



# Expulsion and Suspension Prevention Webinar Series

## **Webinar 4:**

Using Data Systems To Track and  
Reduce Expulsion and Suspension

# Webinar Series on Expulsion and Suspension Practices in Early Learning Settings

- **Webinar 1:** Basic Research, Data Trends, and the Pillars of Prevention
- **Webinar 2: Establishing Federal, State, and Local Policies**
- **Webinar 3:** Program Quality and Professional Development: A Look at Early Childhood Mental Health Consultation and Positive Behavioral Intervention and Support Systems Through Diversity-Informed Tenets
- **Webinar 4: Using Data Systems To Track and Reduce Expulsion and Suspension**

# Today's Outline

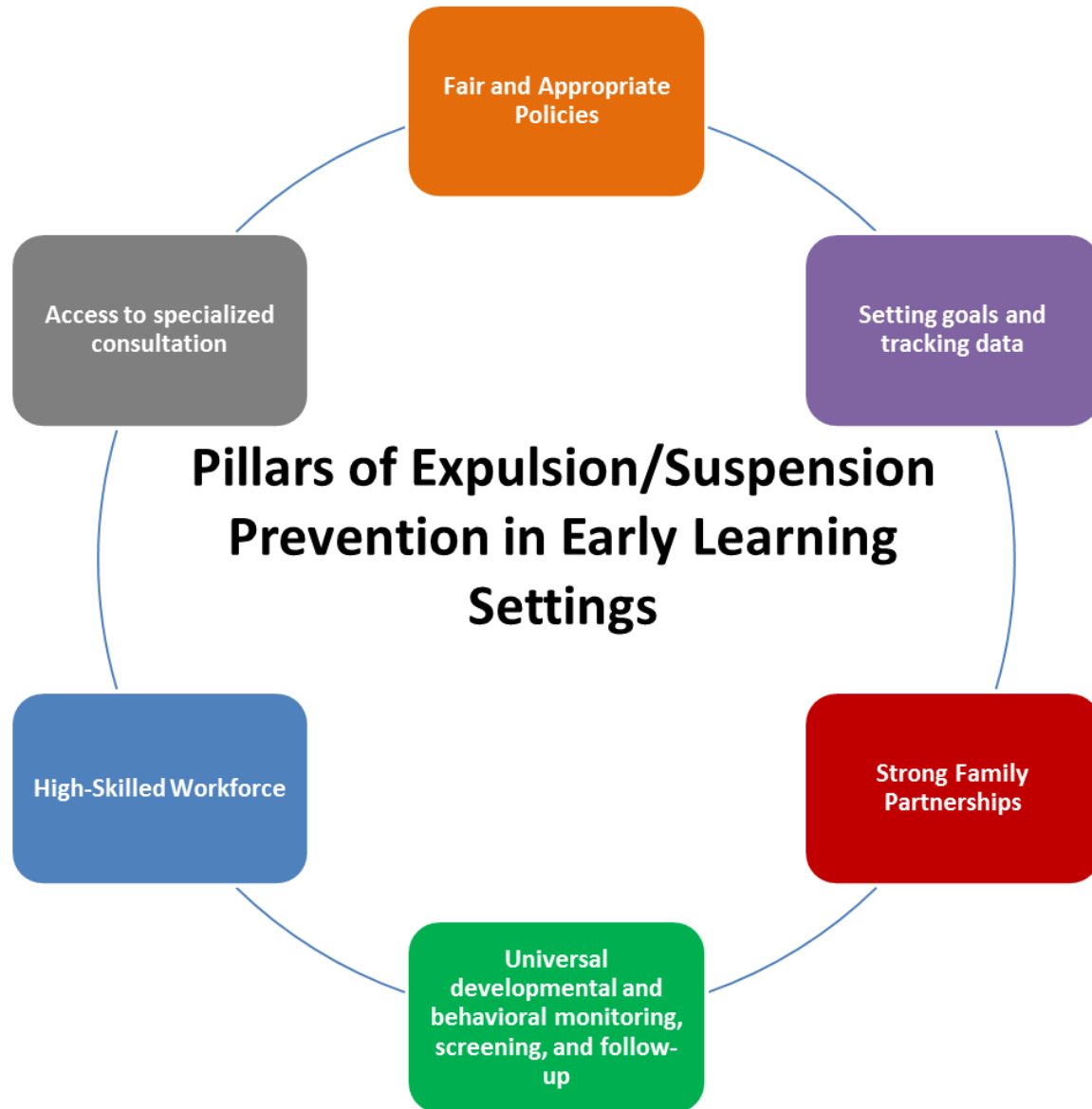
- **Welcome and Overview**
  - Shantel Meek PhD, Policy Advisor for Early Childhood Development, HHS
- **Framing Comments and Data collection at the Federal level**
  - James Ferg-Cadima, Office of Civil Rights, U.S. Department of Education
- **Washington State: Data Collection on Child Care Expulsion to Inform Quality Improvement Efforts**
  - Gail Joseph, Associate Professor and Director of Early Childhood and Family Studies, University of Washington
- **Connecticut: Early Childhood Mental Health Consultation Data System**
  - Elizabeth Bicio, Early childhood Consultation Partnership, Advanced Behavioral Health, Inc.
- **Tying it Together: Lessons Learned and Future Directions for Expulsion and Suspension Data**
  - Walter Gilliam, PhD, Director of The Edward Zigler Center in Child Development and Social Policy and Associate Professor of Child Psychiatry and Psychology at the Child Study Center, Yale School of Medicine
- **Question & Answer Session**
- **Closing**



# Why Focus on Expulsion and Suspension?

- The beginning years of any child's life are critical for building the early foundation of learning, health and wellness needed for success in school and later in life.
- Often the children most in need of intervention are the ones expelled from the system.
- Children who are expelled or suspended are as much as **10 times** more likely to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not.
- Expulsion or suspension early in a child's education predicts expulsion or suspension in later school grades.
- Some estimates have found that rates in early education are higher than in K12 settings
- All estimates have found large racial disparities, with young boys of color being suspended and expelled at disproportionately high rates.

# Pillars of Expulsion/Suspension Prevention in Early Learning Settings





# The 2011-12 Civil Rights Data Collection (CRDC)

**DATA SNAPSHOT: EARLY CHILDHOOD EDUCATION**

**MARCH 4, 2014**

**[HTTP://OCRDATA.ED.GOV](http://ocrdata.ed.gov)**



# What is the CRDC?



- Complex, wide-ranging data to measure the equity health of our nation's public schools and districts
- Longstanding aspect of ED OCR's overall strategy for administering and enforcing the civil rights statutes for which it is responsible
- Traditionally occurs every two years, collecting data from a sample or universe of all public schools and school districts.

# Be Empowered With Data

*“The power of the Civil Rights Data Collection is not only in the numbers themselves, but in the impact it can have when married with the courage and the will to change.*

*The undeniable truth is that the everyday educational experience for many students violates the principle of equity at the heart of the American promise.*

*It is our collective duty to change that.”*

*-- Arne Duncan*





# The Revamped CRDC

**BIGGER THAN BEFORE**


**MORE DETAILED AND COMPREHENSIVE**

**MORE ACCESSIBLE**

# Prior Presentation

Switch to: <a href="#">basic view</a>   <a href="#">expanded view</a> Showing <span>counts</span>	Category	Sex	Race/Ethnicity							
			American Indian or Alaska Native	Asian	Hawaiian/ Pacific Islander	Hispanic	Black	White	Two or more races	Total
ANOTHER COURSE TO COLLEGE (MA) <a href="#">Profile</a> ICES ID: 250279000698 BOSTON (MA) <a href="#">Profile</a> (2011)	Total enrollment	M	0	5	0	62	53	14	2	136
		F	0	5	0	56	47	8	2	118
	Gifted/talented	M	0	0	0	0	0	0	0	0
		F	0	0	0	0	0	0	0	0
	Need LEP	M	0	0	0	11	2	0	0	13
		F	0	0	0	5	2	0	0	7
	Enrolled in LEP	M	0	0	0	11	2	0	0	13
		F	0	0	0	5	2	0	0	7
	Prekindergarten and Early Childhood	M	0	0	0	0	0	0	0	0
		F	0	0	0	0	0	0	0	0
	Students with Disabilities served under IDEA	M	<=2	<=2	<=2	13	19	<=2	<=2	32
		F	<=2	<=2	<=2	10	10	<=2	<=2	20
	Students served under Section 504 of the Rehabilitation Act of 1973 but not served	M	0	0	0	0	0	0	0	0
		F	0	0	0	0	0	0	0	0

# Current Presentation: [ocrdata.ed.gov](http://ocrdata.ed.gov)



CIVIL RIGHTS Data Collection

School & District Search

Custom Charts & Detailed Data Tables

State and National Estimations

Additional Resources


FAQs/User Guide

Office for Civil Rights(OCR)

Do you know the CRDC includes data about...


- Enrollment
- Demographics
- Prekindergarten
- Math & Science Courses
- Advanced Placement
- SAT/ACT
- Discipline
- School Expenditures
- Teacher Experience

Looking for the 2011-12 CRDC?



