Presenters

◆ Anita Allison
  National Center on Early Childhood Development, Teaching, and Learning (NCECDTL)

◆ Susan O’Connor
  National Center on Afterschool and Summer Enrichment (NCASE)
Session Goal

Participants will explore research and promising practices to support creation of a state plan to reduce and eliminate suspensions and expulsions.
Agenda

- Defining and increasing the focus on suspension and expulsion
- Considerations when creating a suspension and expulsion plan
- Peer learning and the policy tool
- State promising practices and discussion
- Action planning
Action Plan

The Infant/Toddler & School-Age Child Care Institute
Bridging the Child Care Continuum Through Policy and Practice
May 23–24, 2018 • Embassy Suites – Baltimore Inner Harbor & The Grand • 222 St. Paul Place • Baltimore, MD 21202

How does this session align with the State/Territory Goal(s)?

Idea/Possibilities Sparked by the Session:

Collaborative Partners:

Suggested Work Group:

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<th>Action Item 1</th>
<th>Action Item 2</th>
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Who

When

Resources Needed

Follow Up/Next Steps

Questions/Challenges

SESSION # ______
TEAM MEMBERS ASSIGNED TO ATTEND

____________________

____________________
Defining and increasing the focus on suspension and expulsion
What do we mean by suspension and expulsion?

- Suspension is the temporary removal of a child from the classroom, program or school, and expulsion refers to the permanent removal of a child from the program.

- Four types of suspension and expulsion:
  - In-school suspension
  - Out-of-school suspension
  - Soft-expulsion
  - Expulsion

Source: www.preventexpulsion.org
In-school Suspension

Practices that involve removing or excluding the child from the classroom.

Source: www.preventexpulsion.org
Out-of-school Suspension

Practices that involve temporarily removing children from the program

Source: www.preventexpulsion.org
Soft Expulsions

Practices that make it so the program is not a viable or welcoming care arrangement for the family and leaves the family with little choice but to withdraw their child

Source: www.preventexpulsion.org
Expulsion

Permanent removal or dismissal from the program
Considerations when creating a suspension and expulsion plan
The Pyramid Model: Promoting Social and Emotional Competence and Addressing Challenging Behavior

- **Universal Promotion**
- **Secondary Prevention**
- **Tertiary Intervention**

- Few
- Some
- All
Formula for Success

Effective and Socially Valid Practices

Pyramid Model Practices

Effective Implementation Methods

Intervention Fidelity

Implementation Supports

State and Program Systems for Implementation Fidelity

Meaningful Outcomes

Adapted from Fixsen & Blase, 2012
Improve program quality

Factors predictive of suspension and expulsion
Ratios and group sizes

Staff qualifications and professional development
Reduce teacher job stress

Professional development
Social-emotional learning and self-reflective practice

Strong and culturally responsive relationships
Correct implicit bias

Trauma informed care
Increase mental health consultation

Staff with mental health and behavioral supports report $\frac{1}{2}$ rate of expulsion, but only 1 in 5 teachers have such access
Addressing implicit bias by race, age, and gender

- Black children twice as likely to be expelled as Latino and white children and 5 times more like as Asian children
- Boys expelled 4.5 times higher than girls
- 4 year olds 50% higher than 3 year olds
Including Infant-toddler representatives in the planning process

- CCDF State administrator or Suspension/expulsion lead
- State I/T specialist lead
- Infant early childhood mental health
- State Early Intervention
- Licensing, QRIS and PD
- State Department of Education
- Provider representative (e.g. local CCRR Infant toddler specialists, behavior specialists, or inclusion specialists)
- Project Launch
Including School-age representatives

CCDF school-age specialist

State afterschool Network and 21st Century Community lead

Intermediaries that provide training and TA

State leads for youth development organizations
Peer Learning and the Policy Tool
Peer Learning Forum – 2 Cohorts and A New Opportunity

Spring 2016 Cohort:
Delaware, Florida, Indiana, Maine, Maryland, Michigan, New Hampshire, South Carolina

Fall 2016/Winter 2017 Cohort:
Arizona, Georgia, Illinois, Massachusetts, Miami-Dade, Missouri, New York, Pennsylvania

Peer Learning Forum 2.0:
Arizona, Illinois, Indiana, Georgia, Maine, South Carolina
Reflections from the Peer Learning Forum that Informed the Policy Strategy Tool

“Expulsion is not a child behavior; it is an adult decision” Walter Gilliam

Eliminating expulsion is the goal, not necessarily the policy

It is not a single-factor problem - requires a multi-pronged approach
The Need and Response

Need:
- Complexity of the Issue
- CCDF Reauthorization

Response:
Building a Comprehensive State Policy Strategy to Prevent Expulsion from Early Learning Settings encourages States to:

1. Design a multifaceted policy approach
2. Identify strengths within existing systems
3. Prioritize areas for action
Policy Strategy Tool

- Outlines the Research & What Increases the Likelihood of Expulsions
- Assesses State Context, Strengths and Areas of Opportunity
- Encourages State Goals and a Multifaceted Approach be Developed
- Suggests Collecting Data & Monitoring Progress
COMPONENTS TO CONSIDER FOR A STATE STRATEGY TO REDUCE EXPULSION

Goal
- Governance
- State Goals and Road Map
- Data

Policy
- State Policy & Protocols on Expulsion
- Policies related to Program Characteristics
- Child Care Assistance
- Work Conditions

Supports
- Hotline/Triage
- Training & Coaching
- IECMH Consultation
- QRIS
- Alignment of TA Providers

Services
- Developmental Screening & Referral
- Early Intervention & Special Education
- Health, Mental Health, and Family Support

Cross-cutting: Family Partnerships and Racial & Gender Equity
State Promising Practices and Discussion
Discussion

At your tables

- What are the implications for your state and for your role?
- Action planning
Conclusion

- Summary
- Question and answer
- Evaluation
Resources


Contact NCECDTL: ecdtl@ecetta.info
Contact NCASE: ncase@ecetta.info