The group was formed in response to K-12 superintendent work relative to P-20 education, program and budgetary implications tied to expected SB 44 implementation of full-day kindergarten, and a commitment to improved learning outcomes for Oregon students.



## Full-Day Kindergarten and Early Learning Work Group Recommendations:

- 1) To ensure equity for Oregon students, all Oregon School Districts should implement full-day kindergarten beginning in the 2015/16 school year.
- 2) An additional \$218.5 million, above 2013-15 State School Fund rollup costs, should be appropriated to Full-Day Kindergarten implementation in the 2015-17 State School Fund.
- 3) An additional fund should be established immediately to assist districts with one-time costs associated with full-day kindergarten implementation, such as capital construction and improvement, classroom furnishings, curriculum and materials, which are conservatively estimated to be in excess of \$14 million.
- 4) Funding should be provided to the Confederation of Oregon School Administrators, in partnership with early childhood organizations and the Early Learning Council, to deliver professional development to kindergarten teachers, educational assistants, and community-based early learning providers.

## Enabling Legislation

Senate Bill 44 established a Full-Day Kindergarten Implementation Committee tasked with submitting a report and providing proposed legislation to the interim legislative committee related to education no later than October 1, 2010. Within the report and proposed legislation, the committee:

- ☐ *Shall establish a method for providing funding for full-day kindergarten programs to school districts and public charter schools that offer full-day kindergarten programs.*
- ☐ *Shall provide school districts and public charter schools with resources to determine whether to implement full-day kindergarten programs and how to implement full-day kindergarten programs. The resources may include technical expertise related to capital needs, enrollment trends, funding requirements, best practices for providing full-day kindergarten, and other information a school district or public charter school may require.*

**The SB 44 Committee recommended full-day kindergarten beginning in the 2015/16 school year and full funding for kindergarten students.**

COSA/OASE Full Day Kindergarten and Early Learning Work Group Members		
Maryalice Russell, Co-Chair, Superintendent, McMinnville School District	Jon Peterson, Co-chair, Superintendent, Pendleton School District	Frank Caropelo, Asst. Superintendent, Greater Albany School District
Phil Long, Superintendent, Medford School District	Mark Witty, Superintendent, John Day School District	Brian Hodge, Superintendent, Brookings School District
Don Grotting, Superintendent, David Douglas School District	Kent Klewitz, Superintendent, Jefferson School District	Scott Perry, Superintendent, SO ESD
Andy Bellando, Superintendent, Silver Falls School District	Colt Gill, Superintendent, Bethel School District	Maria Delapoer, Superintendent, Greater Albany School District
Hertica Martin, Superintendent, Springfield School District	Susan Waddell, Superintendent, LBLESD	David Bautista, Office of Learning - Education Equity, Oregon Dept. of Education
Work Group Partners		
Jim Green, OSBA	Craig Hawkins, COSA	Swati Adarkar, Children's Institute
Jada Rupley, Early Learning Council	Suzanna Dalton, COSA	

## Rationale for Full-Day Kindergarten and Public Investment in Early Learning

Fifty-percent (50%) of Oregon children are born into economically disadvantaged families and 40% of Oregon children have additional factors that put them at risk of academic failure and under-education. Approximately 40% of children enter kindergarten with development typical of three- and four-year-olds. These children will have to make two years of academic growth for three consecutive years to meet reading standard by the end of 3<sup>rd</sup> grade, a key predictor of academic and life success. Nationally, only 15% of students who require remediation beyond 3<sup>rd</sup> grade ever reach proficiency. School districts spend, on average, \$64,000 more per student over thirteen years of schooling for remediation that most often fails to achieve its objective.

As Oregon school districts focus on closing the achievement gap between different socioeconomic and ethnic groups, a breadth of research documents that early childhood is a potent time to prevent achievement gaps from developing or becoming entrenched. Numerous studies indicate that full-day kindergarten can lead to improved academic achievement and may help close the achievement gap among disadvantaged children. By reducing the need for future remediation and/or retention, the investment in full-day kindergarten can also lower subsequent schooling costs.