Wide-ranging education access and equity data from a sample of our nation's public schools.


Quick Access



**2009 District or School Reports**

- Find school- or district-level summaries
- Access all data for a single school or district






**Detailed Data Tables**


- View and compare data across multiple schools and districts
- 2000, 2004, 2006, and 2009 CRDC data






**View Longitudinal Data (Coming Soon)**


- Explore data trends over time





**State and National Estimations**

- Download 2000, 2004, 2006, and (2009 Coming Soon)





# What's in the 2011-12 CRDC?

- For the first time since 2000, includes data from every public school in the nation:
  - approximately 16,500 school districts, 97,000 schools, and 49 million students
- The CRDC also includes:
  - long-term secure juvenile justice agencies, schools for the blind and deaf, and alternative schools
- The response rate:
  - 98.4% of school districts and 99.2% of schools, representing 99.6% of students in the nation
- Data for every public school disaggregated:
  - by race/ethnicity, English learner status, sex, and disability
- New for 2011-12:
  - **First-time data on Preschool Discipline**



# How is the data collected?

- School districts submit data through an online collection tool either by entering responses into web screens or uploading a flat file of data.
- Data are collected in two parts: (1) Fall snapshot data (such as course enrollment) and (2) cumulative or end-of-year data (such as the number of students passing Algebra I).
- The submission system includes a series of embedded edit checks to ensure significant data errors are corrected before the district submits its data.
- Each district is required to certify the accuracy of its submission. Only a district superintendent, or the superintendent's designee, may certify the CRDC submission.



# What are the limitations?

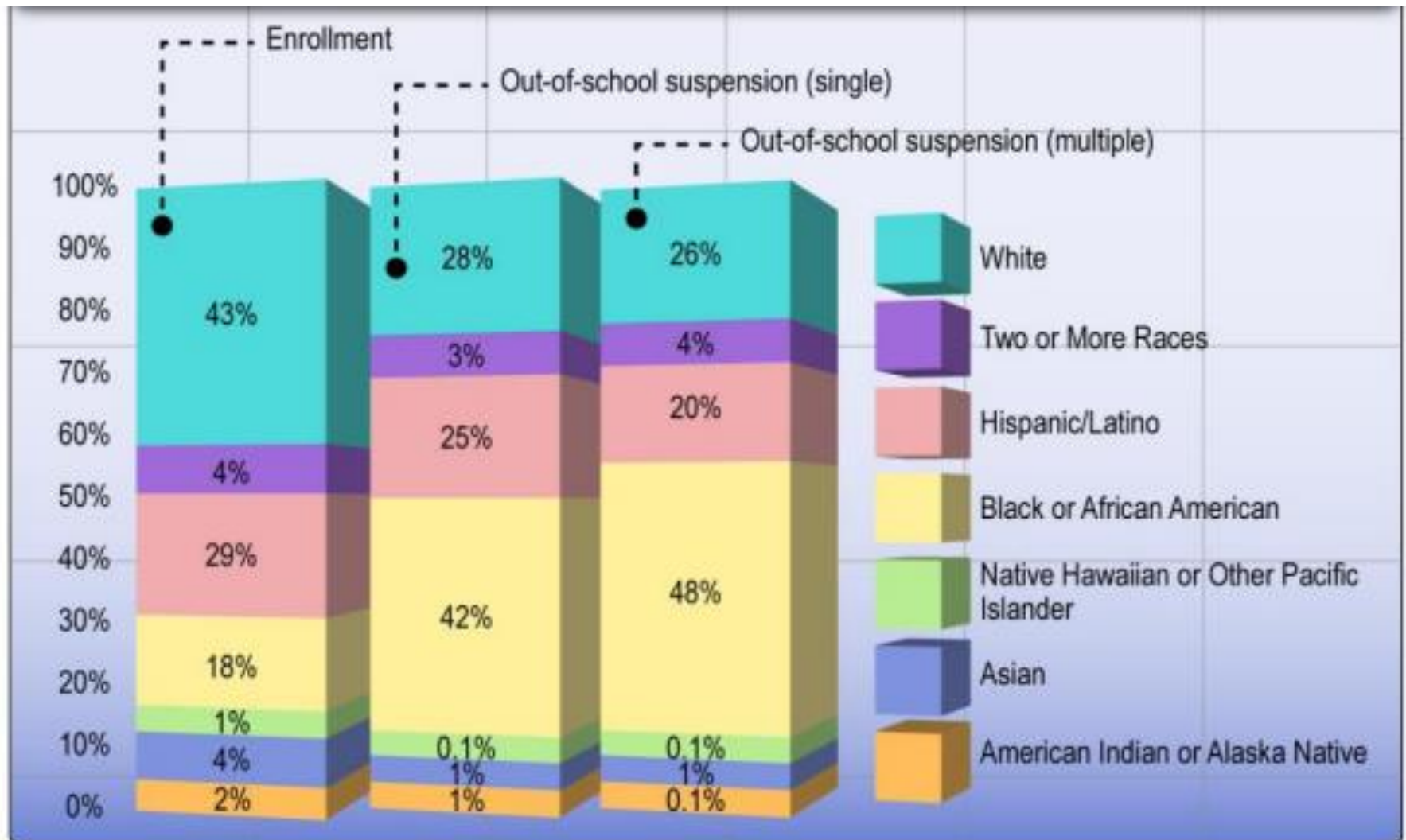
- All the data are self-reported. Ultimately, the quality of the CRDC data depends on accurate collection and reporting by the participating districts. After reviewing the data, OCR is aware that inconsistencies may still remain in the data file.
- The CRDC data is privacy protected by rounding student counts in groups of three to prevent the disclosure of individual student information. For example, student counts from 1-3 are rounded to two, student counts from 4-6 are rounded to five.



# What do the data reveal?

***Preschool Enrollment***  
***Preschool Discipline***

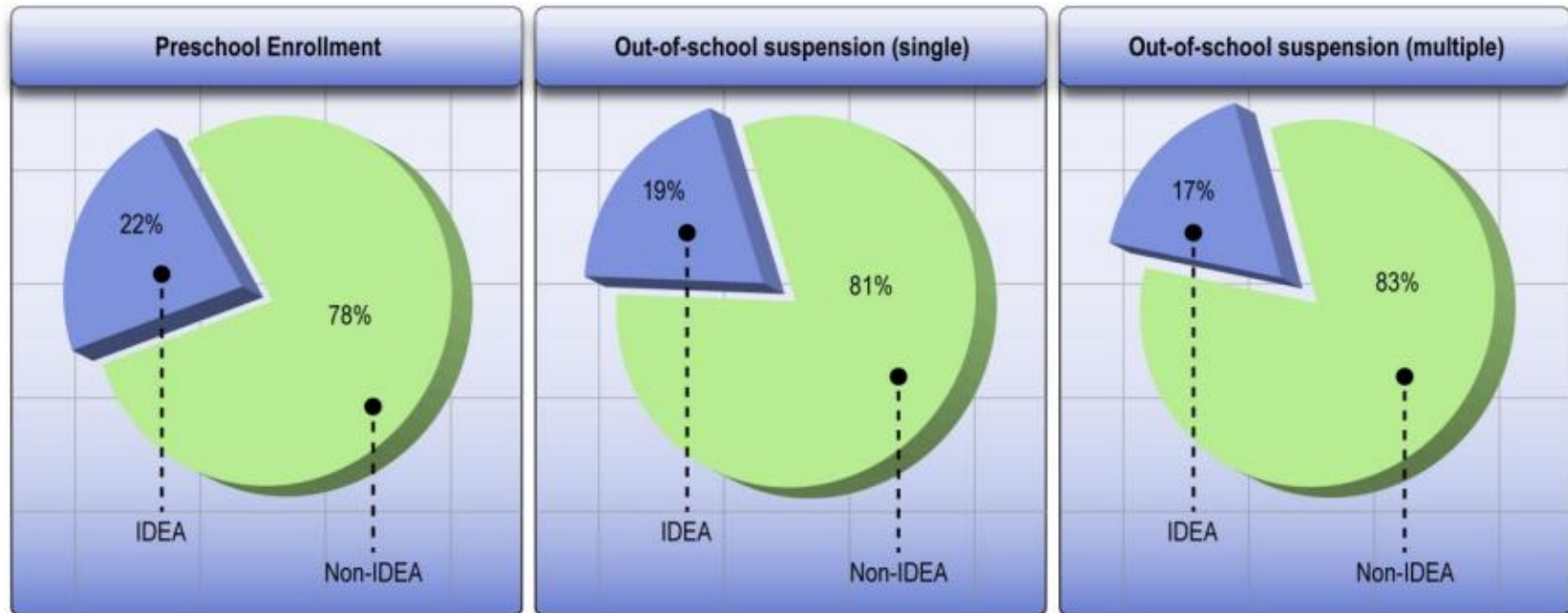
# Preschool Students Receiving Suspensions, by Race and Ethnicity







