



OREGON
HEALTH
AUTHORITY

May 29, 2025

Referral Pathways for Social-Emotional Health Services: Every Child Belongs Program

Health Aspects of Kindergarten Readiness
Measure: Young Children Receiving Social-Emotional
Issue-Focused Interventions/Treatment Services
CCO Quality Incentive Metric

Agenda

- Presentation by Oregon Department of Early Learning and Care (DELIC)
- Upcoming technical assistance opportunities

Referrals/care coordination and the quality metric

- The Social-Emotional Interventions for 1-5 quality metric measures the number of CCO members (children ages 1-5) who receive any of the issue-focused interventions/treatment services included in the metric set of 44 CPT codes, which can be found in the [2025 measure specifications](#).
- Screenings or identifying children with social-emotional health needs are not included in the metric code set but are a vital step of the pathway to the issue-focused interventions and treatment services that are included in the metric measurement.
- Engagement of cross-sector community partners who support children ages 1-5 is crucial to this work.

Presenters



Jon Reeves

Professional Learning System Director,
Department of Early Learning and Care



Katrina Miller, LCSW

Infant and Early Childhood Mental
Health Specialist,
Department of Early Learning and Care



Oregon Department of
**Early Learning
and Care**

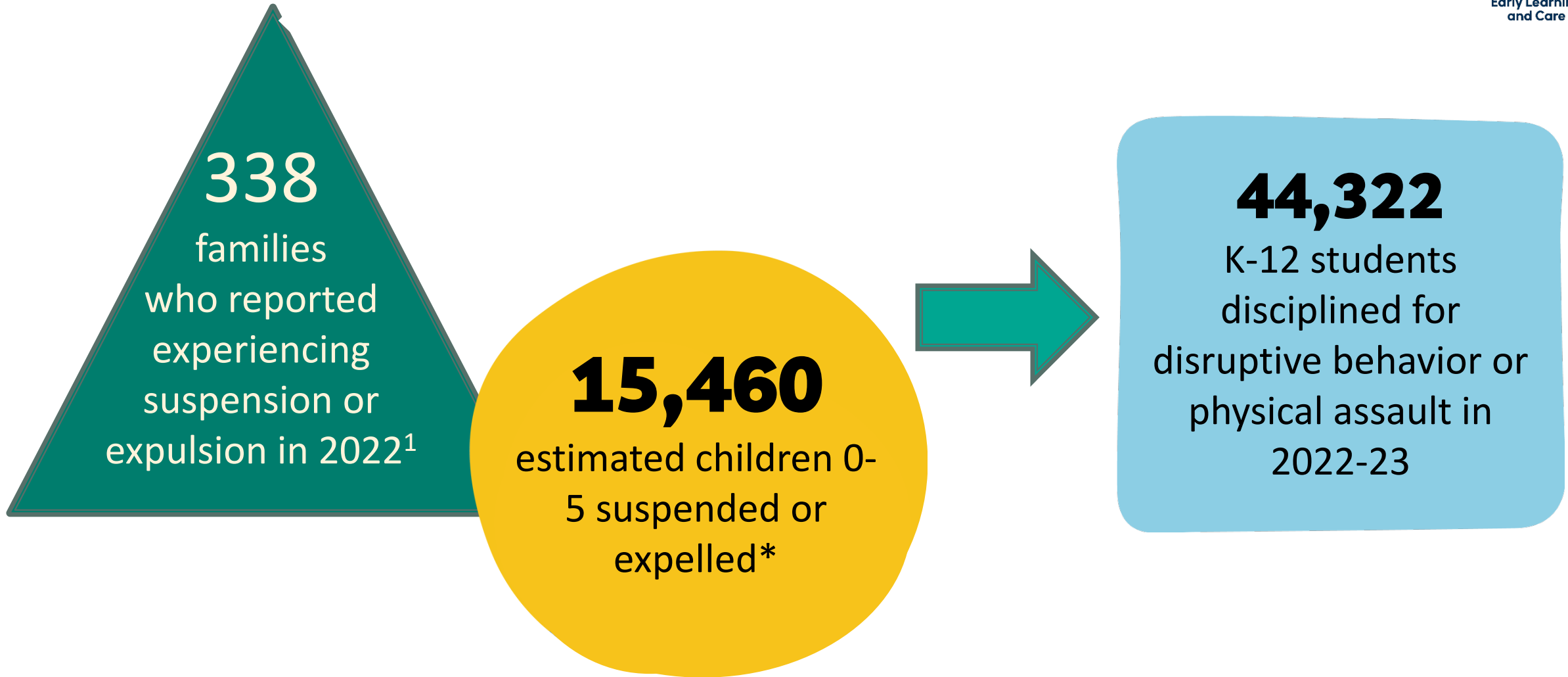
Every Child Belongs

A new service designed to support educators to help keep
young children in care

May 29, 2025, webinar for CCOs



Impacts in Oregon



1. 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](#). Numbers based on assumptions of predicted Oregon families needing childcare and 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.

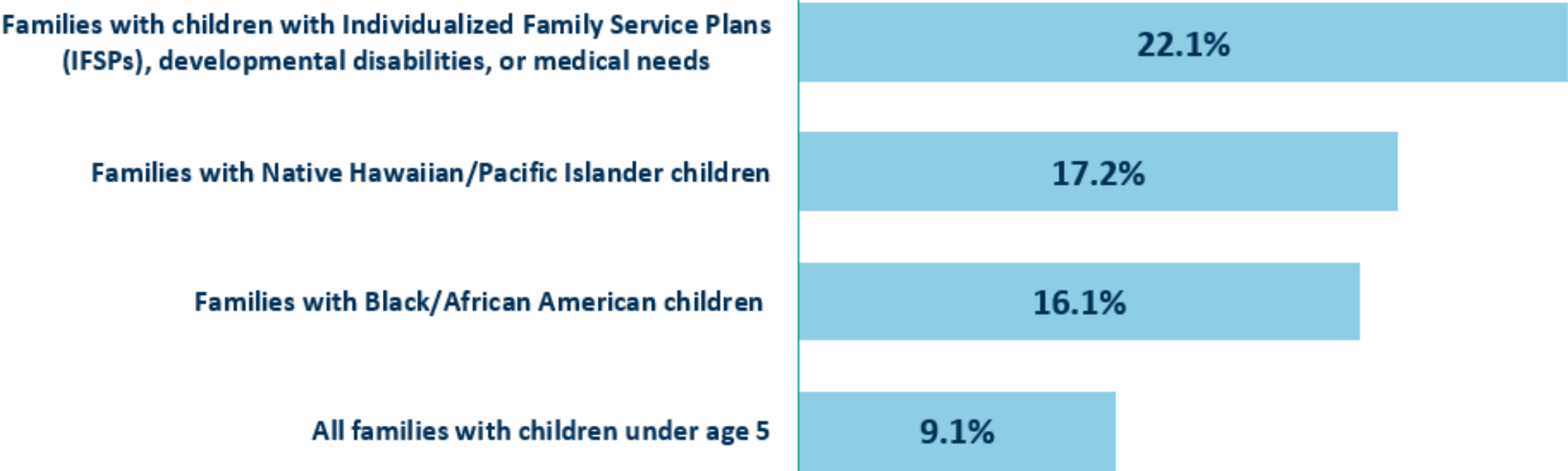
Why don't you have him join us for half days for the next few weeks.

Our program just isn't right for your child.

Suspension and Expulsion: Disparities in Oregon



Percentage of Oregon families with children under age 5 who were asked to leave or take a break from care¹