The weight of evidence shows that full-day kindergarten benefits children in the following ways.

- ❑ **Contributes to increased school readiness** - Students in full-day kindergarten are better prepared for primary grade learning, do better with the transition to 1<sup>st</sup> grade, show significant gains in school socialization, and are equipped with stronger learning skills
- ❑ **Leads to higher academic achievement** - Full-day kindergarten students show a trend toward higher achievement, and achievement gains appear to persist over time. Research findings include higher achievement on standardized assessments as well as better grades.
- ❑ **Improves student attendance** - Students in full-day kindergarten show better attendance through the primary grades, which translates to increased learning time.
- ❑ **Supports literacy and language development** - Full-day kindergarten students show faster gains on literacy and language measures, including 3<sup>rd</sup> grade reading assessment.

## High-Quality Full-Day Kindergarten

A full-day kindergarten program features:

- ☐ Breakfast, snack, and lunch, with emphasis on teaching manners and social skills
- ☐ Vocabulary development
- ☐ Literacy block
- ☐ Math block
- ☐ Content time (science, social studies, fine arts, hands-on learning, etc.)
- ☐ Morning and afternoon guided and/or structured play
- ☐ In-depth experiential learning
- ☐ Chunked instruction during literacy and math blocks, so that young students can manage the cognitive load, stay motivated, and organize knowledge
- ☐ Physical education, music, library, technology
- ☐ Health services
- ☐ Counseling and family services
- ☐ Social skill development through active play
- ☐ Strong teacher/parent communication, including home visits
- ☐ Access to the 1<sup>st</sup>-5<sup>th</sup> infrastructure

Comparison of Full-Day vs. Half-Day Kindergarten Schedule	
Full-Day Kindergarten	Half-Day Kindergarten
<ul style="list-style-type: none"> <li>○ 8:00 - Breakfast (teaching manners and social skills)</li> <li>○ 8:15 - Morning Circle (literacy, counting, and cooperative learning)</li> <li>○ 8:30 - Literacy Block (90 minutes)</li> <li>○ 10:00 - Guided/structured play</li> <li>○ Literacy Block continued (shared, interactive, and individual writing)</li> <li>○ 11:15 - Lunch and structured play</li> <li>○ 12:00 - Shared and interactive read aloud</li> <li>○ 12:15 - Math Block (60 minutes)</li> <li>○ 1:15 - PE/Music/Library</li> <li>○ 1:40 - Snack</li> <li>○ 1:45 - Content time (science, social studies, technology, etc.)</li> <li>○ 2:20 - Wrap-up and dismissal</li> </ul>	<ul style="list-style-type: none"> <li>○ 8:00 - Morning Circle (meeting, message, calendar)</li> <li>○ 8:15 - Literacy Block (45 minutes)</li> <li>○ 9:00 - Math Block (20 minutes)</li> <li>○ 9:20 - Recess</li> <li>○ 9:35 - Library</li> <li>○ 10:00 - Snack and choice activity</li> <li>○ 10:20 - Pack up</li> <li>○ 10:25 - Dismissal</li> </ul>



## Staffing Costs and Funding Considerations for Full-Day Kindergarten

The projected staffing cost to implement state-wide full-day kindergarten is projected to be \$218.5 million, according to Brian Reeder, Office of Research and Data Analysis, Oregon Department of Education. Beyond doubling the number of kindergarten teachers and adding educational assistants, full-day kindergarten will require additional licensed FTE (Full Time Equivalent) in other areas. For example, additional FTE in music, library, and physical education will be needed because these activities, in addition to supporting healthy child development, also enable kindergarten teachers to get the required preparation time within the contract day. There will also be increased demand for licensed specialists to support students with disabilities and English learners. Further, many Oregon school districts anticipate that implementation of full-day kindergarten will increase overall enrollment, as families who typically opt for private kindergarten, in order to have a full-day program, will now have a public school option.