# Preschool Children Receiving Out-of-School Suspensions, by Disability Status

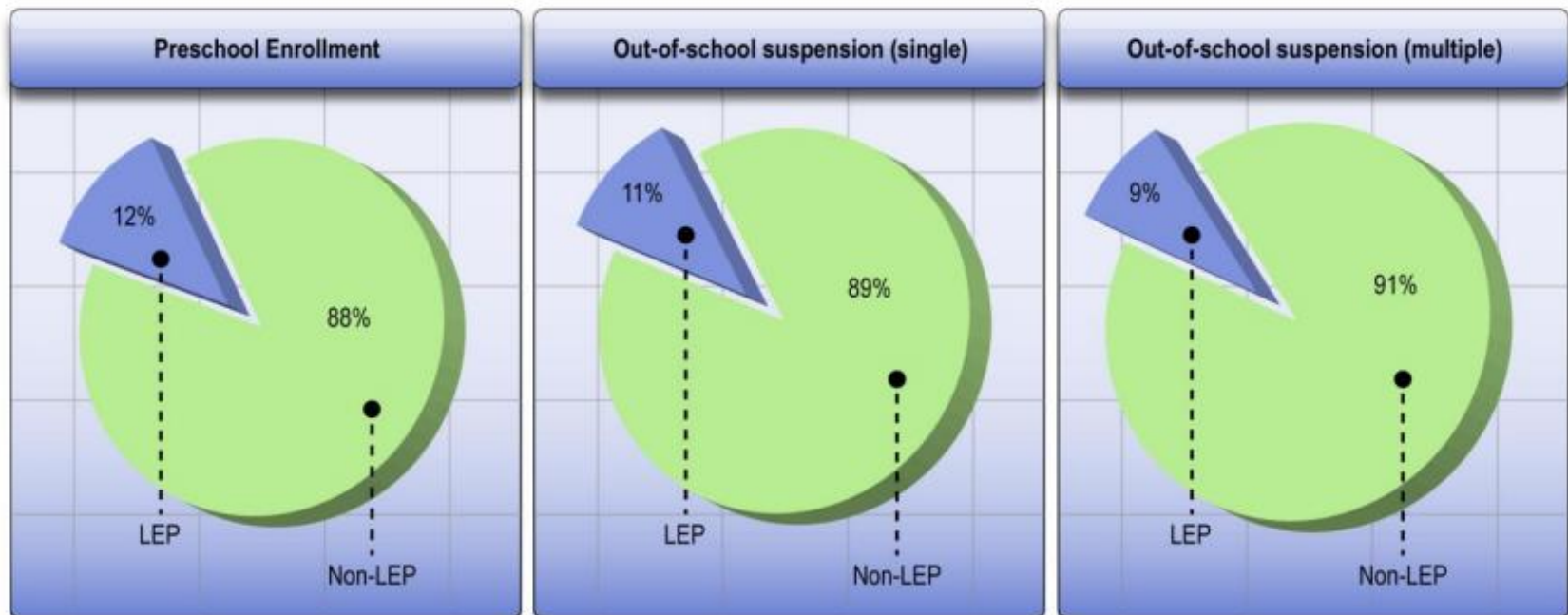


NOTE: Preschool suspensions were collected for the first time in 2011-12. Detail may not sum to 100% due to rounding. Represents 99% of schools with preschool students enrolled, including over 1 million preschool students.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.



# Preschool Children Receiving Suspensions, by English Learner Status



NOTE: Preschool suspensions were collected for the first time in 2011-12. Detail may not sum to 100% due to rounding. Represents 99% of schools with preschool students enrolled.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.



# “Dashboard” for Every School District

- Sample of critical indicators to highlight educational equity at a glance and breadth of CRDC data
- Created a **“Summary of Select Facts”** about every school and district with visually intuitive displays of data on –
  - **Enrollment and School/District Characteristics**
  - **Staffing and Finance**
  - **Pathways to College and Career**
  - **College and Career Readiness**
  - **Discipline**
- From this landing point, users can explore connections across the data and find **“drill downs”** on richer disaggregations and detail, including –
  - **Early Childhood/Preschool Enrollment**
  - **District Early Childhood/Preschool Enrollment**
  - **Preschool Out-of-School Suspensions**
  - **Preschool Expulsions**



# **OCRDATA.ED.GOV**

## **SWITCH TO LIVE DEMONSTRATION**



# ocrdata.ed.gov



**ED.gov**

CIVIL RIGHTS Data Collection

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Wide-ranging education access and equity data from a sample of our nation's public schools.

Quick Access

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School & District Search

Custom Charts & Detailed Data Tables

State and National Estimations

Additional Resources

FAQs/User Guide

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Looking for the 2011-12 CRDC?





# ocrdata.ed.gov

**ED.gov** CIVIL RIGHTS Data Collection

CRDC > School/District Search

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**Additional Resources**

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**Office for Civil Rights(OCR)**

Do you know the CRDC includes data about...

- \* Enrollment Demographics
- \* Prekindergarten
- \* Math & Science Courses

**Find School(s)** **Find District(s)**

**Basic Search** (Please see user guide for additional search tips)

To find the districts(s) that you are looking for, enter one or more search criteria and click 'District Search'

District Name

State (Choose 1 or more)  
Utah  
Vermont  
**Virginia**  
Washington  
West Virginia  
Wisconsin  
Wyoming

Street Address

City

District ID

Survey Year

Zip Code

Distance  (Miles from ZIP)

States map

OCR Regional Offices

- Eastern - Boston
- Eastern - New York
- Eastern - Philadelphia
- Midwestern - Chicago
- Midwestern - Cleveland
- Midwestern - Kansas City
- Southern - Atlanta
- Southern - Dallas

**Search Tip:** If you are having difficulty finding your district, try entering only the city, zip and/or keyword in the name field.

**District Search** **Clear Basic Search**

**Additional Search Options** (click to expand) +



# ocrdata.ed.gov

**ED.gov**  
CIVIL RIGHTS Data Collection

CRDC > School/District Search

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**Basic Search** (Please see user guide for additional search tips)

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District Name

State (Choose 1 or more)

OCR Regional Offices

Street Address

City

District ID

States map

Zip Code

Distance

Survey Year

0

(Miles from ZIP)

2011

Search Tip: If you are having difficulty finding your district, try entering only the city, zip and/or keyword in the name field.

District Search

Clear Basic Search

**Additional Search Options** (click to expand)

**1 Records Returned for District Search Results**

Click on the district name to view the associated profile.

Export to Excel

Values shown below are displayed as percentages (except Total Enrollment)

All columns are sortable

District	State	Total	American Indian/ AK Native	Asian	Hawaiian/ Pacific Islander	Black	Hispanic	White	2 or more races	LEP	IDEA	504
<u>ARLINGTON COUNTY PUBLIC SCHOOLS</u>	VA	22099	0.4	9.6	0.1	11.1	29.2	44.8	4.7	31.0	14.1	0.6



# ocrdata.ed.gov

ED.gov

## CIVIL RIGHTS Data Collection

CRDC > School/District Search > LEA Summary of Selected Facts

### School & District Search

Characteristics & Membership

Staffing & Finance

Pathways to College and Career Readiness

College & Career Readiness

Discipline, Restraints/ Seclusion Harassment/ Bullying

### Custom Charts & Detailed Data Tables

### State and National Estimations

### Additional Resources

### FAQs/User Guide

## ARLINGTON COUNTY PUBLIC SCHOOLS | ARLINGTON, VA

NCES ID: 5100270

(Survey Year: 2011)

- [Return to Search Results](#)
- [Print Page](#)

### LEA Summary of Selected Facts

#### LEA Characteristics and Membership

**Number of Schools in this District:** 37

**Grades Offered:** Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12

**Student Enrollment** 22,099

American Indian/Alaska Native	0.4%
Asian	9.6%
Black	11.1%
Hispanic	29.2%
Native Hawaiian/Pacific Islander	0.1%
Two or More Races	4.7%
White	44.8%
Female	48.7%
Male	51.3%
Students with Disabilities (IDEA)	14.1%
Section 504 Only	0.6%
Limited English Proficiency (LEP)	31.0%
Free and Reduced-price Lunch (FRPL)	32.4%

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12

#### Number of Schools with:

Title I	9
Primary Focus on Students with Disabilities	1
Magnet Program	0
Charter School Classification	0
Alternative School Classification	7
Offering AP	4
Gifted/Talented Programs	31
Single-sex Classes	0

#### Additional Profile Facts Available

Characteristics and Membership >

- [English learner \(EL\) report \(New\)](#)
- [Students with Disabilities \(IDEA\)](#)
- [Students with Disabilities \(504\)](#)
- [EDFacts IDEA](#)
- [Single-sex Interscholastic Athletics](#)
- [Single-sex classes](#)





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ED.gov

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### Additional Resources

### FAQs/User Guide

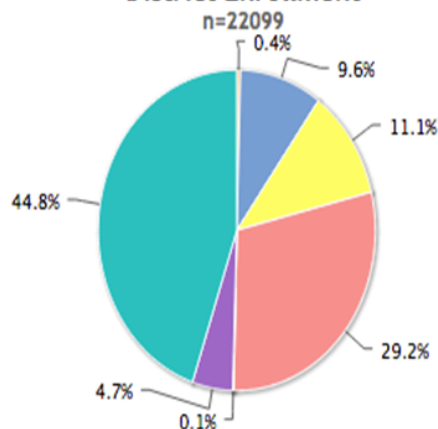
### Pathways to College and Career Readiness

The District's prekindergarten services are provided to the following:

All Students:	No
Students with disabilities (IDEA):	Yes
Students in Title I Schools:	No
Students from low income families:	Yes
Other:	No

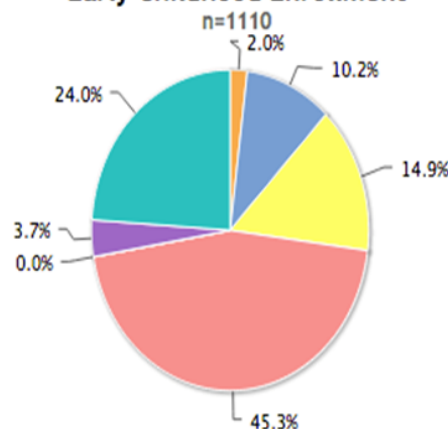
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Early Childhood Education?

