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

- Fair and Appropriate Policies
- Access to specialized consultation
- Setting goals and tracking data
- High-Skilled Workforce
- Strong Family Partnerships
- Universal developmental and behavioral monitoring, screening, and follow-up
The 2011-12 Civil Rights Data Collection (CRDC)

DATA SNAPSHOT: EARLY CHILDHOOD EDUCATION

MARCH 4, 2014

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
<table>
<thead>
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<th>Sex</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
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<td>Students with Disabilities served under IDEA</td>
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<td>&lt;= 2</td>
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<td>&lt;= 2</td>
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<td>20</td>
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<td>Students served under Section 504 of the Rehabilitation Act of 1973 but not served</td>
<td>M</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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</tr>
</tbody>
</table>
CIVIL RIGHTS Data Collection

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

View Longitudinal Data (Coming Soon)
- Explore data trends over time

State and National Estimations
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.

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.

“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
OCRdata.ed.gov

CIVIL RIGHTS Data Collection

Basic Search

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

District Name

Street Address
City
Zip Code
Distance (Miles from ZIP)
Survey Year

District ID

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

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

1 Records Returned for District Search Results

Click on the district name to view the associated profile.

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

<table>
<thead>
<tr>
<th>District</th>
<th>State</th>
<th>Total</th>
<th>American Indian/AK Native</th>
<th>Asian</th>
<th>Hawaiian/Pacific Islander</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>2 or more races</th>
<th>LEP</th>
<th>IDEA</th>
<th>504</th>
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</thead>
<tbody>
<tr>
<td>ARLINGTON COUNTY PUBLIC SCHOOLS</td>
<td>VA</td>
<td>22099</td>
<td>0.4</td>
<td>9.6</td>
<td>0.1</td>
<td>11.1</td>
<td>29.2</td>
<td>44.8</td>
<td>4.7</td>
<td>31.0</td>
<td>14.1</td>
<td>0.6</td>
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</tbody>
</table>
ARLINGTON COUNTY PUBLIC SCHOOLS | ARLINGTON, VA
NCES ID: 5100270  (Survey Year: 2011)

LEA Summary of Selected Facts

**LEA Characteristics and Membership**

**Number of Schools in this District:**

<table>
<thead>
<tr>
<th>Grades Offered</th>
<th>Number</th>
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<tbody>
<tr>
<td>Preschool, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
<td>37</td>
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**Student Enrollment**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>22,069</td>
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<tr>
<td>Asian</td>
<td>0.4%</td>
</tr>
<tr>
<td>Black</td>
<td>9.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11.1%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>29.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>4.7%</td>
</tr>
<tr>
<td>Female</td>
<td>48.7%</td>
</tr>
<tr>
<td>Male</td>
<td>51.3%</td>
</tr>
<tr>
<td>Students with Disabilities (IDEA)</td>
<td>14.1%</td>
</tr>
<tr>
<td>Section 504 Only</td>
<td>0.6%</td>
</tr>
<tr>
<td>Limited English Proficiency (LEP)</td>
<td>31.0%</td>
</tr>
<tr>
<td>Free and Reduced-price Lunch (FRPL)</td>
<td>32.4%</td>
</tr>
</tbody>
</table>

**Additional Profile Facts Available**

- English learner (EL) report (New)
- Students with Disabilities (IDEA)
- Students with Disabilities (504)
- EDFacts IDEA
- Single-sex Interscholastic Athletics
- Single-sex Classes

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2011-12
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-Alaska kindergarten students are held back a year at nearly twice the rate of white kindergarten students. Rates represent 61% of kindergartners 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. Recent data indicate that expulsions and suspensions occur at high rates in preschool settings. This is particularly troubling given that research suggests that school expulsion and suspension practices are associated with negative educational and life outcomes. 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. 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.

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
- 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
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 & Cevasco, 2011)

- Same time we were piloting a QRIS, hearing concerns about behavior

> “I’m hoping things will turn around. I just signed with a hot new day-care center.”
QRIS Logic model

Direct observation of classroom quality

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

**FAMILY CHILD CARE (N=180)**
- Removed child: 56%
- Not removed: 44%

**CENTER CHILD CARE (N=281)**
- Removed child: 69%
- Not removed: 31%
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?
Encouraging Positive Behavioral Support through QRIS
Quality Standards

- Individualized Teaching and Learning for Every Child
  - Curriculum & Learning Opportunities aligned with Washington State Early Learning Guidelines
  - Family Engagement and Partnership
  - Screening and Ongoing Child Assessment in collaboration with families

- Engaging Interactions and Environments
  - Well organized
  - Social Emotional Support
  - Instructional Interactions
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
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
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
Data Collection
Data Sets to Report on Identified Populations

(Sample Data)
Data Definitions: Define Expulsion

(Sample Data)
Model Fidelity

(Sample data)
Data Used to Guide the Quality Work: Goals & Objectives (Sample Data)
Impact
(Sample Data)
Reporting
Consultant Level Reports: Action Plan

(Sample Action Plan)
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.

PROGRAM NAME: Early Childhood Consultation Partnership

Prepared by: Liz Bucio LCSW Date: 12/31/2009

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.

(Signature of Preparer)

Objectives of Goal:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities Performed During This Quarter to Meet Objectives</th>
<th>Timeframe/Date Activity Was Performed</th>
<th>Outcome of Activity (Comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Educators will improve their ability to observe and document children’s behavior and identify behaviors that may be clinically significant.</td>
<td>a. ECCP will provide Child-Specific services which involve the following: Conduct Child-Specific observations in the classroom and at home.</td>
<td>a. Total number of Child-Specific Services provided. Quarter: 100, Fiscal Year: 174, Contract Begin: 1,573</td>
</tr>
<tr>
<td>2</td>
<td>Educators will be prepared to deliver classroom strategies and interventions targeted to specific children.</td>
<td>a. Child-Specific Action Plans, which include specific interventions, were developed and implemented.</td>
<td>a. Total number of Child-Specific Action Plans developed. Quarter: 73, Fiscal Year: 141, Contract Begin: 1,414</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
<td>a. ECCP will actively involve families and center staff as partners to the ECCP Child-Specific Services.</td>
<td>a. Total number of Child-Specific visits, meetings involving families. Quarter: 234, Fiscal Year: 494, Contract Begin: 494</td>
</tr>
<tr>
<td>4</td>
<td>Reduce the incidence of suspension/expulsion of a child</td>
<td>a. Provide similar support for teaching staff, related to challenging behavior and social emotional.</td>
<td>a. Percentage of children with Child-Specific services who were not suspended or expelled.</td>
</tr>
</tbody>
</table>

Revised: 12/3/03 Page 1 of 2

Advanced Behavioral Health, Inc.
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

Director
Elizabeth Bicio, LCSW
(860) 704-6198
ebicio@abhct.com

www.eccpct.com
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 previous 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 known.
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!

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