The Full-Day Kindergarten and Early Learning Work Group believes it is essential that the additional funds needed to double kindergarten FTE for teachers, educational assistants, and specialists be above the 2013-15 biennium rollup costs and that kindergarten students be counted as 1.0 weight per student in the 2015-17 biennium and subsequent years. Districts currently using general funds or Title I funds to support full-day kindergarten also need the additional funding weight. Districts may use general fund and Title I funds to add needed remediation services to kindergarten and other grade levels and to address some of the needs related to pre-kindergarten and help students get ready for kindergarten, on a district by district basis.

## Facilities, Furnishings, Curriculum, Materials, and Other One-Time Costs



### Recommendation

To ensure equity for all Oregon children, the Full-Day Kindergarten and Early Learning Work Group recommend state funding for one-time start-up capital assistance. Without this additional funding, some districts will be disadvantaged over others, resulting in an unequal ability to implement full-day kindergarten programs throughout the state.

Full-day kindergarten as a strategy to reach the state's 40-40-20 goal should be a priority for all Oregon districts, whether rural or urban, large or small. The ability to implement full-day kindergarten should not be dependent on a district's ability to pass a capital construction bond.

As identified by a COSA/OASE survey of Oregon school superintendents, in order to implement full-day kindergarten, many districts will have to add classrooms, expand or upgrade infrastructure and facilities, move existing programs to free-up classroom space, purchase classroom furnishings, curriculum, and instructional materials, and provide professional development to teachers and educational assistants.

The COSA/OASE survey, conducted December 2013 through January 2014, indicates that:

- ❑ 20% of the one-hundred districts responding to the survey reported that they will need to add classrooms (from a low of 1 classroom to a high of 21 classrooms)
- ❑ Superintendents are concerned that there may be a possible shortage in the portable classroom market due to increased demand
- ❑ 17% of responding districts reported that they will need other additional facility expansions or upgrades, such as gym, lunchroom, playground, etc.
- ❑ Given that full-day kindergarten will result in the addition of approximately 800-1,000 new teachers in 2015/16, districts are concerned about the cost they may incur related to teacher recruitment, mentoring, and training.

Preliminary cost estimates to implement full-day kindergarten from a variety of districts with varying levels of need are documented on page 4 of this report.

### Preliminary Cost Estimates for Staffing and One-Time Expenditures

Springfield School District 11,018 Enrollment	Medford School District 13,187 Enrollment	McMinnville School District 6,465 Enrollment
<ul style="list-style-type: none"> <li>○ <b>\$5,800,000</b> - Facilities</li> <li>○ <b>\$2,035,000</b> - Teachers and Assistants</li> <li>○ <b>\$210,000</b> - Furnishings and equipment</li> <li>○ <b>\$69,000</b> - Curriculum and materials</li> <li>○ <b>\$120,000</b> - Professional development</li> <li>○ <b>\$127,500</b> - Teacher on Special Assignment to develop the new full-day kindergarten program</li> <li>○ <b>\$50,000</b> - Increased nursing and Special Education services</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>\$1,575,000</b> - Teachers</li> <li>○ <b>\$378,000</b> - Educational Assistants</li> <li>○ <b>\$80,538</b> - Furnishings and equipment</li> <li>○ <b>\$330,200</b> - Curriculum and materials</li> <li>○ <b>\$20,000</b> - Cost to relocate other programs to free-up classroom space</li> </ul>	<ul style="list-style-type: none"> <li><b>\$1,180,850</b> - Kindergarten teachers</li> <li><b>\$141,702</b> - P.E., Music, Library specialists</li> <li><b>\$25,000</b> - Furnishings and equipment</li> <li><b>\$20,000</b> - Curriculum and materials</li> </ul>
Grant School District 611 Enrollment	Jefferson School District 885 Enrollment	
<ul style="list-style-type: none"> <li>○ <b>\$68,903</b> - Teachers</li> <li>○ <b>\$34,513</b> - Educational Assistants</li> <li>○ <b>\$6,902</b> - Specialists</li> <li>○ <b>\$12,000</b> - Furnishings and equipment</li> <li>○ <b>\$2,500</b> - Curriculum and materials</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>\$118,500</b> - Teachers</li> <li>○ <b>\$7,900</b> - Furnishings and equipment</li> <li>○ <b>\$1,500</b> - Curriculum and materials</li> <li>○ <b>\$500</b> - Staff development</li> </ul>	

