

Early Care & Education Policy & Sector Plan Updates



SB 236 Ban on Expulsion & Suspension in ECE Settings

- This bill was led by Black Child Development PDX to ban suspension and expulsion in early childhood programs entirely by 2026.
- This policy will also support Oregon's early childhood educators through robust coaching and professional development, before the ban goes into effect.
- The ban goes beyond publicly funded ECE programs and extends to all registered and certified child care programs.
- Recommended reading: [*There is No Such Thing as a Bad Preschooler*](#) by [Dalia Avello](#) on Children's Institute website.

HB 2166 ECE Suspension & Expulsion Prevention Program

- Preschool has the highest suspension and expulsion rates of any age, and Black children, Native children, and children with disabilities are disproportionately impacted.
- HB 2166 directs the Early Learning Division to develop a system for ECE programs to ensure they are culturally responsive, developmentally appropriate, and prevent expulsion or suspension.
- This includes providing technical assistance from infant/toddler mental health consultants to registered and certified providers.
- The ELD has received \$600k for three new positions in 2021 and will receive the remaining \$5.2M for implementation in 2022.
- Realistic timeline: the program probably won't be completely up and running until next Fall.

What is an ECE Sector Plan?

- In 2019 the Student Success Act was passed by the Oregon legislature providing resources for the expansion of early care & education (ECE), such as Preschool Promise, Head Start, and OPK.
- As part of that legislation, Early Learning Hubs, together with their sector and community partners were tasked with creating a plan that helped outline a vision and roadmap for ECE services in their region and recommend expansion criteria for Preschool Promise.
- The Planning process was a data -driven process and engaged parents, providers, and partners to better understand family needs and barriers.
- Phase 1 of the ECE Sector Plan was created in December 2019. Updates to the Plan were completed on October 15, 2021.

Focus on Equity

- Urgency to support all children but emphasizes ensuring access for children for whom public and private systems have been inaccessible
- We must build a supply of quality ECE that:
 - is rooted in cultural and linguistic responsiveness
 - addresses the preferences and the choices of families
 - adequately compensates and supports providers
- Place the voices of families from underserved and marginalized populations at the center of the plan
- Engage diverse providers to reflect their wisdom and experience.