District Enrollment



Am Ind/AK Nat 0.4%	Asian 9.6%
Black 11.1%	Hispanic 29.2%
Nat HI/Pac Isl 0.1%	Two or More 4.7%
White 44.8%	

Early Childhood Enrollment



Am Ind/AK Nat 2.0%	Asian 10.2%
Black 14.9%	Hispanic 45.3%
Nat HI/Pac Isl 0.0%	Two or More 3.7%
White 24.0%	

### Additional Pathways to College and Career Readiness Facts

Pathways to College and Career Readiness >

- + Early Childhood Education
- + Gifted/Talented Enrollment
- + Algebra I Classes Offered
- + Algebra I Enrollment
- + Algebra I Passing
- + Student Retention



# ocrdata.ed.gov

ED.gov

CIVIL RIGHTS Data Collection

CRDC > School/District Search > LEA Summary of Selected Facts

School & District Search

Characteristics  
School And District Search

Staffing & Finance

Pathways to College and Career Readiness

College & Career Readiness

Discipline, Restraints/Seclusion Harassment/Bullying

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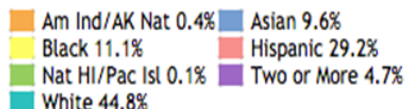
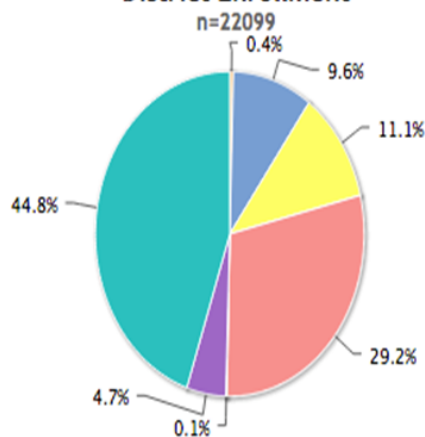
Additional Resources

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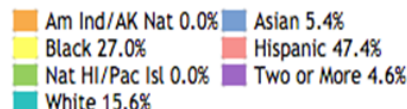
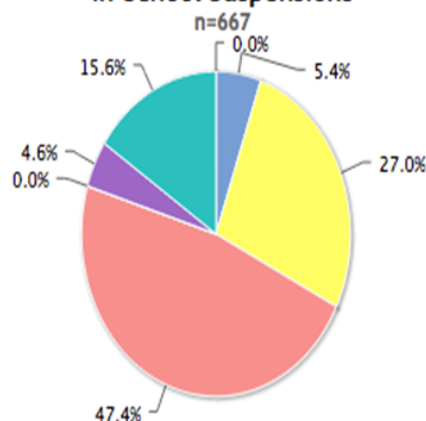
## Discipline, Restraints/Seclusion, Harassment/Bullying

Compared to overall enrollment, what is the race/ethnicity of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions?

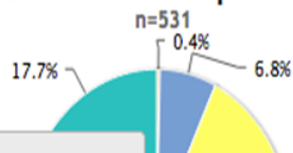
District Enrollment



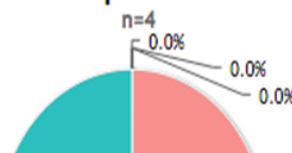
In-School Suspensions



Out-of-School Suspensions



Expulsions



## Additional Discipline and Bullying Facts

Preschool Discipline >

+ Preschool Discipline

+ Corporal Punishment

+ Suspensions >

+ In-School Suspensions

+ One Out-of-School Suspension

+ More Than One Out-of-School Suspensions

Expulsions >

+ Expulsions with Ed Services

+ Expulsions w/o Ed Services

+ Under Zero-tolerance Policies

Law Enforcement >

+ Referrals to Law Enforcement

Arrests >

+ School Related Arrests

Restraints & Seclusions >

+ Incidents

+ Mechanical Restraints

+ Physical Restraints

+ Seclusions

Harassment & Bullying >

+ Harassment and

# Additional ED and HHS Resources



U.S. Department of Education Office for Civil Rights

## CIVIL RIGHTS DATA COLLECTION

### Data Snapshot: Early Childhood Education

Issue Brief No. 2 (March 2014)

For other data snapshots in the series, visit the CRDC at: <http://ocrdata.ed.gov>

#### INSIDE THIS SNAPSHOT: Early Childhood Education Highlights

- **Public preschool access not yet a reality for much of the nation:** About 40% of school districts do not offer preschool programs.
- **Part-day preschool is offered more often than full-day:** 57% of school districts that operate public preschool programs offer only part-day preschool.
- **Limited universal access to preschool:** Just over half of the school districts that operate public preschool programs explicitly make such programs available to all students within the district.
- **Kindergarten retention disparities:** Native-Hawaiian, other Pacific Islander, American Indian, and Native-Alaskan kindergarten students are held back a year at nearly twice the rate of white kindergarten students. Boys represent 61% of kindergarteners retained.



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
U.S. DEPARTMENT OF EDUCATION



#### POLICY STATEMENT ON EXPULSION AND SUSPENSION POLICIES IN EARLY CHILDHOOD SETTINGS

##### PURPOSE

The purpose of this policy statement is to support families, early childhood programs, and States by providing recommendations from the U.S. Departments of Health and Human Services (HHS) and Education (ED) for preventing and severely limiting expulsion and suspension practices in early childhood settings.<sup>1</sup> Recent data indicate that expulsions and suspensions occur at high rates in preschool settings.<sup>2,3,4</sup> This is particularly troubling given that research suggests that school expulsion and suspension practices are associated with negative educational and life outcomes.<sup>5,6,7</sup> In addition, stark racial and gender disparities exist in these practices, with young boys of color being suspended and expelled much more frequently than other children.<sup>3,3,4</sup> These disturbing trends warrant immediate attention from the early childhood and education fields to prevent, severely limit, and work toward eventually eliminating the expulsion and suspension – and ensure the safety and well-being – of young children in early learning settings.<sup>8</sup>

This joint HHS and ED policy statement aims to:

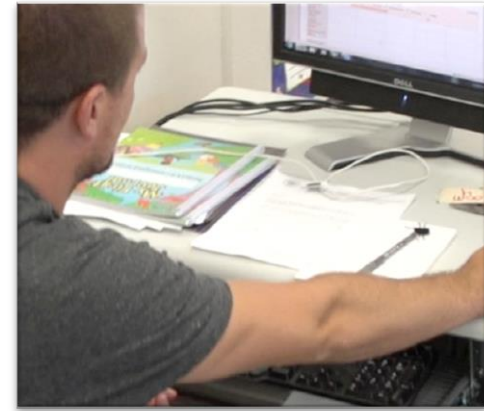
- Raise awareness about expulsion, suspension, and other exclusionary discipline practices in early childhood settings, including issues of racial/national origin/ethnic and sex disparities and negative outcomes for children associated with expulsion and suspension in the early years;
- Provide recommendations to early childhood programs and States on establishing preventive, disciplinary, suspension, and expulsion policies and administering those policies free of bias and



# Links to Additional Resources

- CRDC Website:  
<http://ocrdata.ed.gov>
- CRDC Data Snapshot: Early Childhood Education, Issue Brief No. 2 (March 2014):  
<http://www.ed.gov/about/offices/list/ocr/docs/crdc-early-learning-snapshot.pdf>
- HHS-ED Preschool Discipline Statement (with additional resources):  
<http://www.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>
- School Climate and Discipline Resources (with links to other resources):  
<http://www.ed.gov/policy/gen/guid/school-discipline/index.html>