### Recommendation

The Full-Day Kindergarten and Early Learning Work Group recommend that districts be given flexibility regarding total instructional hours for full-day kindergarten, within a range of 710 to 810 hours, in order to address transportation challenges, especially in rural communities in which students must travel long distances to and from school. Included within the total instructional hours should be 30 non-student hours for kindergarten teacher and assistant professional development and at least 3 hours per kindergarten student for the kindergarten teacher to make home visits to provide parent support and education.

## Next Steps Following Full-Day Kindergarten Implementation

The research is compelling: Kindergarten readiness is a key predictor of later school success. The most effective strategy to increase achievement, accelerate learning, and prevent achievement gaps from developing and becoming entrenched is to provide a continuum of high-quality early learning that includes:

- ❑ Birth to five parent education, coaching, support, and resources
- ❑ Universal pre-kindergarten for three- and four-year-olds
- ❑ Full-day kindergarten for five-year-olds

## Recommendation

In addition to full-day kindergarten, the Full-Day Kindergarten and Early Learning Work Group recommend public investment in a high-quality early learning continuum that includes:

- Universal pre-kindergarten for three- and/or four-year-olds
- Pre-k/kindergarten transition services
- Child development education and resources to parents and families of children birth to age five

Oregon Department of Education, school districts, early learning providers, early learning hubs, and the State of Oregon should work toward providing state-wide quality pre-k programs for all three- and four-year-olds. Implementation may be staggered due to funding:

- 2017-19 Biennium - Universal pre-k for four-year-olds
- 2019-21 Biennium - Universal pre-k for three-year-olds

## Rate of Return on Investment in Early Learning

The benefits of early childhood programs are not just short-term in nature. Careful studies demonstrate that early interventions can have a positive effect on young children, especially those from low-income families, which often last well into adulthood. For example, analysis of one program showed that children who attended a high-quality half-day preschool program at ages 3 and 4 were, at age 40, more economically successful—such as, more likely to own their own homes—than nonparticipants in a control group. Economically speaking, early childhood programs are a good investment, with inflation-adjusted annual rates of return on the funds dedicated to these programs estimated to reach 10% or higher. Very few alternative investments can promise that kind of return. — Ben Bernanke, former Chairman of the Federal Reserve

Preschool programs generate a significant return on investment for society; numerous economic studies have documented a rate of return of \$7 or more on each dollar invested through a reduced need for spending on other services, such as remedial education, grade repletion, and special education, as well as increased productivity and earnings for these children as adults. — President Barack Obama

## Appendix

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## A. OASE Full-Day Kindergarten Survey Summary

- 20% of districts report that they will need to add classrooms (from a low of 1 to a high of 21 classrooms) in order to offer full-day kindergarten in 2015/16
- 17% say they will need other, additional facilities, as well
- The approximately 100 districts responding to the survey report that they will need to hire 168 new kindergarten teachers for full-day kindergarten programs in 2015/16
- The open-ended response provide good information about additional facilities, length of school day, future use of Title I funds, etc.