How Sector Plans Will Be Used

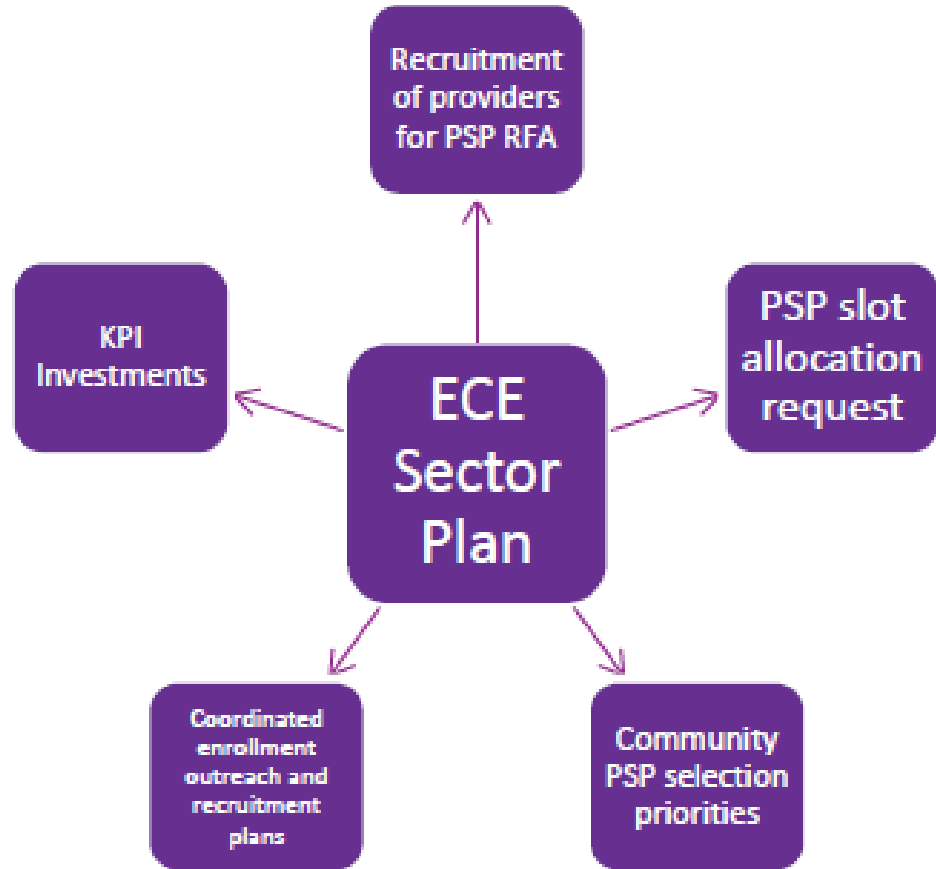
Acronym key

ECE = Early Care & Education

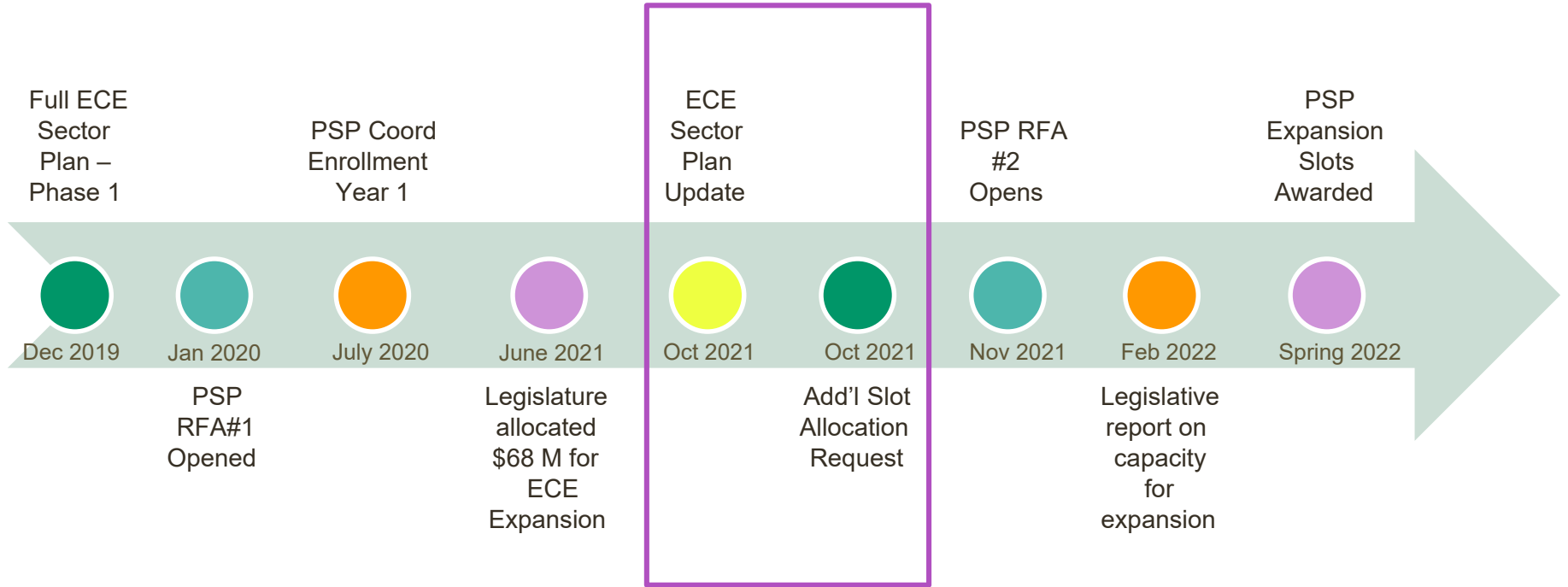
PSP = Preschool Promise

RFA = Request for Applications

KPI = Kindergarten Partnership
& Innovation



ECE Sector Plan/Expansion Timeline



“At-A-Glance Lane County ECE Sector Plan (2019)”