## Data collection on childcare expulsion to inform quality improvement efforts

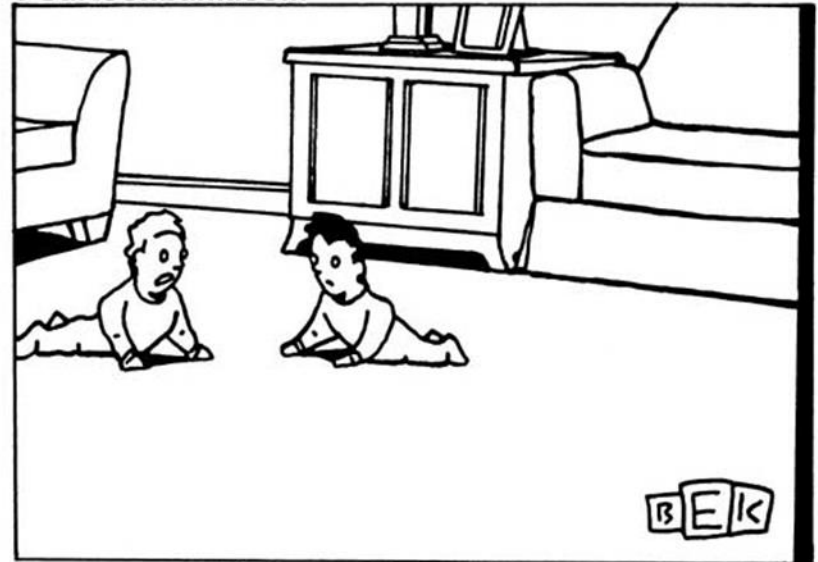


childcare quality & early learning  
CENTER FOR RESEARCH AND PROFESSIONAL DEVELOPMENT  
UNIVERSITY OF WASHINGTON

# Some Background

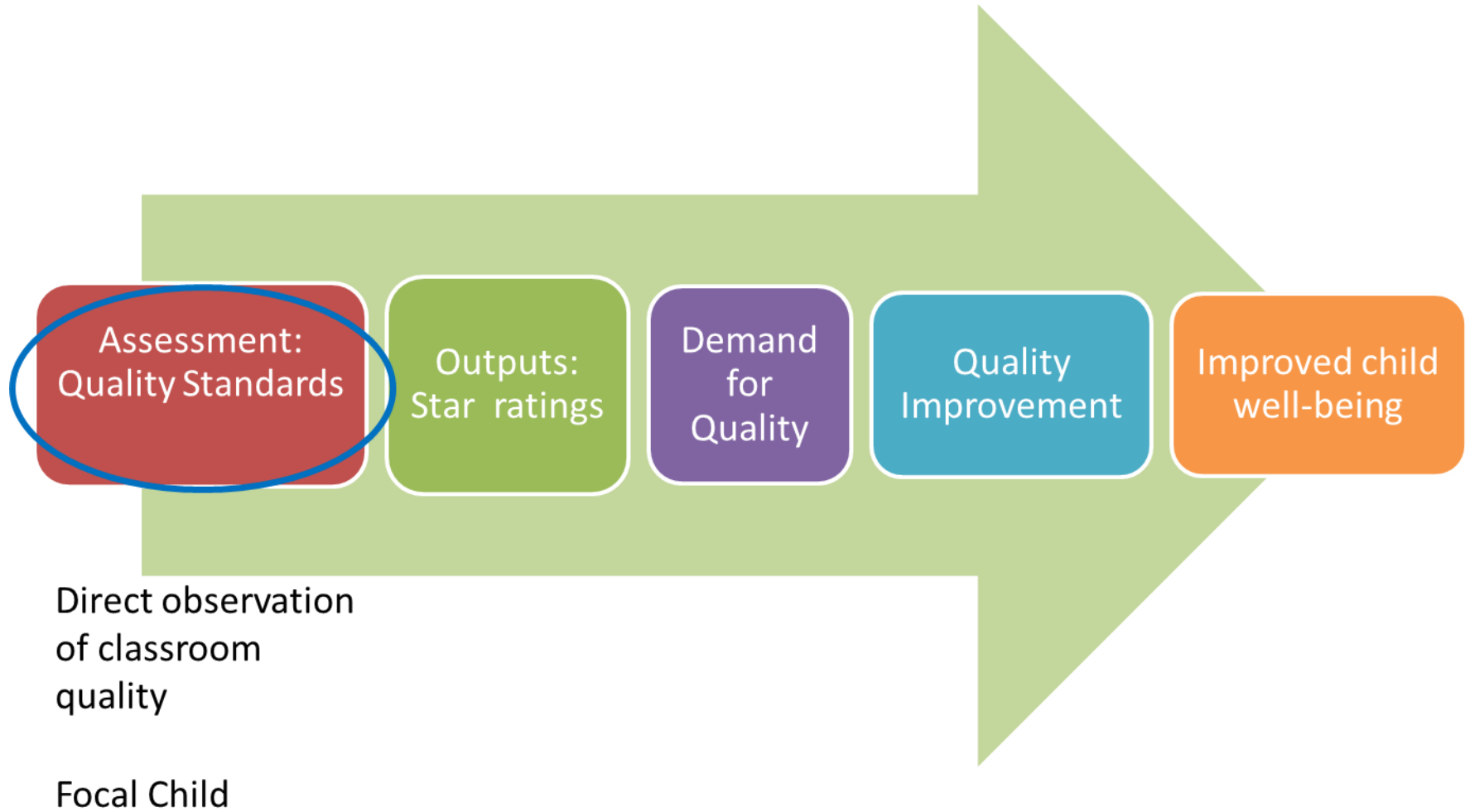
- 2009 survey of parents with children entering Kindergarten in WA State (n=1,678)
- Q: *Was your child ever asked to leave a program due to problem behavior?*
- Reported an expulsion rate of 16.7 per 1,000 (Joseph & Cevalco, 2011)
- Same time we were piloting a QRIS, hearing concerns about behavior

©Cartoonbank.com



*"I'm hoping things will turn around. I just signed with a hot new day-care center."*

# QRIS Logic model



# Data collected on expulsion in WA QRIS

- Quality point is awarded if:
- There is evidence of “no expulsion” policy
- Evidence of transition plans/policies for changes in settings and providers
  - Evidence of written policy to support referrals and transitions
  - Evidence for broad practices for supporting referral and transitions
  - Evidence that children who were removed from the program were supported

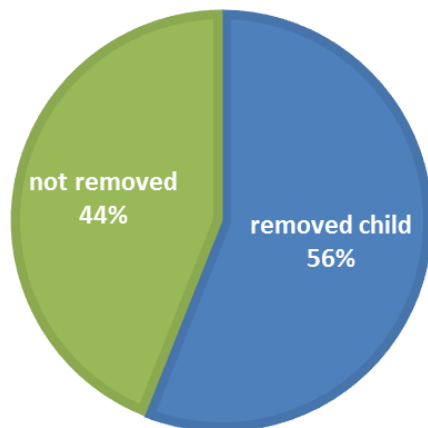


# QRIS Data from 2013-2014

Director Interview: Have you removed a child from care for behavioral reasons?

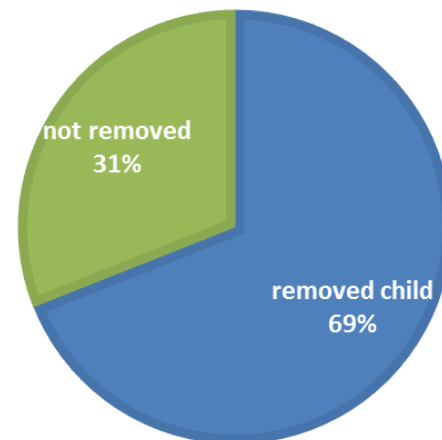
**FAMILY CHILD CARE  
(N=180)**

■ removed child ■ not removed



**CENTER CHILD CARE  
(N=281)**

■ removed child ■ not removed

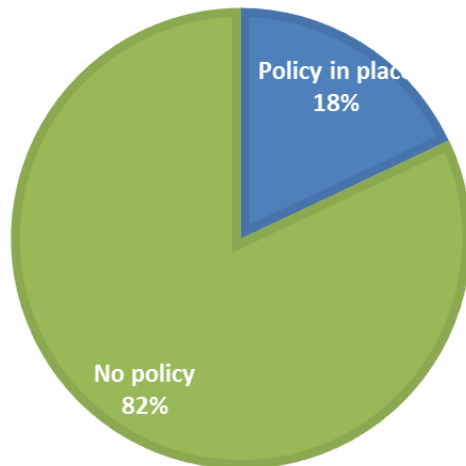


# QRIS Data from 2013-2014

- Is there a “no expulsion” policy as well as policies and practices in place for a referral for more support and supported transitions?