*What other licensed staff, if any, do you expect to add to support full-day kindergarten students?*

- Staff teachers, Reading Specialists, Music, PE, Library Media, Special Education, English Learners, Counselors
- Full-day kindergarten will also require hiring additional classified staff

*Currently, the State Board requires that first-grade students receive a minimum of 810 hours of instruction annually. Do you think the same number of hours should apply to full-day kindergarten?*

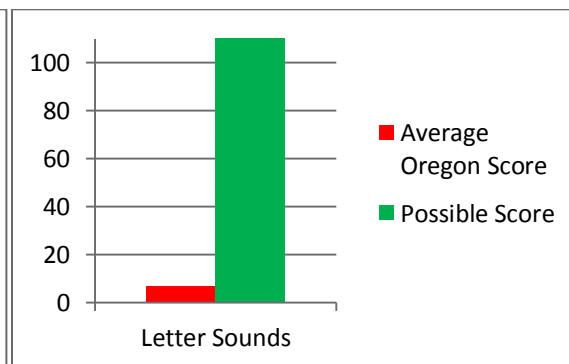
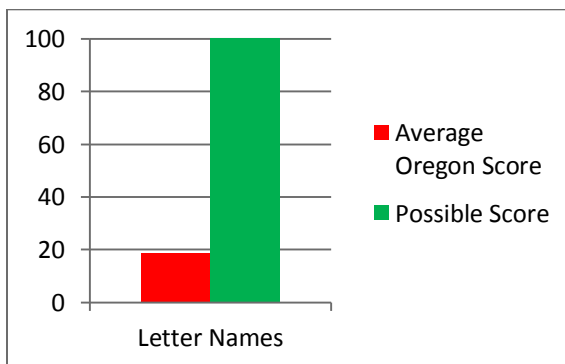
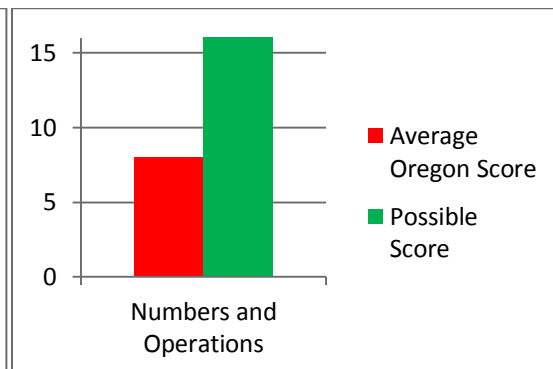
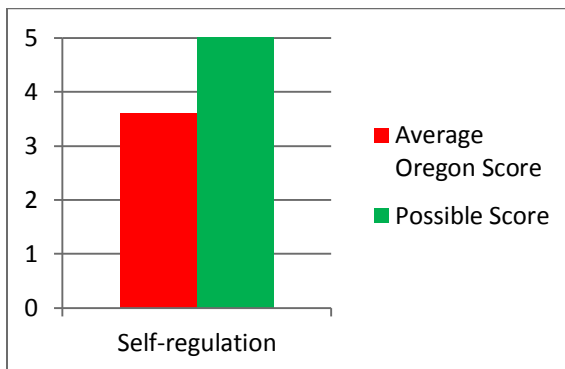
- There needs to be further research completed on kindergarten aged students and cognitive development to determine whether or how 810 hours in a 170-180 instructional calendar correlates to maximizing student learning.
- Perhaps re-defining the kindergarten experience by offering half-day four-year-old kindergarten AND half-day five-year-old kindergarten, as a significant research base has suggested the power of earlier intervention with four-year-olds
- We need to get away from seat time and focus our attention on standards and growth
- 810 hours is too long (9 respondents)
- Need more research (4 respondents)
- The same instructional hours would create problems with bus schedules (4 respondents)
- Hours should be the same as 1<sup>st</sup> grade (3 respondents)