2023-2024 data show these disparities persist into K-12 systems²

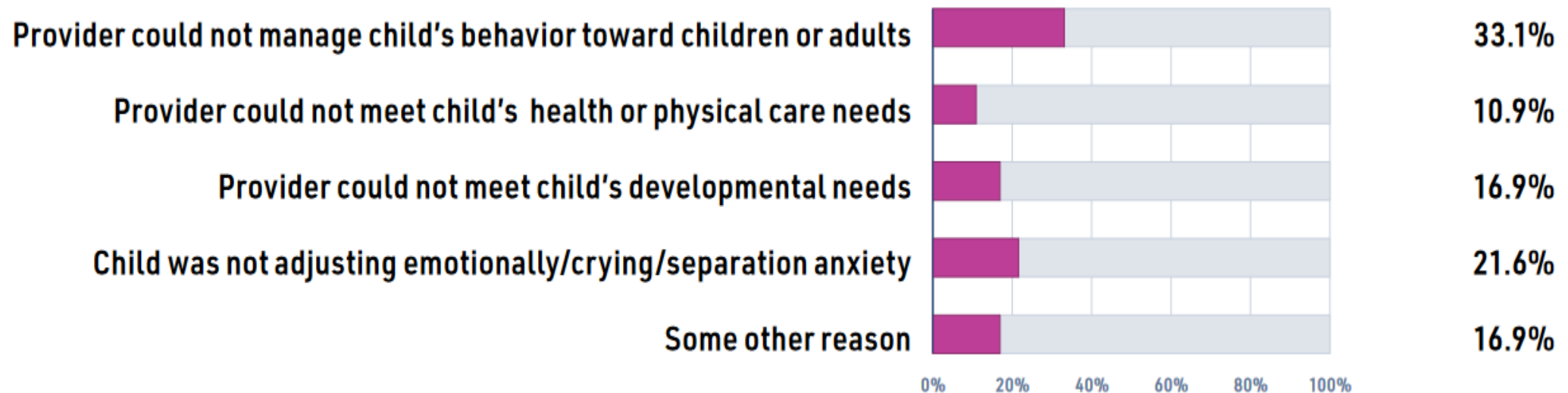
1. Pears, K.C., Bruce, J., and Scheidt, D. (2023). [Oregon Preschool Development Grant birth to age 5 strengths and needs assessment: 2022 statewide household survey results](#). Report submitted to the Oregon Early Learning Division and Early Learning Council, May 2023

2. [Oregon Statewide Report Card 2023-24](#). The Oregon Statewide Report Card is an annual publication required by law (ORS 329.115), which reports on the state of Oregon’s public schools. The purpose of the Statewide Report Card is to monitor trends among school districts and Oregon’s progress toward achieving the goals referred to in ORS 329.015. Published November 25, 2024



2022 Household Survey

Figure 24. Reason for being asked to “take a break” (n=338)



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.](#)

Suspension and 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)
- Early learning and care providers across the state of Oregon are experiencing high levels of anxiety and depression ¹
 - Anxiety: 5x the rate of the general population
 - Depression: 2.5x the rate of the general population
- According to a recent statewide survey of early learning and care providers, early educators with higher levels of anxiety and depression also reported higher frequencies of feeling overwhelmed or burdened by children's behaviors. ²
- Financial distress may also impact early educators' wellbeing, which in turn might increase their use of exclusionary practices ³

1. Pears, K.C., Lauzus, N., Scheidt, D. & Guyer, S. (2022). [Findings from Oregon's Early Childhood Care Provider Survey 2022: Challenges and Opportunities for Professional Development and Coaching](#). Report submitted to the Oregon Early Learning Division and Early Learning Council, November 2022.

2. Pears, K.C., et al. (2021). [Survey on the effects of COVID-19 on Oregon's early care & education workforce and programs](#). Report submitted to the Oregon Early Learning Division and Early Learning Council, June 2021.

3. Mendoza, R. K. (2023). Suspension and expulsion in Oregon's early learning and care system: A baseline of knowledge report submitted to Oregon's Department of Early Learning and Care. December, 2023.

Addressing Early Childhood Suspension and 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 Early Childhood Education (ECE) program that is licensed by Community Care Licensing Division (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 and Interrupters of Expulsion and 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, houselessness, hunger, etc.

Interrupters

- Structured environments
- Teaching social-emotional skills
- Improve caregiver-child relationships
- Coaching and mental health consultation
- Connection to supports and services

Definitions (1 of 2)

Term	Definition
Early Learning Hubs	Regionally based organizations contracted through DELC focused on coordinating and aligning services for young children and their families and addressing systemic barriers
Child Care Resource and Referral organizations (CCR&Rs)	Regionally based organizations contracted through DELC that offer professional development opportunities, technical assistance, coaching and other resources to help early educators strengthen their practices
Regional Service Providers (RSPs) of Infant & Early Childhood Mental Health Consultation (IECMH)	Newly developed statewide regionally based services contracted through DELC that consult with early educators so they are equipped with the tools and knowledge to foster successful positive relationships with children exhibiting challenging behaviors and reduce suspension and expulsion practices
Central Entity	Oregon Infant Mental Health Association (ORIMHA) is contracted through DELC to provide content expertise and statewide coordination to support Regional Service Providers