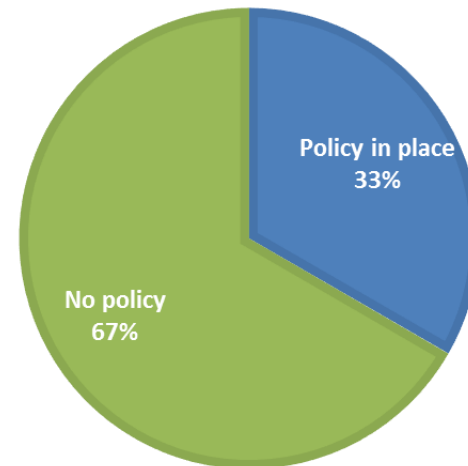
**FAMILY CHILDCARE  
(N=180)**


■ Policy in place ■ No policy ■ ■



**CENTER CHILDCARE  
(N=281)**

■ Policy in place ■ No policy ■ ■



A young boy with short dark hair is smiling and looking to his left. He is wearing a dark blue sweatshirt with red and white text that includes "VARSITY" and "23-10". In the background, other children are visible, some wearing grey shirts with "C&T" on them, and they appear to be in a gymnasium with purple and orange equipment.

Encouraging  
Positive  
Behavioral  
Support  
through QRIS

# Quality Standards



# Providers need support

- Professional Development opportunities
  - Coaching and consultation
  - Internships at Haring Center, UW
  - Early Achiever Institutes
  - Higher Education





# Early Achiever Institutes

- Sessions on positive behavior support, individualizing, and resiliency & wellness
- Positive Parenting Program (CSEFEL)
- Lots of practical application and materials to support in make and take rooms



# Higher Education – EdX Course

[HOW IT WORKS](#)[FIND COURSES](#)[SCHOOLS & PARTNERS](#)[REGISTER](#)[SIGN IN](#)

## Positive Behavior Support for Young Children

Learn the evidence-based models to promote social-emotional development for young children.

### About this Course

*This course is being offered in an experimental format. Students are welcome to audit the course, and participate in all course activities. Certificates will not be issued.*

Many early childhood educators report feeling ill equipped to meet the needs of children with challenging behavior and frustrated in their attempts to develop safe and nurturing early learning environment. If you work with young children, you are not alone in your feelings! Increasing evidence suggests that an effective approach to addressing problem behavior is the adoption of a model that focuses on promoting social-emotional development, providing support for children's appropriate behavior, and preventing challenging behavior. In this class, you will learn a framework for addressing the social and emotional

[Watch the Course Intro Video](#)

**Positive  
Behavioral  
Support  
for Young  
Children**



Gail Joseph

School: **UWashingtonX**

Course Code: **ECFS312x**

Classes Start: **March 2015**

Course Length: **9 weeks**

Estimated effort: **3-4 hours per week.**

### Prerequisites:

None.

[Enroll in ECFS312x](#)

☒ I would like to receive email from University of Washington and learn about its other programs.



# Connecticut's Early Childhood Mental Health Consultation Data System



Early Childhood Consultation Partnership(ECCP®)

A Program of  
Advanced Behavioral Health, Inc.





# ECCP Overview

- Developed and Managed by Advanced Behavioral Health, Inc.
- Goal to Reduce Suspension and Expulsion
- Service Delivery Model & Centralized Information System
- 3 Levels of Service Consultation & Systems Consultation



# Getting Started

## Early Childhood Consultation Partnership

### **From Concept to Application**

- State Level Supports
- ABH Supports-Development



# Sustainability

## Early Childhood Consultation Partnership

### **From Application to Sustainability**

- Demonstrated Success
- Expulsion Study
- Sustainability
- RCT Evaluation of ECCP
- Increased funding
- ECCP Information System (EIS)



# The ECCP Information System (EIS)

- Housed and Maintained
- Remote Access
- End User Requirements
- Comprehensive, Centralized, and Interactive



# How It Works

- Purpose
- ECMHC Model Features
- Data Collection
- Model Fidelity
- Quality
- Impact
- Reporting



# Model Features

Main Menu - Production Version 3.1.99 [01-16-2015]

ABH DCF ECCP

Department of Children and Families  
Early Childhood Consultation Partnership

ADMIN

Welcome, Elizabeth Bicio  
RUNNING ON WebCitrix3...

**ECCP: Production Version 3.1.99 [01-16-2015]**

Intensive Site	Administrative Functions
Core Classroom	Reports
Child Specific	Waitlist
Consultant Activity	Center Maintenance
Users	Charts / Forms
Phone Consultation	ECCP Surveys
Needs Assessments	Exit Application


What's New as of 09/30/2014 01:02 PM

1:46 PM 2/10/2015



# Data Collection

**Intensive Sites - Center Based Assessment - Development Version 50.1.49 [09-21-2009]**

 **Department of Children and Families**  
Early Childhood Consultation Partnership

Save Return To ▾

**Center Demographic** Referral Source Services Visits Center Policy Goals / Objectives 1-Month Follow Up 6-Month Follow Up

**Center Information** Center Resources

Center Name:  Data Entry Date: 9/23/2009  
 Address:  ID Number:   
 City:  State:  Zip:   
 Phone: ( ) -  Fax: ( ) -   
 Email:   
 Region:  Center Type:   
 Hours Open From:  To:   
 Center Capacity #:  Center Enrollment #:   
 Accreditation:  Accreditation Agency:

**Funding Source (%):**

Care For Kids:  DSS:   
 Early Head Start:  Head Start:   
 Private/Self Pay:  School Readiness:   
 Scholarship / Grant:  Special Education:   
 Public Edu. Pre-K:  Other/Unknown:

**Ethnicity** Number of

African American   
 Asian   
 Bi-Racial   
 Hispanic   
 Native American   
 White   
 Pacific Islander   
 Other

Center Total # of	Infant (0-18m)	Toddler (18m-3y)	Pre-K (3-5y)	Other	Total
Male:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Female:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Classrooms:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
DCF Children:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
IEP Children:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
# asked to leave due to behavior over last year:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1:10 PM 9/23/2009 Current Site: Teacher Name: none Child Name: None





# Data Sets to Report on Identified Populations

(Sample Data)

Child Specific Site - Child Specific Assessment - Production Version 3.1.99 [01-16-2015]

ABH DCF ECCP Department of Children and Families ADMIN Update History Return To ▾

Service Center Demogr Classroom Demogr **Child Demogr** DCF-Fost Care Visits Tools Service Referrals Goals / Objective 1-Month Follow Up 6-Month Follow Up

Last Name: Callwell First Name: Tom DOB: 8/8/2009 Gender: Male ID#: 3233

Ethnicity: African American Primary Language of Child / Family: English Entry Date: 6/15/2012

Total # of Bio siblings: 1 Total # of Bio Siblings in home: 1 Child Care Funding Source: Care For Kids

Does child have an IEP? No Prior to 4/1/2009 - # Family Served: N/A Does child have DCF involvement? Yes

**Child-Specific Family and Provider Contacts:** Double-Click to Modify a Contact; Click Cancel to exit Add/Modify Mode; Changes are saved immediately, not on final update Add Delete

Type	Name	Address	City	H Phone	W Phone	Cell	Marital	Prima
Family - Bio	Tally Green	000 East Prospect Street	Bridgeport			(900) 000-0000	Never	Yes

Contact Type: Family - Bio Mother

Contact Name: Tally Green

Address: 000 East Prospect Street

City: Bridgeport State: CT Zip: 00000

Home Phone: ( ) - Work Phone: ( ) - Cell Phone: (900) 000-0000

Marital status: Never Married Is this the child's primary residence: Yes Is this the child's Legal Guardian: Yes

10:05 AM 2/11/2015 Site: A Child's Garden, Fairfield Teacher: None Child: Callwell, Tom



# Data Definitions: Define Expulsion

(Sample Data)

ECCP - Parent Satisfaction Survey - Production Version 3.1.99 [01-16-2015]

ABH DCF ECCP Department of Children and Families Early Childhood Consultation Partnership ADMIN Save History Return To

Service Center Demogr Classroom Demogr Child Demogr DCF-Fost Care Visits Tools Service Referrals Goals / Objective 1-Month Follow Up 6-Month Follow Up

Center 1-Month Follow-Up Date:  Center 1-Month Follow-Up Completed:  If not due to:

Classroom 1-Month Follow-Up Date:  Classroom 1-Month Follow-Up Completed:  If not due to:

Child 1-Month Follow-Up Date: 6/15/2012  
Child 1-Month Follow-Up Completed: Yes --> Classroom Child 1-Month Follow-Up Completed: Yes --> (DCF) Home Component

Child's status in the Classroom:  Child's status in (DCF) Home:   
If not due to:  If not due to:

Surveys: Parent Satisfaction Survey

Type Date

Remained in classroom  
Transferred to classroom within center  
Planned ECCP transfer to new center  
Parent chose to keep child home  
Child suspended  
Child expelled  
Classroom no longer in existence  
Child moved to family daycare

1-Month Follow-Up Summary: (Max 750 Characters)

1:50 PM 2/10/2015 Parent Satisfaction Survey Teacher: None Child: Callwell, Tom

# Model Fidelity

(Sample data)

Child Specific Site - Child Specific Assessment - Production Version 3.1.99 [01-16-2015]

ABH DCF ECFP Department of Children and Families Early Childhood Consultation Partnership ADMIN Update History Return To

Service Center Demogr Classroom Demogr Child Demogr DCF-Fostr Care Visits Tools Service Referrals Goals / Objective 1-Month Follow Up 6-Month Follow Up

