



State and Territory CCDF Administrators Meeting
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Supporting State and Territory Efforts to Reduce Suspension and Expulsion

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Agenda

- Current research and implications
- State and territory strategies
- Peer networking
- Reflections
- Resources

Understanding the Problem: Our Point of View

- Expulsion is not a child problem; it is an adult decision
- Solutions must focus on the full context and not just on the child
- It is not a single-factor problem—it requires a multipronged approach

Definitions

- Suspension: temporary removal from classroom, program, or school
 - In-school
 - Out-of-school
- Expulsion: permanent removal
 - “Soft” expulsion
 - Expulsion

We Don't Call It Expulsion...

- “Please pick your child up early today...”
- “Why don't we have her stay home tomorrow; give her a break...”
- “Let's have him join us for half days for a while.”
- “Our program just isn't the best fit....”
- “We just can't provide what your child needs.”

What Research Tells Us about Suspension and Expulsion...

- Suspension and expulsion are stressful, negative experiences that can impact child outcomes.
- Suspension or expulsion early in a child's education predicts later expulsion or suspension.
- Young students who are suspended or expelled are 10 times more likely to
 - drop out of high school,
 - fail a grade, and
 - be incarcerated.

(American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care and Early Education, 2013; American Psychological Association, 2008; Lamont et al., 2013; Petras, Masyn, Buckley, Jalongo, & Kellam, 2011; U.S. Department of Health and Human Services & U.S. Department of Education, 2015)

Research Tells Us...

- Boys are 3½ times more likely than girls to be suspended or expelled (U.S. Department of Health and Human Services & U.S. Department of Education, 2015)
- 4-year-olds are 50 percent more likely than 3-year olds to be suspended or expelled (U.S. Department of Health and Human Services & U.S. Department of Education, 2015)
- Black children expelled at twice the rate of White children, and five times the rate of Asian children (U.S. Department of Health and Human Services & U.S. Department of Education, 2015)

Research Tells Us...

- Black children make up 18 percent of preschool enrollment, but 48 percent of preschoolers suspended (U.S. Department of Health and Human Services & U.S. Department of Education, 2015)
- Latino and Black boys combined make up 66 percent of all boys suspended, but only make up 46 percent of all boys in preschool (U.S. Department of Education Office for Civil Rights, 2016)
- Girls who are Black, Native Hawaiian, or Pacific Islander represent a larger percentage (30 percent or more) of out-of-school suspensions within their racial or ethnic group than girls within other racial or ethnic groups (U.S. Department of Education Office for Civil Rights, 2014)