Definitions (2 of 2)

Term	Definition
Inclusive Partners	A DELC program that provides consultation to childcare providers on supporting the inclusion of children with disabilities and assessment for High Needs Rate eligibility
Oregon Registry Online (ORO)	An online system that allows early educators to store, manage and seek additional professional development. It is also where their training and education is verified for childcare licensing requirements
Early Intervention/Early Childhood Special Education	Regionally based organizations contracted through ODE with state and federally funded to identify and address developmental delays or disabilities in infants, toddlers, and young children
• Head Start/Early Head Start • Oregon Prenatal to Kindergarten (OPK) • Family Child Care • Center Based Child Care • Preschool Promise • Baby Promise • School District PreK • Preschool for All (Mult Co)	Types of early learning and care programs in Oregon Funding sources vary by program type, but include: • Federal funding • State funding • Local funding • Private pay



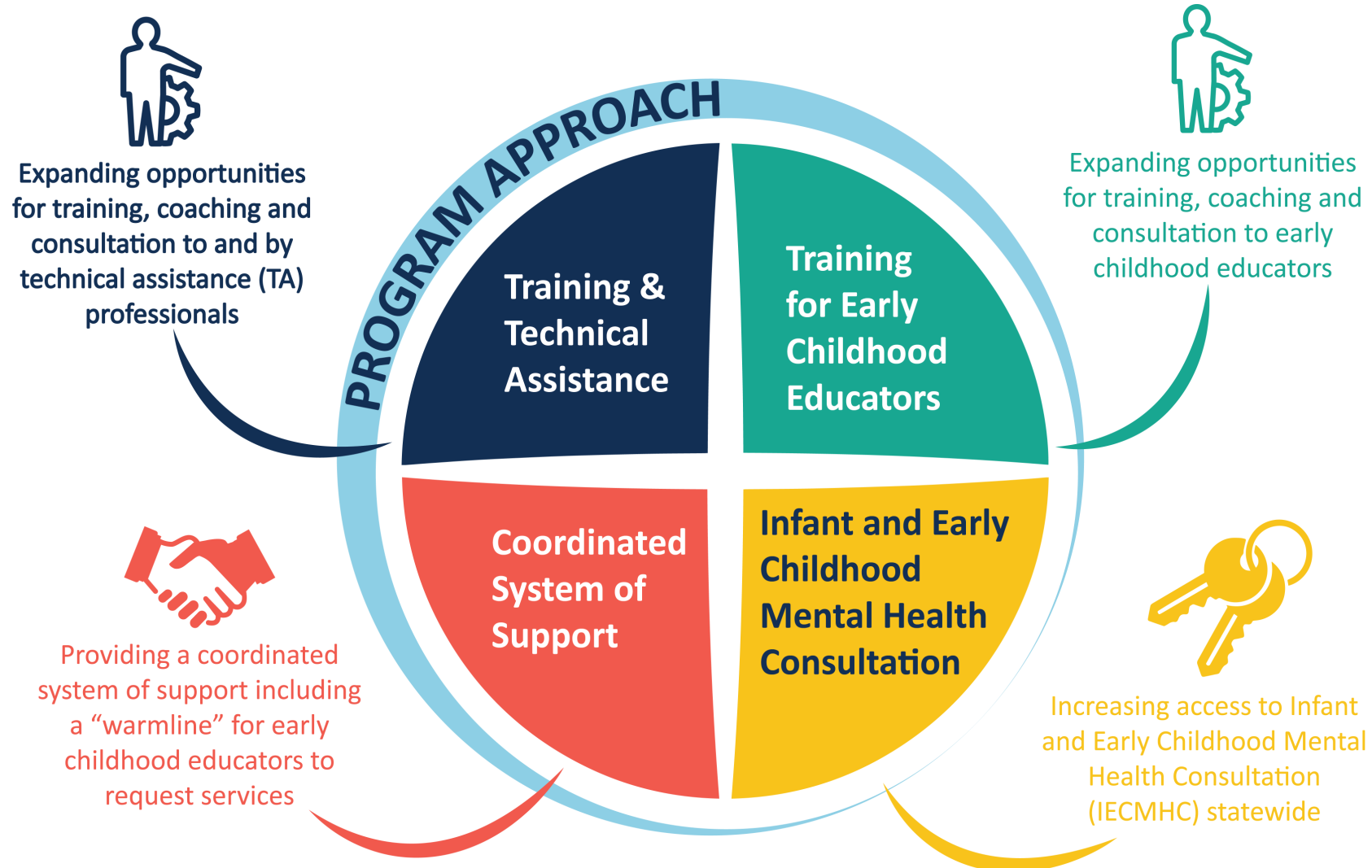
What is Every Child Belongs?