Priority Populations	Geographic Regions	Family Preferences
Children of color	<ul style="list-style-type: none"> • Metro • North Lane • South Lane • East Lane • West Lane 	<ol style="list-style-type: none"> 1. More racially and ethnically diverse providers. 2. Flexible days and hours to support shift work, irregular work hours and part-time. 3. Transportation with supervision (teacher’s aide in addition to the bus driver). <p>Additional Considerations: Safety, security and cleanliness of environment; patient and kind teachers that provide individualized attention to each child; clear and frequent communication with parents.</p>
Children who are emerging bilinguals	<ul style="list-style-type: none"> • Bethel SD • Eugene SD • Springfield SD • Junction City SD • Creswell SD • Siuslaw SD • South Lane SD 	<ol style="list-style-type: none"> 1. More highly qualified providers that are culturally and linguistically competent. 2. Flexible days and hours to support shift work, irregular work hours and part-time. 3. Assistance with finding childcare and preschool. <p>Additional Considerations: ECE programs connected to a school; safety, security and cleanliness of environment; clear and frequent communication with parents.</p>
Children with special needs	<ul style="list-style-type: none"> • Regional 	<ol style="list-style-type: none"> 1. 1-on-1 care and attention with tailored support, especially during daily transitions (pick-up, drop-off, meals, outside time). 2. Flexible days and hours to support shift work, irregular work hours and part-time. 3. High quality and trained providers. <p>Additional Considerations: More integrated classrooms with typically developing peers; safety, security and cleanliness of environment; patient and kind teachers that provide individualized attention to each child; clear and frequent communication with parents.</p>
Children ages 0-2	<ul style="list-style-type: none"> • Regional 	<ol style="list-style-type: none"> 1. More providers to choose from; less time on waitlists. 2. Staff with specialized training to care for infants and toddlers. 3. Flexible pick-up and drop-off times to accommodate infant and toddler sleeping and waking schedules, as much as possible. <p>Additional Considerations: Support of exclusive breastfeeding or bottle-feeding with expressed breast milk; safety, security and cleanliness of environment; clear and frequent communication with parents.</p>
Children who live in rural/geographically isolated communities	<ul style="list-style-type: none"> • All communities outside the Eugene/Springfield metro area 	<ol style="list-style-type: none"> 1. More providers and programs, especially those serving infants and toddlers. 2. Transportation with supervision (teacher’s aide in addition to the bus driver). 3. Connected to the school. <p>Additional Considerations: Safety, security and cleanliness of environment; patient and kind teachers that provide individualized attention to each child; clear and frequent communication with parents.</p>

ECE Sector Plan Update

Answered two primary questions :

Question 1: Are the current priority populations still the right groups to prioritize for placement in PSP?

- If not, who are we missing and/or what needs to be changed?

Question 2: Where in Lane County should we recommend additional PSP slots be allocated?

- How many slots per location?
- What types of providers should we recommend (home, center, or school based)?
- Serving kids in what language(s)?
- Any other family preferences to be considered (e.g., transportation)?

Priority Population	Geographic Region(s)	Family Preferences
Children of color	Regional	<ul style="list-style-type: none"> - BIPOC & Spanish-speaking staff - Staff experienced and trained in providing trauma-informed care - Culturally responsive and supportive programs and services - Specialized training for teachers for supporting families and children of color to prevent suspension or expulsion - Antiracism training for program staff - Transportation - Extended hours of care
Children who are emerging language learners	Regional, with special focus on these districts with the highest concentration of families: Eugene – 4JSD Eugene – BethelSD Springfield SD South Lane SD	<ul style="list-style-type: none"> - Culturally relevant and linguistically appropriate family communications - Culturally responsive and supportive curriculum - BIPOC staff that speak Spanish - Staff experienced and trained in providing trauma-informed care - More school-based programs for continuity of care - Wraparound services - Transportation - Extended hours of care
Children with special needs	Regional	<ul style="list-style-type: none"> - Specialized training for teachers for supporting children with big behaviors and other individual or special needs - Staff experienced and trained in providing trauma-informed care - Wraparound services - Transportation - Extended/more flexible hours of care
Children who live in rural/geographically isolated communities	Regional, except for Eugene/Springfield metro area	<ul style="list-style-type: none"> - Wrap-around family support services - Staff experienced and trained in providing trauma-informed care - Transportation - Extended hours of care - Weekend care
Children living in socially complex families, including children of teen parents, parental incarceration or in treatment for substance abuse; parents who have cognitive limitations/intellectual disabilities; student parents	Regional	<ul style="list-style-type: none"> - Staff experienced and trained in providing trauma-informed care - Wrap-around family support services - Culturally relevant and linguistically appropriate communication - Transportation - Extended hours of care

Geographic location	Ideal # of PSP Expansion Slots	Primary language of instruction	Provider characteristics
Springfield SD	66	English & Spanish	Transportation; wrap -around family support services, extended hour care, culturally relevant programming, BIPOC & Spanish -speaking staff, specialized training for teachers for supporting families and children of color to prevent suspension or expulsion; antiracism training for program staff
Eugene 4J SD	54	English & Spanish	Transportation; wrap -around family support services, extended hour care, culturally relevant programming, BIPOC & Spanish -speaking staff, specialized training for teachers for supporting families and children of color to prevent suspension or expulsion; antiracism training for program staff
Eugene Bethel SD	54	English & Spanish	Transportation; wrap -around family support services, extended hour care, culturally relevant programming, BIPOC & Spanish -speaking staff, specialized training for teachers for supporting families and children of color to prevent suspension or expulsion; antiracism training for program staff
Siuslaw SD	34		Transportation, extended hour care, weekend care
Fern Ridge SD	28		Transportation, extended hour care, weekend care
Marcola SD	12		Transportation, extended hour care, weekend care
McKenzie SD	12		Transportation, experience working with providing trauma -informed care, extended hour care, parent engagement with the program