Double-Click to Modify a Visit; Click Cancel to exit Add/Modify Mode; Changes are saved immediately, not on final update

Name	Visit Date	Visit	Hour	Visit Type	Purpose	Status	Issue
(Head) Teacher / Tara	04/25/2012	09:00 am	2	Child Specific - Classroom	Initial Meeting	Held	Parent/Foster Parent Survey Not Completed
Family - Bio Mother / Tally Green	05/01/2012	09:00 am	2	Child Specific - Home/Provider	Home Observation	Held	Visit 1 is 2 hours long - Initial Meetings must be between 1 hour and 1.5 hours long
(Head) Teacher / Tara	05/02/2012	09:00 am	2	Child Specific - Classroom	Classroom Observation	Held	Home Observation completed in the Home and the Home Tool is missing
(Head) Teacher / Tara	05/06/2012	09:00 am	1.5	Child Specific - Classroom	Action Plan	Held	Must have two (2) Support Meetings Held - there is only one (1)

Visit Type: Child Specific - Classroom Contact or Staff: (Head) Teacher / Tara

Visit Date: 04/25/2012 Location: Childcare Center

Visit Time: 09:00 AM Purpose of Visit: Initial Meeting

Total Visit Hours: 2 (Round up to 0.25 hr) Explain:

Total Mileage: 4

-----List the number attending this service visit for each category-----

Parents/Guardian: 0	Assistant Teacher: 0	Nurse: 0	Community Provider: 0
Other Family: 0	Directors: 0	Disabilities Coordinator: 0	DCF: 0
Foster Parent: 1	Assistant Director: 0	Social Services: 0	Other: 0
Head Teacher: 0	Other Administration: 0	Other Consultant: 0	Explain:
Teacher: 1	Education Manager: 0	Spec. Edu. Pre-K: 0	

Visit Explanation:

Status of Visit: Held Explain:

----- Resources Given -----

None ☒

Social emotional training modules ☐

Social emotional web sites ☐

Social emotional resources ☐

Social emotional resource binder ☐

Community resource list ☐

Behavior charts ☐

Assessment tools ☐

Parenting articles ☐

Other ☐

Total Visits: 5 Total Hours: 9.5 Total Miles: 26

Direct Service: 5 Cancelled/Failed Service: 0

10:07 AM 2/11/2015 Site: A Child's Garden, Fairfield Teacher: None Child: Callwell, Tom



# Data Used to Guide the Quality Work: Goals & Objectives (Sample Data)

Child Specific Site - Child Specific Assessment - Production Version 50.1.58 [11-03-2009]

Department of Children and Families  
Early Childhood Consultation Partnership

Update Return To ▾

Child Demogr DCF-Fostr Care Classroom Demogr Center Demogr Referral Source Services Visits Tools Service Referrals **Goals / Objective** 1-Month Follow Up 6-Month Follow Up

**Child Goals / Objectives / Strategies Summary**

Goals	Objectives	Strategies	Status
Preschool: Improve Child's Ability to Take	Demonstrate self direction and independence	test	Complete
▶ Preschool: Improve Child's Ability to Take	Respect and care for classroom environment	Test	
Preschool: Support Child in Strengthening	Recognize and manage feelings appropriately		

Add Update Delete

**Child Goals / Objectives / Strategies**

Goals: 2-Preschool: Improve Child's Ability to Take Responsibility for Self and Actions

Objectives: 3-Respect and care for classroom environment and materials

Strategies: Test (Max 1000 Characters)

Objective Status: ▾

Objectives Set : 3  
Objectives Completed : 1  
Percentage Completed : 33.33 %

9:02 AM 11/10/2009 Current Site: Honey Bear Learning Center Teacher Name: Ms Head Teacher Child Name: Eliza Green

# Impact

(Sample Data)

Child Specific Site - Child Specific Assessment - Production Version 3.1.99 [01-16-2015]

ABH DCF ECCP Department of Children and Families Early Childhood Consultation Partnership ADMIN Update History Return To ▾

Service Center Demogr Classroom Demogr Child Demogr DCF-Fostr Care Visits **Tools** Service Referrals Goals / Objective 1-Month Follow Up 6-Month Follow Up

Tools: ▾ To add a Tool, select at left, then click Add. Double-Click to Modify a Tool; Click Cancel to exit Add/Modify Mode; Changes are saved immediately Add Delete

Tool Type	Pre Test Date	Post Test Date	2nd Post Test Date	Completed	Reason for Not Completed
CBCL	04/25/2012	06/28/2012		Yes	

CBCL

Parent # 1 Rated Pre Score

Date: 04/25/2012

Internalizing: 63

Externalizing: 68

Total score: 65

Parent # 1 Rated 1st Post Score

Date: 06/28/2012

Internalizing: 51

Externalizing: 59

Total score: 55

Parent # 1 Rated 2nd Post Score

Date: / /

Internalizing:

Externalizing:

Total score:

Follow Up Tools Completed:

Yes ▾

10:10 AM 2/11/2015 Site: A Child's Garden, Fairfield Teacher: None Child: Callwell, Tom

# Reporting

ECCP Reports - Production Version 3.1.99 [01-16-2015]

ABH DCF ECCP Department of Children and Families Early Childhood Consultation Partnership ADMIN Save History Return To ▾

**Goals Reports**

Quarter From Date:  /  /  To Date:  /  /  ☐ Goal 1  
 Fiscal Year From Date:  /  /  To Date:  /  /  ☐ Goal 2  
 Contract From Date:  /  /  To Date:  /  /  ☐ Goal 3  
☐ Goal 4

**Performance Reports**

Start Date  /  /  End Date  /  /  Select a Consultant

☐ Performance Totals Report ☐ Child Specific Discharge Report  
☐ Intensive Site ☐ Child Specific Discharge Due Report  
☐ Core Classroom Report ☐ One Month Child-Specific Follow Up Report ☐ Fidelity Report - Child  
☐ Stand Alone Child Specific Report ☐ One Month Child-Specific Follow Up Due Report ☐ Fidelity Report - Classroom  
☐ Ethnicity Served Report ☐ Six Month Child-Specific Follow Up Report ☐ Child Specific Survey Report  
☐ Centers Served Report ☐ Six Month Child-Specific Follow Up Due Report ☐ Core Classroom Survey Report

Child Assessment Reports

☐ CTRF Data - Pre-Tests (Only) ☐ CBCL Data - Pre-Tests (Only) ☐ CBCL / CTRF Productivity  
☐ CTRF Data (Clinical On Pre) - Post-Tests ☐ CBCL Data (Clinical On Pre) - Post-Tests

Classroom Assessment Reports

☐ CLASS Tool ☐ ITERS / ECERS ☐ CLASS (Toddler) Tool

☐ Consultant Activity Report  
☐ Consultant Activity - Community Collaboratives: Towns  
☐ Consultant Activity - Community Collaboratives: Activity Description & Hours  
☐ Consultant Activity - Monthly Consultation Group  
☐ Consultant Activity - Community Based Trainings  
☐ Consultant Activity - DCF Training Academy Trainings  
☐ Service Visit Report ☐ Discharges/Follow-Ups Due  
☐ Waitlist Report

1:51 PM 2/10/2015





# Consultant Level Reports: Action Plan

(Sample Action Plan)

*The Following is a Mock Example of the Representation of a Typical  
Core Classroom Action Plan*

EARLY CHILDHOOD CONSULTATION PARTNERSHIP REPORT  
CLASSROOM ACTION PLAN



Teacher Name: Mrs. Smith Begin Date: 10/17/2006  
CENTER: Early Care and Learning Center End Date: 1/7/2007  
Age Group: 3 to 5 Number of Children in Class: 12  
Early Childhood Consultant: \_\_\_\_\_  
ECC Agency: \_\_\_\_\_  
Service Category: Classroom-Specific Core

**INTERVENTIONS:**

Weeks of Center Consultation: 12 Direct Consultation Hours: 60  
Weekly Director/Teacher Consult Meetings: 12 Phone Consult Contacts: 10  
TAB Trainings: 1 List TAB Topics: Positive Guidance Techniques  
TAB Training Date: 12/7/06  
Resource List: 1 Parent/Teacher Consult Team Meetings: 4  
Child Specific Assessment: 1 Child Specific Action Plan: 1

**CLASSROOM ASSESSMENT TOOLS:**

☐ ECERS Pre Score: \_\_\_\_\_  
☐ ITERS Pre Score: \_\_\_\_\_  
☐ CLASS Pre Score: \_\_\_\_\_

**CLASSROOM AREAS OF STRENGTH:**

**Classroom/Teacher Strengths Summary**

**Physical Environment**

Classroom space is organized and displays clear visual boundaries. Space is utilized and arranged according to children's activity level and interests.

**Daily Program/Routine**

Major routines are carried out daily. Children demonstrate a knowledge of classroom expectations and schedule. Teachers individualize routines as needed. Children show initiative to participate in classroom program.

**Activities and Experiences**

A wide variety of activities and materials are available. There is a variation of large and small group activities throughout the schedule. Teachers individualize activities as needed.