Every Child Belongs is an Early Childhood Suspension and Expulsion Prevention Program (ECSEPP) developed to:

- **Increase** the supports that are available to educators and early learning programs
- *Focus on providing support when an educator or program is dealing with challenging situations with children.*

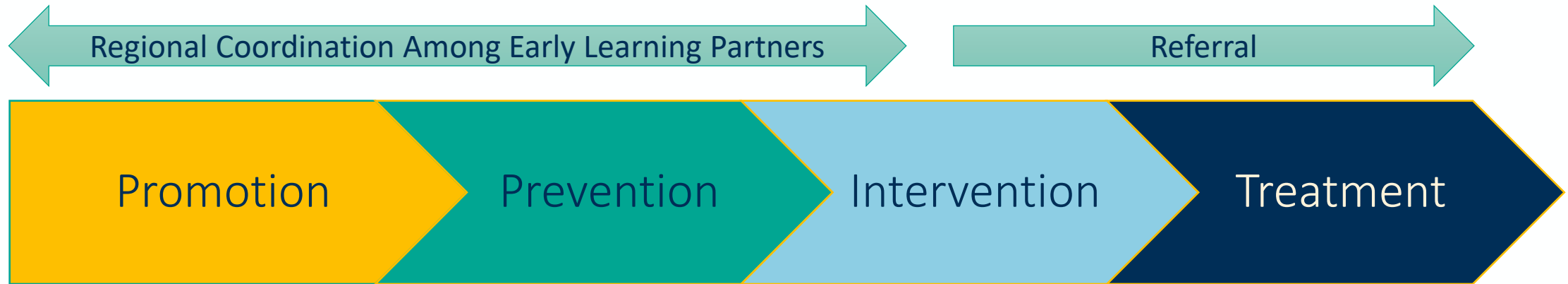


ECB Multifaceted Approach





Continuum of Social-Emotional/Mental Health Services



Foundational **training** for educators that promotes high quality, culturally responsive early learning and care for children.

Higher Education,
CCR&Rs, Oregon
Registry Online

A technical assistance system that supports educators with ongoing professional development through training, **coaching,** and **consultation.**

CCR&Rs, Inclusive
Partners

IECMH consultation that supports educators in managing **complex or challenging situations** within the early learning and care environment.

RSPs of IECMH
Consultation; Early
Intervention/ Early
Childhood Special
Education

Assessment-based services that focus on the **needs of an individual child or family.** These services are typically beyond the scope of what is or can be addressed within the early learning environment.

Mental/behavioral health,
OT/PT, speech and
language, medical, etc.

What is Regional Coordination?

In every region, there are multiple organizations that provide support to early educators and early learning programs, including:

- Child Care Resource and Referral (CCR&R)
- Early Learning Hubs
- Head Start/Oregon Prenatal to Kindergarten (OPK)
- Early Intervention/Early Childhood Special Education (EI/ECSE)
- Regional Service Providers (RSPs) of Infant and Early Childhood Mental Health Consultation **(NEW!)**

Regional Coordination: Collaboration between regional partners to ensure that:

- Any early learning program requesting support receives it, and
- The program receives the right kind of support for the situation, and
- The system (not the educator/early learning program) holds the responsibility for "air traffic control."



