



EXPULSION POLICY RESOURCES IN SUPPORT OF REAUTHORIZATION

Introduction

Healthy development of young children's social-emotional competencies and skills is associated with school achievement, positive social relationships with peers and others, and long-term health outcomes later in life. Expulsion of young children from early care and education settings as a response to behavior issues or social-emotional challenges occurs at a much higher rate than in K-12 settings,¹ thus limiting the child and family's access to services and supports.

The purpose of this overview is to provide a variety of resources to support Child Care and Development Fund (CCDF) Administrators in meeting the provisions of the *Child Care and Development Block Grant Act of 2014*.²

Overview of Reauthorization Language and Guidance

The statute strengthens requirements for States³ to provide consumer and provider education information and interact with parents to help them make the best child care choice for their families. The law explicitly identifies a number of items that States must provide to parents receiving CCDF assistance, the general public, and, where applicable, child care providers. This includes information about policies regarding the social-emotional behavioral health of young children, including positive behavioral intervention and support models, and policies about the expulsion of preschool-aged children in early childhood programs.

Additional information about CCDF Reauthorization is available in *CCDF Reauthorization Frequently Asked Questions* (March 2015) at <http://www.acf.hhs.gov/programs/occ/resource/ccdf-reauthorization-faq>.

Expulsion Resources

Documents, Briefs, and Reports

- *Policy Statement on Expulsion and Suspension Practices in Early Learning Settings* (n.d.), by the U.S. Department of Health and Human Services and the U.S. Department of Education.

¹ Gilliam, W. S., (2005). *Prekindergartners left behind: Expulsion rates in state prekindergarten programs*. New York, NY: Foundation for Child Development.

² The *Child Care and Development Block Grant Act of 2014* and section 418 of the *Social Security Act* (42 USC 618), as amended, provide the statutory authority for implementation of the CCDF program as designated by ACF. Retrieved from <http://www.acf.hhs.gov/programs/occ/resource/ccdf-law>.

³ 45 CFR 98.2 defines *State* as "any of the States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands of the United States, Guam, American Samoa, the Commonwealth of the Northern Marianas Islands, and includes Tribes unless otherwise specified."

The U.S. Departments of Health and Human Services and Education issued a joint letter and policy statement with recommendations to assist States and public and private early childhood programs in partnering to prevent and severely limit expulsions and suspensions in early learning settings.

https://www.acf.hhs.gov/sites/default/files/eecd/hhs_and_ed_joint_letter.pdf

https://www.acf.hhs.gov/sites/default/files/eecd/expulsion_suspension_final.pdf

- *Implementing Policies to Reduce the Likelihood of Preschool Expulsion*. FCD Policy Brief #7 (2008), by Walter S. Gilliam, PhD, Foundation for Child Development, Yale University.

This policy brief examines factors associated with expulsion from Prekindergarten and addresses the factors that predict an increased likelihood of expulsion that may inform changes in policy and can be both implemented and regulated.

http://medicine.yale.edu/childstudy/zip/350_34772_PreKExpulsionBrief2.pdf

- “Pre-K Suspension Data Prompt Focus on Intervention,” (2014), in *Education Week Online*.

This article highlights some of the data and research about Pre-K suspension rates.

<http://www.edweek.org/ew/articles/2014/04/02/27ocrprek.h33.html>

State Example

Missouri

- *The Call to End Preschool Expulsion: Prevention and Intervention Strategies* (2011), by Splett, J. & Hawks J., The Center for Family Policy & Research, Department of Human Development and Family Studies at the University of Missouri.

This document includes data about the expulsion rate of Missouri preschoolers; individual, societal and fiscal costs; and policy recommendations for addressing the issue.