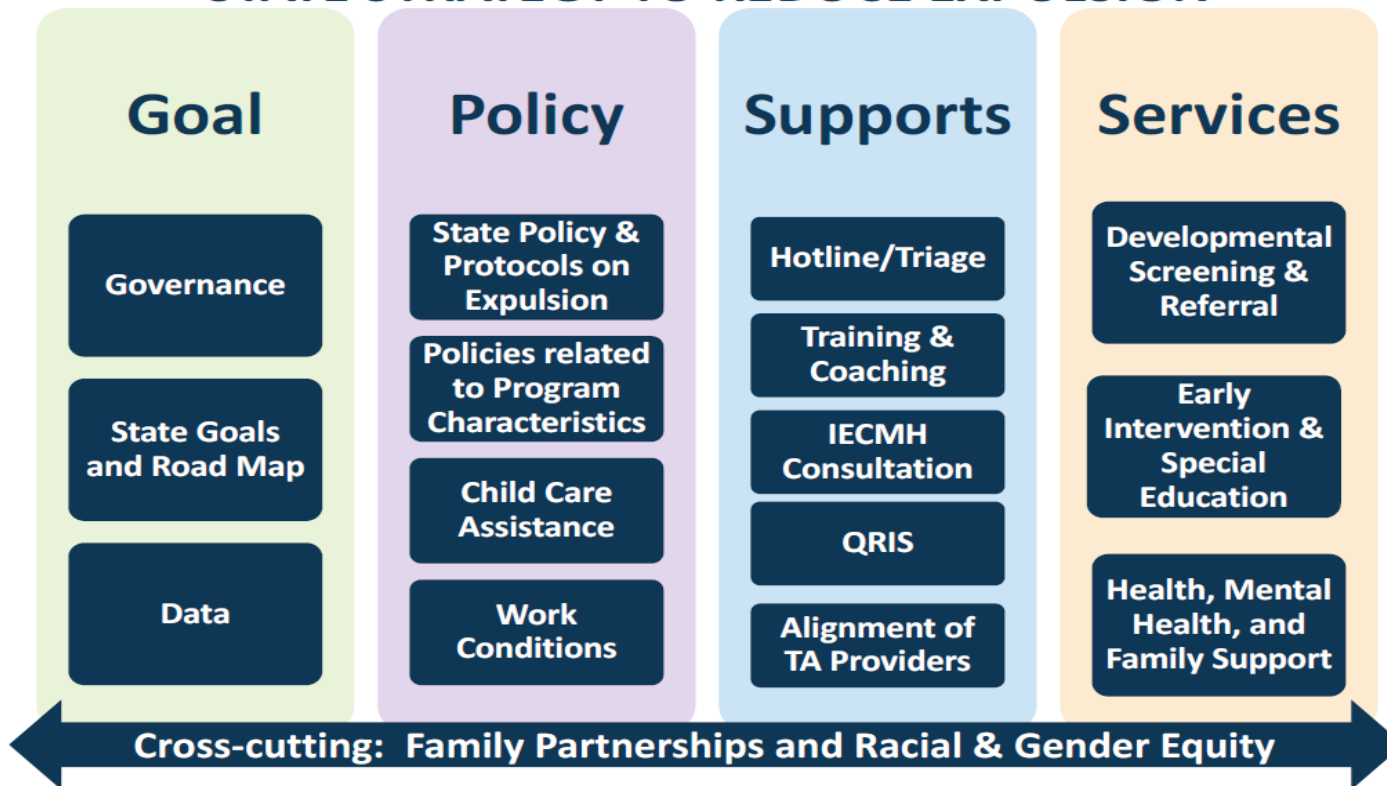
Research

- A study in Chicago found that **42 percent of birth-to-3 child care programs** had expelled at least one child in the previous year because of behavior (Cutler & Gilkerson, 2002)
- A 2017 study in Philadelphia found the following:
 - **26 percent of child care programs** had expelled at least one child in the past year
 - **Toddlers were just as likely as preschoolers** to be asked to leave (Philadelphia Citizens for Children and Youth, 2004)

Dimensions

1. Structural quality
2. Child development knowledge
3. Racial disparities in discipline
4. Trauma-behavior connection

COMPONENTS TO CONSIDER FOR A STATE STRATEGY TO REDUCE EXPULSION



Source: BUILD Initiative.

Note: "QRIS" is quality rating and improvement system.

State Examples

- **Arkansas:** Ashley Abney, Assistant Director, Operations and Program Support, Division of Child Care and Early Childhood Education
- **Colorado:** Erin Mewhinney, Director of Early Care and Learning and Kathi Wagoner, Licensing Administrator, Office of Early Childhood, Department of Human Services
- **Maine:** Crystal Arbour, Child Care Services Program Manager, Office of Child and Family Services
- **Pennsylvania:** Amanda Cappelletti, Special Assistant, Office of Child Development and Early Learning

Common Policy Pitfalls

- Banning without supports or clear protocols
- Focusing only on the child's behavior
- Lack of data
- No professional development beyond the “101”
- No technical assistance coordination

Peer Networking

- Spend two 25-minute periods with peer states
- Learn about state strategies
- Gain an understanding about the decision points
- Share lessons learned

Reflections

- Innovations
- “Aha” moments
- Most valuable information
- Who I want to follow up with
- What I still need to know

Resources

- American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care and Early Education. (2013). *Stepping stones to caring for our children: National health and safety performance standards; Guidelines for early care and education programs*, 3rd ed. Retrieved from http://nrckids.org/CFOC/Stepping_Stones
- Campaign for Trauma-Informed Policy and Practice. (2017). *Trauma-informed approaches need to be part of a comprehensive strategy for addressing the opioid epidemic*. Retrieved from http://ctipp.org/Portals/0/xBlog/uploads/2017/7/17/CTIPP_OPB_No1.pdf
- Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development. (n.d.). Center for Early Childhood Mental Health Consultation website. Retrieved from <https://www.ecmhc.org/>
- Child Care State Capacity Building Center. (2017). *Building a comprehensive state policy strategy to prevent expulsion from early learning settings*. Retrieved from https://childcareta.acf.hhs.gov/sites/default/files/public/expulsion_tool.pdf

Resources

- Gilliam, W. S., Maupin, A. N., Reyes, C. R., Accavitti, M., & Shic, F. (2016). *Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions?* Retrieved from <https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief%20final%209%2026%20276766%205379%20v1.pdf>
- Head Start Early Childhood Learning and Knowledge Center. (n.d.). Infant and early childhood mental health consultation and your program [Web page]. Retrieved from <https://eclkc.ohs.acf.hhs.gov/mental-health/article/infant-early-childhood-mental-health-consultation-your-program>
- Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., Nelson, B., Stickley, L. (2017). *Navigating SEL from the inside out: Looking inside & across 25 leading SEL programs: A practical resource for schools and OST providers.* Retrieved from <https://childcareta.acf.hhs.gov/ncase-resource-library/navigating-social-and-emotional-learning-sel-inside-out-looking-inside-and>

Resources

- National Center on Early Childhood Development, Teaching and Learning. (n.d.). *Preventing and reducing suspensions and expulsions in early care and education settings*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/publication/preventing-reducing-suspensions-expulsions-early-care-education-settings>
- Pyramid Model Consortium. (n.d.). PMC overview [Web page]. Retrieved from <http://www.pyramidmodel.org/about/>
- U.S. Department of Health and Human Services & U.S. Department of Education. (2016). *Policy statement on expulsion and suspension policies in early childhood settings* (ODAS, ECD-ACF-PS2016-01). Retrieved from https://www.acf.hhs.gov/sites/default/files/e cd/expulsion_ps_numbered.pdf

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- Cutler, A., & Gilkerson, L. (2002). *Unmet needs project: A research, coalition building and policy initiative on the unmet needs of infants, toddlers and families*. Chicago, IL: University of Illinois at Chicago and Erikson Institute
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- U.S. Department of Education Office for Civil Rights. (2016). Civil rights data collection (CRDC) for the 2013-14 school year [Web page]. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-2013-14.html>

Technical Assistance

- Child Care State Capacity Building Center:
<https://childcareta.acf.hhs.gov/centers/child-care-state-capacity-building-center>
- National Center on Afterschool and Summer Enrichment:
<https://childcareta.acf.hhs.gov/centers/national-center-afterschool-and-summer-enrichment>
- National Center on Early Childhood Development, Teaching and Learning:
<https://eclkc.ohs.acf.hhs.gov/ncecdtl>
- National Center on Early Childhood Health and Wellness
<https://eclkc.ohs.acf.hhs.gov/ncechw>
- National Center on Parent, Family and Community Engagement:
<https://eclkc.ohs.acf.hhs.gov/ncpfce>



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