Potential Partners in Regional Coordination

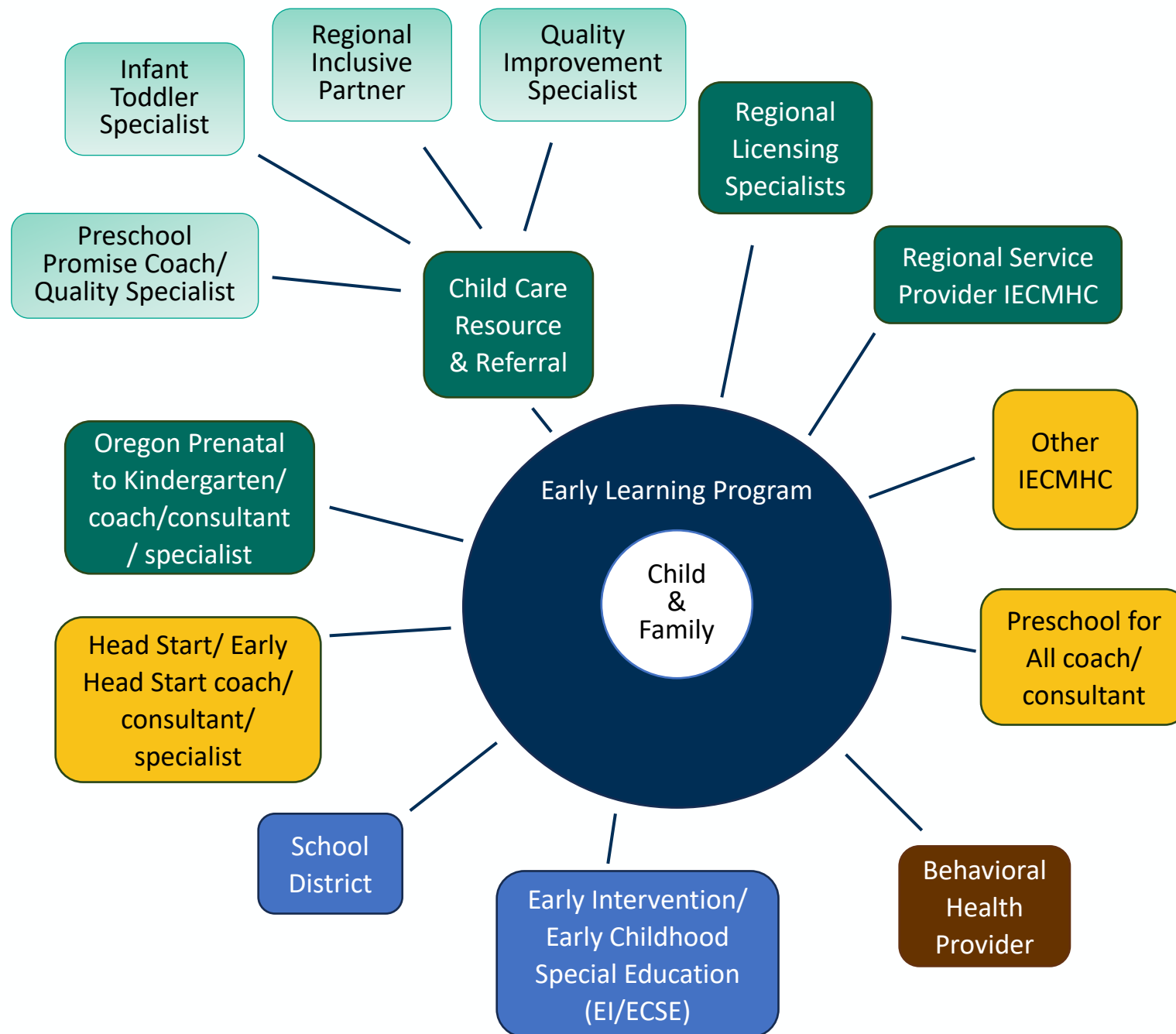
Funding Source

Dept of Early
Learning & Care

Oregon Dept of
Education

Other: Federal
or Local

OHA/Medical
Insurance





Potential Partners in Regional Coordination (by funding source)

Department of Early Learning and Care

- Oregon prenatal to kindergarten coach/consultant/specialist
- Child Care Resource and Referral
 - Preschool promise Coach/quality specialist
 - Infant toddler specialist
 - Regional inclusive partner
 - Quality improvement specialist
- Regional licensing specialists
- Regional services provider IECMHC

Oregon Department of Education

- School district
- Early intervention/early childhood special education

OHA/medical insurance

- Behavioral health provider

Other: federal or local

- Head Start/Early Head Start coach/consultant/specialist
- Preschool for All coach/consultant
- Other IECMHC

Referrals Within Regions



- This regional coordination will generate more referrals to parent/child services
- Referrals will come from communities in partnership with childcare programs that haven't commonly been connected to the broader system of supports
- This will require culturally and linguistically appropriate services



Every Child Belongs (ECB) Connect Process



*Occasionally it may be determined that a transition plan is needed. This happens in collaboration with the support specialist, the provider, and the child's parent/family.