## B. Oregon Kindergarten Assessment Results (2013)

# Kindergarten Readiness Assessment

## Average Correct Responses by Subgroup

Subgroup		<i>Approaches to Learning</i>			<i>Early Mathematics</i>	<i>Early Literacy</i>	
		<i>Self-Regulation</i>	<i>Interpersonal Skills</i>	<i>Total</i>	<i>Numbers &amp; Operations</i>	<i>Letter Names</i>	<i>Letter Sounds</i>
		<i>(1-5)</i>	<i>(1-5)</i>	<i>(1-5)</i>	<i>(0-16)</i>	<i>(0-100)</i>	<i>(0-110)</i>
<b>State - All Students</b>	Total	3.5	3.9	3.6	8.0	18.5	6.7
	Hispanic	3.4	3.9	3.6	6.8	9.8	2.9
	Female	3.7	4.1	3.8	8.0	19.2	7.1
	Male	3.3	3.7	3.5	8.0	17.8	6.4



# MEMORANDUM

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RE: State response to National Report on racial and ethnic disparities in access to quality education  
To: Jada Rupley, Early Learning System Director  
FROM: Christa Rude, Head Start Collaboration Director  
CC: Oregon Early Learning Council

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## National Report Highlights Inequities

On Friday March 21, the U.S. Department of Education's Office for Civil Rights (OCR) released the first comprehensive look at civil rights data from every public school in the country in nearly 15 years.

The data was compiled from all 97,000 of the nation's public schools and its 16,500 school districts – representing 49 million students. For the first time ever, state, district and school-level information is accessible to the public in a searchable online database at [www.crdc.ed.gov](http://www.crdc.ed.gov).

The report uses data to measure whether all students have equal educational opportunities. Among the key findings in the report is information about preschools. The 2011-2012 release shows that access to preschool programs is not a reality for much of the country. The report cited that about 40% of public school districts do not offer preschool; where it is available it is mostly part-day only and available to barely half of all students within the district.

Further, the 2011-2012 release of data show that access to preschool programs is not a reality for much of the country and that students of color are suspended more often than white students. The data also revealed that black and Latino students are significantly more likely to have teachers with less experience who aren't paid as much as their colleagues in other schools.

Finally, for the first time data about preschool suspension and expulsion was requested in the survey and the results were startling and appalling. Black students represent 18% of national preschool enrollment but 42% of students suspended once and 48% of students suspended more than once.

As the press-release for this report, the Office for Civil Rights noted:

*"... the opportunity gap among Americans hurts life-transforming opportunities for children that strengthen and build a thriving middle class."*<sup>i</sup>

## Taking a Closer Look: Oregon Data

The inequities in practice and access noted in this national report represent a potential threat to achieving Oregon's vision of school ready children entering kindergarten who go on to achieve 100% high school graduation by 2025. These issues raise further concern about the implementation of the Oregon Education Investment Board (OEIB) Equity Lens as a standard for investments and work in Oregon's Early Learning System.

To get a closer look, the Oregon Early Learning Division conducted a review of state level data used in the US Department of Education (US DOE) Office for Civil Rights report. Data in the report represents thirty-four elementary schools in Oregon who operate preschools serving 3,740 children. The demographic profile of these children is represented in the table below<sup>ii</sup>:



American Indian or Alaska Native	Asian	Hawaiian/ Pacific Islander	Hispanic	Black	White	Two or more races	Total
70	238	29	984	359	1,947	113	3,740
2%	6%	1%	26%	10%	52%	3%	100%

Additionally, 1,948 of the children served by these programs are Individuals with Disabilities Education Act (IDEA) eligible and 572 are Limited English Proficient (LEP).

According to survey data received by the US DOE Office for Civil Rights, none of the 34 preschools run by school districts in Oregon reported suspensions or expulsions of preschool children.

## Further Review

Because the programs specifically looked at in the US DOE report represent such a small sampling of our young children in formal early learning and care settings, the Early Learning Division also researched demographic representation and suspension/expulsion policies and procedures for additional preschool programs in the state. This data is represented below by program.