Confidential



# Statewide Contract Reports

(Sample Contract Report)

## QUARTERLY WORKPLAN STATUS REPORT

CONTRACT ACCT #: \_\_\_\_\_ STATE **FED** REPORTING QUARTER (check): 1 2 3 4

AGENCY NAME: Advanced Behavioral Health, Inc. PREPARED BY: Liz Bicio LCSW DATE: 12/31/2009

PROGRAM NAME: Early Childhood Consultation Partnership

(Signature of Preparer)

**Goal #: 2** Childcare staff receiving support from the ECCP program will increase their ability to: identify children at risk of suspension/expulsion due to social/emotional factors, plan appropriate classroom modifications and interventions, work with families to enhance children's prospects for successful inclusion, and make referrals for services outside the classroom when indicated.

OBJECTIVES OF GOAL	ACTIVITIES PERFORMED DURING THIS QUARTER TO MEET OBJECTIVES	TIMEFRAME/DATE ACTIVITY WAS PERFORMED	OUTCOME OF ACTIVITY (COMMENTS)
1 Educators will improve their ability to observe and document children's behavior and identify behaviors that may be clinically significant.	a. ECCP will provide Child-Specific services which involve the following: - Conduct Child-Specific observations in the classroom and in the home. - Involve child educators and families in the observation and screening process. - Provide feedback to teachers and families regarding screenings and observations.	a. 10/01/2009 to 12/31/2009 07/01/2009 to 12/31/2009 01/01/2003 to 12/31/2009	a. Total number of Child-Specific services provided Quarter <b>100</b> Fiscal Year <b>174</b> Contract Begin <b>1,573</b>
2 Educators will be prepared to deliver classroom strategies and interventions targeted to specific children.	a. Child-Specific Action Plans, which include specific interventions, were developed and implemented. b. Child-Specific referrals are made for children needing additional mental health or support services	a. 10/01/2009 to 12/31/2009 07/01/2009 to 12/31/2009 01/01/2003 to 12/31/2009 b. 10/01/2009 to 12/31/2009 07/01/2009 to 12/31/2009 b. 10/01/2009 to 12/31/2009 07/01/2009 to 12/31/2009	a. Total number of Child-Specific Action Plans developed Quarter <b>73</b> Fiscal Year <b>141</b> Contract Begin <b>1,414</b> b. Number of child referrals made Quarter <b>48</b> Fiscal Year <b>103</b> b. Number of referrals accepted Quarter <b>9</b> Fiscal Year <b>26</b>
3 Educators will improve their ability to initiate discussions with parents regarding children's behavioral difficulties, and to work in partnership with families, in helping to address children's individual needs.	a. ECCP will actively involve families and center staff as partners to the ECCP Child-Specific services b. Home visits to include the HOME observation tool and support visits will be made available for all Child-Specific Families. c. Family members will be involved in Child-Specific services	a. 10/01/2009 to 12/31/2009 07/01/2009 to 12/31/2009 b. 10/01/2009 to 12/31/2009 07/01/2009 to 12/31/2009 c. 10/01/2009 to 12/31/2009 07/01/2009 to 12/31/2009	a. Total number of Child-Specific visits-meetings involving families. Quarter <b>234</b> Fiscal Year <b>494</b> b. Total number of Home visits conducted. Quarter <b>77</b> Fiscal Year <b>176</b> c. Total number of family members served. Quarter <b>163</b> Fiscal Year <b>284</b>
4 Reduce the incidence of suspension/expulsion of a child	a. Provide onsite classroom support for teaching staff related to challenging behaviors and social emotional	a.	a. Percentage of children with completed Child-Specific services who were not suspended or

Revised 12/3/03

Page 1 of 2



# Benefits & Next Steps

## Benefits

- Data Collection and Reporting
- Model Fidelity/Continuous Quality Improvement
- Remote Access - Centralized Management
- Efficient Start Up
- Research Ready
- Results Based Accountability

## Next Steps

- Develop Own
- Hire Consultant
- Hire an Agency to Develop Software for Your Program
- Purchase Consultation Model with Model Software



# An effective data system is an investment not an expense.



# Contact Information

## Advanced Behavioral Health Early Childhood Consultation Partnership

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Yale University



Walter S. Gilliam, PhD

**Director, Edward Zigler Center in Child Development  
and Social Policy**

**Associate Professor of Child Psychiatry and  
Psychology**

**Yale School of Medicine**



# Things to Consider in Data Collection

- How do you define “expulsion” and “suspension”?
- Whom do you ask to report on this issue?
- What program and teacher characteristics predict this issue?
- What child or family behaviors may contribute to this issue?
- How do you capture disparities?
- What services may help prevent this issue?
- Is the issue becoming better or worse over time?

# How do you defining the issue?

- There appears to be no consensus definition of preschool or child care “expulsion,” “suspension,” or other curtailments of services.
- There are many ways that services may be denied.
  - Short-term, long-term, and permanent removal from the program
  - Other restrictions on the amount of time a child may attend the program
  - “Soft expulsions” – encouraging parents to voluntarily terminate services
- In some settings it may be a formal process, in others informal.
- Not all settings are familiar with the educational terms of “expulsion” and “suspension.”

# Recommendations for defining the issue

- Avoid using terms that may mean different things in different settings.
- Instead, define exactly what you are measuring.
- “During the past 12 months, have you ever required a child to permanently terminate participation in your program because of a challenging behavior?”
- “During the past 12 months, have you ever required a child to not attend your program for one or more consecutive days, because of a challenging behavior?”

# Whom do you ask?

- Reporters may include administrators, teachers, parents, others.
- Different reporters may provide very different answers/rates.
- Administrators – If it is an informal process (no program-level process or reporting), do they actually know whether this is happening?
- Teachers – If they feel it is a poor reflection on their behavior management skills or if there are subtle “soft expulsions,” how would they respond?
- Parents – How would you find them to survey and would they be too embarrassed by the question?

# Recommendations for whom to ask

- Be aware of the potential limitations for the reporter you are asking, and interpret the rates you calculate with these limitations in mind.
- Consider asking multiple reporters, if feasible.
- Consider making “behavioral challenges” an option for regular data collection for all program withdrawals. For example, collect data on all children who have withdrawn from the program with a follow-up question of what prompted the withdrawal (inability to pay, transportation, challenging classroom behaviors, etc.).

# What program/teacher predictors to collect?

- Several characteristics of programs and teachers have been shown to predict preschool expulsions and suspensions.
  - Type of setting, group size and ratios, length of day, access to behavioral supports
  - Teacher job stress and depression
- What other responses have been tried prior to expulsion or suspension?
- The type of characteristics you may collect may depend heavily on who is reporting.
- Some of these data may already be collected from other sources.



# What child/family predictors to collect?

- Child race, gender, and age (in mixed-age classrooms) have all been linked to expulsion and suspension rates.
- There is emerging data to suggest that the quantity and quality of teacher/provider-parent/family contact is related to expulsion and suspension rates.
- It would be useful to know whether the child had been previously expelled or suspended from this or another setting, as well as whether a referral has been made to another program.
- It would be useful to understand better the specific child behaviors that usually prompt expulsions and suspensions for young children.

# How do you capture disparities?

- Disparities in expulsion and suspension rates based on race and gender are well documented.
- There may also be disparities based on disability status, home language, family income, or other factors, but the data are less clear at this time.
- To calculate disparity rates, one needs to know the characteristics of the child and the same characteristics of all of the other children in the program (e.g., how many boys expelled out of how many boys attending?).
- Much of these data may already be collected on children in the program. Unless the data are collected, the answers will never be know.

# What services help?

- We need data on the problem AND data on the potential solutions.
- Positive interventions and proactive solutions may help, such as early childhood mental health consultation, CSEFL, PBS, etc.
- Things to know:
  - Do these services exist in the program?
  - Do the teachers and parents know that they exist?
  - Are they adequately supported and of high quality?
  - Are they being accessed PRIOR to each and every expulsion or suspension?
  - Are they being accessed EQUALLY WELL for all children and families?

# Is it becoming better or worse over time?

- Are the rates becoming better or worse?
- Are the disparities becoming lesser or greater?
- Need ongoing data collection to answer these questions.
  - Make data collection simple, so reporters will provide reliable information.
  - Consider weaving the data collection into ongoing data systems, such as QRIS, licensing, ECMHC systems, etc.).
  - Try to minimize unnecessary changes in the way questions are asked.
  - Analyze, report and DO SOMETHING with the data.

# Summary

- Preschool expulsion/suspension is not a child behavior; it is an adult decision.
  - To prevent expulsions/suspensions, we need to provide different (workable and effective) decision options.
- We can only address the problems that we can see.
  - There are lots of “invisible problems” in the world, don’t let preschool and child care expulsion/suspension be one of them.
- To know whether we are making progress, we need to measure both the problem AND our potential solutions.
- Make these data a regular part of an ongoing data collection, such as QRIS, licensing, ECMHC systems, child care reimbursement, etc.

# QUESTIONS?



# Thank you!



[Shantel.Meek@acf.hhs.gov](mailto:Shantel.Meek@acf.hhs.gov)