<http://hdfs.missouri.edu/cfpr/documents/briefs/expulsion.pdf>

Blog Posts

AMERICAN PSYCHOLOGICAL ASSOCIATION'S PSYCHOLOGY BENEFITS SOCIETY BLOG

- S. Heller, PhD, Associate Professor, Tulane University School of Medicine and A. Boothe, PhD, Assistant Professor, Tulane University School of Medicine. (2015, January 8). Practice to policy: How Louisiana revamped its approach to preschool. (Web log comment). Retrieved from <http://psychologybenefits.org/2015/01/08/practice-to-policy-how-louisiana-revamped-its-approach-to-preschool/>.
- D. F. Perry, PhD, Associate Professor, Georgetown University Center for Child and Human Development. (2014, December 23). Can preschool expulsion be prevented? A growing body of research says yes! (Web log comment). Retrieved from <http://psychologybenefits.org/2014/12/23/can-preschool-expulsion-be-prevented-a-growing-body-of-research-says-yes>.
- S. Meek, PhD, Policy Advisor for Early Childhood Development, Administration for Children and Families. (2014, December 16). Equity and excellence in the earliest years: Action on expulsion and suspension in early childhood settings. (Web log comment). Retrieved from <http://psychologybenefits.org/2014/12/16/expulsion-suspension-early-childhood-settings/>.
- W. S. Gilliam, PhD, Director, The Edward Zigler Center in Child Development and Social Policy, Yale University. (2014, December 13). What could make less sense than expelling a preschooler? (Web log comment). Retrieved from http://psychologybenefits.org/2014/12/13/preschool-expulsions/?utm_source=December+2014+E-News&utm_campaign=December2014+E-news&utm_medium=email.

ZERO TO THREE BABY POLICY BLOG

- C. Lerner, LCSW, ZERO TO THREE. (2015). Preschool expulsion: A child's perspective. (Web log comment). Retrieved from <http://zerotothreepolicy.tumblr.com/>.

Mental Health Consultation Resources

- *Research Synthesis: Early Childhood Mental Health Consultation* (n.d.), by the Center on the Social and Emotional Foundations for Early Learning, Vanderbilt University.

This publication describes early childhood mental health consultation (ECMHC) and the existing evidence base for its effectiveness in fostering healthy social and emotional development in young children, birth through age 6. http://csefel.vanderbilt.edu/documents/rs_ecmhc.pdf

- *Building Strong Systems of Support for Young Children's Mental Health: Key Strategies for States and a Planning Tool* (2011), by Smith, S., Stagman, S., Blank, S., Ong, C., & McDow, K., Columbia University, National Center for Children in Poverty.

This report describes key strategies for creating a comprehensive system of supports for young children's mental health and provides examples from States using these strategies. It also includes a tool that state planners can use to assess progress and plan steps toward building a strong system of early childhood mental health supports. http://nccp.org/publications/pdf/text_1016.pdf

- *What Works? A Study of Effective Early Childhood Mental Health Consultation Programs* (2009), by Duran, F. et al, Georgetown University Center for Child and Human Development.

This study focuses on knowledge gaps in the field and provides data-driven guidance around consultation program design. Topics addressed include the essential components of effective mental health consultation programs; the skills, competencies, and credentials of effective consultants; the training, supervision, and support needs of consultants; the level of intervention intensity (i.e., frequency and duration) that is needed to produce good outcomes; and consideration of the outcomes that should be targeted and how they should be measured.

http://gucchdtacenter.georgetown.edu/publications/ECMHCStudy_Report.pdf

- *Challenging Behavior and Expulsion from Child Care: The Role of Mental Health Consultation* (2011), by Perry D., Holland, C., Darling-Kuria, N., & Nadiv S., Zero to Three. (2011).

This article describes the lessons learned from interviews about 20 children receiving ECMHC who nonetheless exited their child care settings because of behavioral concerns. The authors outline the common characteristics of children at risk for expulsion, as well as the common characteristics of programs that may exacerbate challenging behaviors. A discussion of how ECMHC can help reduce the risk for expulsion is included along with a detailed list of specific strategies consultants recommended for use with teachers. <http://www.researchconnections.org/childcare/resources/27368>

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