### Oregon Head Start Pre-Kindergarten Programs

Oregon Pre-Kindergarten Head Start serves 12,604<sup>iii</sup> children across 28 programs. The demographics of these children are as follows<sup>iv</sup>:

#### Ethnicity

Hispanic or Latino Origin	4,986	39.56%
Non-Hispanic/Non-Latino Origin	7,618	60.44%

#### Race

American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Biracial or multi-racial	Other Race	Unspecified Race
509	290	819	115	7,921	1,203	1,122	625
4.04%	2.3%	6.5%	0.91%	62.85%	9.5%	8.9%	5%

These programs adhere to federal Head Start Performance Standards that do not allow for program suspensions or expulsions. Programs track transition data for children who leave the program. Children with behavior referrals are supported within the program by qualified program staff and/or are referred for additional support to community resources.

State level Head Start data for mental health organizations and program transitions are provided in the following table<sup>v</sup>:

Mental Health Services	Answer	Percentage
Children with Staff Consultations	2,577	17.94%
Children with Three or More Consultations	1,069	41.48%
Children with Parent Consultations	1,268	8.83%
Children with Three or More Parent Consultations	392	30.91%
Children with Individual Mental Health Assessments	566	3.94%
Children Referrals Facilitated for Mental Health	582	4.05%

Referrals	Answer	Percentage
Children Referred for Mental Health Services Outside Head Start	806	5.61%
Children Referred for Mental Health Services Outside Head Start that received Services	562	69.73%

### Licensed Child Care Facilities

The child care regulatory data system does not keep child level data so information on demographics of children in care is not available. Rules are not specific about expulsion but require compliance with related state and federal ADA and civil rights laws. An estimated 140,000 children are served in licensed child care.

### Early Intervention/ Early Childhood Special Education

The Early Intervention/ Early Childhood Special Education program follows all school age special education laws addressing expulsion and suspension. However, because of the nature of the ECSE program children are never expelled (data for 2012 supports no suspensions). Their placement for services may change but the children always continue to receive their special education services. Demographics for this population are as follows<sup>vi</sup>:

Asian	Black	Hispanic	Pacific Islander	White	Biracial or Multiracial	Indian
299	288	2,579	53	7,025	211	130
3%	3%	24%	<1%	66%	2%	1%

State laws addressing expulsion and suspension are outlined in the following OAR's (click top citation for link to narrative):

<a href="#">OAR 581-015-2400</a>	Discipline: Definitions
OAR 581-015-2405	Disciplinary Removals for Up to 10 School Days for Children with Disabilities
OAR 581-015-2410	Disciplinary Removal for up to 10 school days each (no pattern)
OAR 581-015-2415	Disciplinary removals for more than 10 school days (pattern or consecutive)

### Relief Nurseries

All of the children in therapeutic classrooms receive individualized services and supports tailored to the specific child and his/her family. Relief Nurseries recruit and help the most challenging and traumatized children, using a strengths-based model where expulsion isn't part of the service delivery model. Relief nurseries focus on supporting families and children in getting to school on a consistent basis. The work of relief nurseries revolves ensuring child attendance preschool/school, not expulsion.

Anecdotally, relief nurseries receive children who have been "unsuccessful" in other preschool settings. The belief is that preschool hasn't worked for the child because the child/family has a high number of risk factors and needs more individualized attention and services than can be/are provided in a typical preschool setting.

Demographics for children being served in Relief Nurseries are<sup>vii</sup>:

Hispanic	Native American	Asian	Black/African American	Native Hawaiian /Pacific Islander	Biracial or Multiracial	White	Unspecified	Totals
799	70	13	100	15	157	1792	190	3136
25.48%	2.23%	0.41%	3.19%	0.48%	5.01%	57.14%	6.06%	100%

## Kindergarten programs

While not specifically under the purview of the Early Learning Division, we also looked at demographic and suspension/expulsion data for kindergarten students to identify trends that might be addressed at earlier stages of engagement with children and families.