Mental Health Consultants

IECMH consultants:

- Support young children's social and emotional health indirectly by strengthening the adult caregivers' capacities
- Draw upon relational skills, mental health training and knowledge of evidence-based strategies; they do not use a prescribed training/intervention package
- Collaborate with the caregivers they support



IECMH Consultation: Is vs. Is Not

IECMHC is:

- An indirect service aimed at the adult relationships surrounding the infant/young child
- An application of mental health training to create therapeutic alliances with early learning and care providers and to model & foster reflection and self-awareness AND to understanding infants' and young children's relational health needs
- Proven to be effective in improving child social-emotional wellbeing, early learning and care providers' social-emotional support for children, and programmatic changes
- Adaptable to meet a community's needs

IECMHC is not:

- Therapy or any direct intervention with the infant / young child
- Therapy for early learning and care providers
- Coaching
- A "quick fix" or the only strategy necessary
- Prescribed or manualized (or "rigid")

Implementation

- **Regional Service Providers (RSPs) of IECMH Consultation**
 - RSPs will provide infant and early childhood mental health consultation (services beginning in early adopter regions in July 2025).
 - 16 organizations (in 15 regions) have received funding.
- **Central Entity (Oregon Infant Mental Health Association)**
 - Contracted by DELC to provide support to Regional Service Providers as they get ready to provide IECMH Consultation
 - Offering Communities of Practice and trainings in IECMH Consultation
 - Strengthening workforce pathways to expand the IECMH Consultation workforce

Regional Service Providers

Region	Regional Service Provider
Blue Mountain	Umatilla Morrow Head Start
Central Oregon	NeighborImpact
Clackamas County	Clackamas Education Service District (ESD)
Eastern Oregon	Early Learning Dept. of Malheur ESD
Grant and Harney Counties	Harney ESD
Lane County	Early Childhood Hub, Quality Care Connections, and Oregon Community Programs
Linn, Benton, Lincoln Counties	Family Connections CCR&R
Marion, Polk, Yamhill Counties	Willamette ESD
Multnomah County	Black Parent Initiative and CAIRO
North Coast	North Coast CCR&R
South Central	Douglas ESD
South Coast	South Coast Regional Early Learning Hub
Southern Oregon	Family Nurturing Center
The Gorge	Four Rivers Early Learning Hub
Washington County	Community Action Organization

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 prepared to respond to requests
- Added 17 Inclusion Specialists hired in 14 regions with one region in hiring process

Implementation (continued)

- **ECB Connect Support Request Process**
 - DELC program staff are working closely with DELC IT staff to create a simple and easy-to-access way to request support
 - Will be implemented in phases beginning in July 2025
- **Data Systems**
 - Regional partners will have access to the Pyramid Model Implementation Data System (PIDS)
 - Planning for a comprehensive data and evaluation system is underway

Discussion

- What ideas do you have for strengthening the regional referral pipeline as more children are identified for treatment and intervention services?
- What is already happening in partnership with local early childhood organizations including Early Learning Hubs, or newly contracted Regional Service Providers of IECMH Consultation?
- How do you imagine partnerships to work toward integrated behavioral, mental and social-emotional health supports in regions?
- What is working now to build a qualified workforce that is culturally and linguistically responsive?

Thank you!



Contact Information:

Jon Reeves, Professional Learning System Director,
jon.reeves@delc.oregon.gov

Katrina Miller, Infant & Early Childhood Mental Health Specialist,
katrina.miller@delc.oregon.gov

Questions

Upcoming Technical Assistance Opportunities

See OHA's [Technical Assistance webpage](#) for a full calendar of TA events for this quality metric.

Contact Information

Rachel Burdon (she/her)

Rachel.E.Burdon@oha.oregon.gov

Metrics.Questions@odhsoha.oregon.gov