Demographic data for Kindergarteners in Oregon<sup>viii</sup>:

American Indian/Alaska Native	Asian	Native Hawaiian/Pacific Islander	Black/African American	Hispanic /Latino	White	Multi-Racial	Total
604	1,429	330	1,048	10,318	26,647	2,352	42,728
1.41%	3.34%	0.77%	2.45%	24.15%	62.36%	5.50%	100%

The following are data regarding expulsion and suspension of kindergarten students in Oregon for 2012-2013. It is important to note the following regarding these data:

- The data is combined to represent expulsions *and* suspensions because the numbers of expulsions in previous years have been too low to report.
- For the time period these data represent (2012-2013) there were no kindergarten expulsions.
- The [Discipline Collection Manual](#) (hyperlinked to PDF) defines expulsion and suspension as follows:
  - Expulsion – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days. - (page 4)
  - Out-of-School Suspension – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is less than 10 days cumulatively, as well as removals in which the child continues to receive services according to his/her IEP. - (page 4)

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Kindergarten 2012-2013 <sup>ix</sup>	Asian	Black	Hispanic	Indian	Multiracial	Pacific Islander	White	Total
Total kindergarteners by race	1,429	1,048	10,318	604	2,352	330	26,647	42,728
Total Expulsions/Suspensions by race: Kindergartners 2012/2013	*	39	96	12	33	*	278	467
Expulsions/Suspensions as Percentage of population by race	n/a	3.72%	0.93%	1.99%	1.40%	n/a	1.04%	

## Proposed Action

As indicated in the brief review of data above, we don't know enough about expulsion and suspension practices for our early learners. Now more than ever, we are poised to openly and systemically review our policies and beliefs around child behavior and access to preschool. We must learn more to ensure that all of our students have equal educational opportunities in order to achieve our shared goals for attached families and school ready kindergarteners.

To that end, the Early Learning Division respectfully submits these recommendations for the Early Learning Council to consider:

- In the absence of substantive data, conduct an independent survey of parents of preschoolers, child care providers, and preschool programs from across the state regarding experiences related to access, suspension, expulsion and behavioral supports for children.
- Using the Oregon Education Investment Board Equity Lens as a guide, review and update existing policies and practices relating to challenging child behaviors, suspension and expulsion across Oregon's Early Learning System.
- Conduct a targeted search and subsequent sharing of best practice models that embody equity, and appropriate practice to guide positive child behavior with specific focus on:
  - Parent support and engagement
  - Policies and procedures that support strategies other than suspension and exclusion.
- Systemic, programmatic, and individual reflection about the unspoken and often embedded biases and unintentional practices that lead to disproportionate treatment of children. These reflections must be supported by equity based principles and practices that result in changed beliefs and behaviors on all levels to support EACH and EVERY student's intrinsic desire to learn and be successful representatives of their family, culture, and community.
- Include in further discussion and analysis on the work done by EcoNorthwest on education indicators, including chronic absences, for children enrolled in Oregon's nine federally recognized tribes

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<sup>i</sup> Press Release, U.S. Department of Education, Office of Communications & Outreach, Press Office, Washington DC, Expansive Survey of America's Public Schools Reveals Troubling Racial Disparities, *Lack of Access to Pre-School, Greater Suspensions Cited*, March 21, 2014.

<sup>ii</sup> [U.S. Department of Education, Office of Civil Rights Data Collection](#) (title is hyperlinked to URL)

<sup>iii</sup> Cumulative enrollment includes programs that are funded by both federal and state funds.

<sup>iv</sup> Head Start Enterprise System, Program Information Report, Enrollment Summary, Region X, All Programs, Oregon, April 8, 2014.

<sup>v</sup> Head Start Enterprise System, Program Information Report, Health Services Summary, Region X, All Programs, Oregon, April 8, 2014.

<sup>vi</sup> Oregon Department of Education, Early Intervention/Early Childhood Special Education, 2012-13 data.

<sup>vii</sup> Oregon Association of Relief Nurseries, 2013 Data

<sup>viii</sup> Oregon Department of Education, 2012-2013 Fall Membership Count

<sup>ix</sup> Oregon Department of Education, 2012-2013 Discipline Incidents Collection