



Suspending Early Childhood Expulsion

spring
into action

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AGENDA

- 🌿 Background Statistics
- 🌿 Possible causes
- 🌿 Legislation Overview
- 🌿 Best Practices

Background

- 🍃 My Brother's Keeper Initiative
- 🍃 HHS/DOE Policy Statement on ECE Suspension & Expulsion
- 🍃 HHS/DOE Joint Letter on ECE Suspension & Expulsion
- 🍃 CCDF IM on Social-Emotional & Behavioral Health
- 🍃 Revised Head Start Performance Standards
- 🍃 Every Students Succeeds Act
- 🍃 Child Care Development Block Grant (CCDBG) recommends states develop expulsion policies
 - 📌 Sparked conversations when Illinois was developing our State Plan

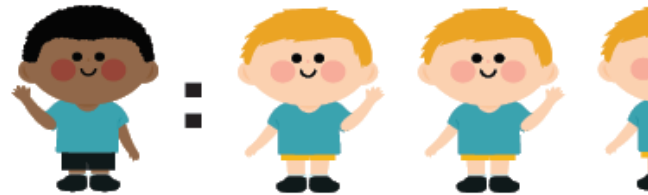
Background



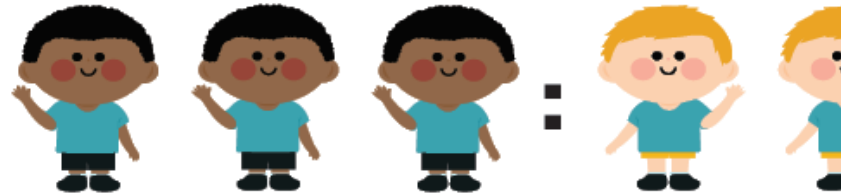
Preschool Enrollment

Racial Inequities in School Discipline

Black students, especially boys are disproportionately more likely than their white peers to face multiple suspensions from preschool.



Multiple suspensions



Disproportionate preschool suspensions are the result of adult behaviors.

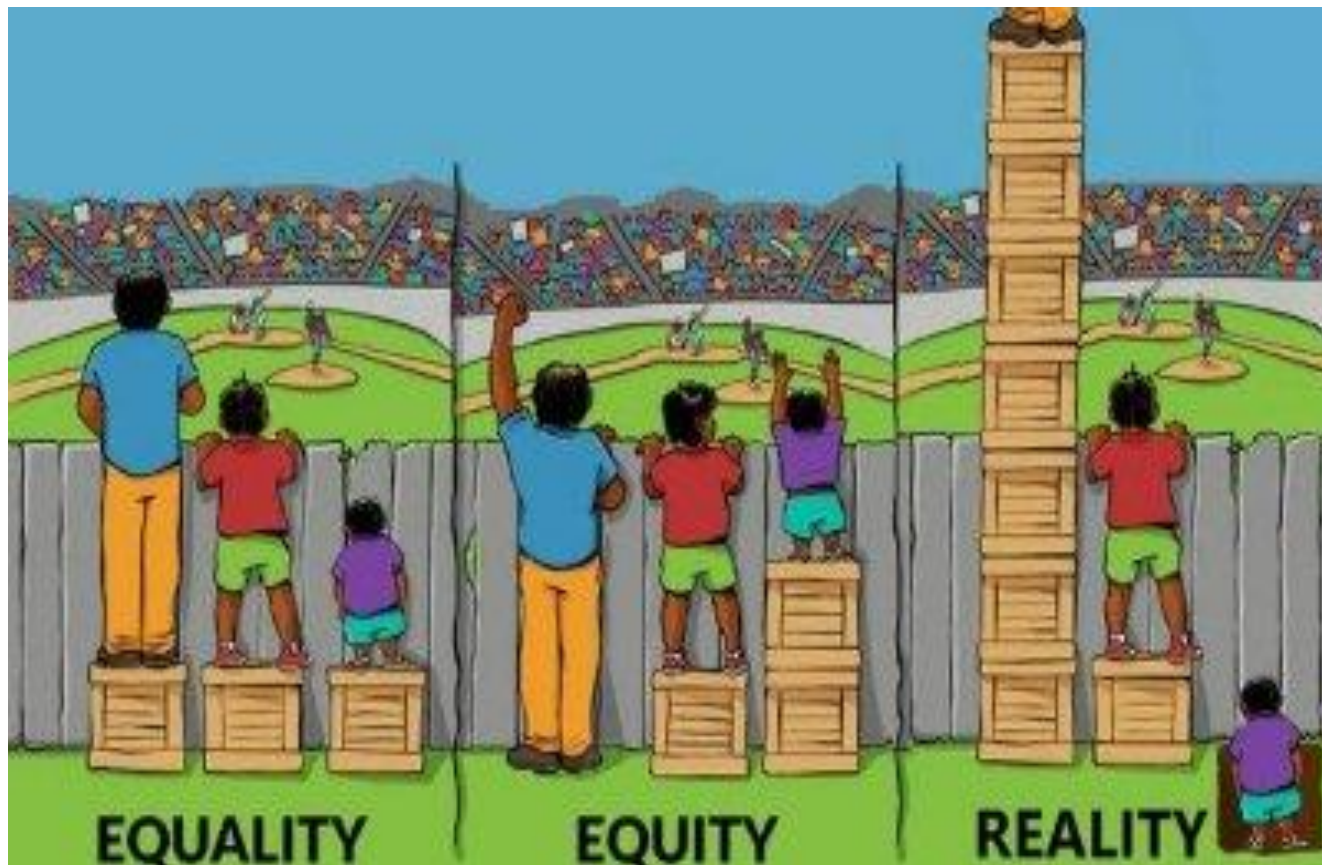
- They arise from **implicit racial biases** which impact teacher expectations (Gilliam et al., 2016).
- Pre-school suspensions contribute to **loss of vital school time** that contributes to the achievement gap and can begin students on a negative school trajectory (Losen, et al., 2015).
- Young students 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 (Lamont et al., 2013; Petraset al., 2011).

FPG RACE Committee: <http://go.unc.edu/RacialEquity>

Why we should address it

- 🍃 Early learning is important and time out of the classroom is detrimental to child outcomes.
- 🍃 There are higher rates in pre-school.
- 🍃 Expulsion in preschool predicts expulsion and suspension in later grades.
- 🍃 There is NO research or data that supports the effectiveness of expulsion.
- 🍃 There are racial and gender disparities.

Why we should address it



Possible Causes

- 🍃 ECE can be implemented differently
- 🍃 Lack of support of the workforce
- 🍃 Interpreting children's behavior is subjective
- 🍃 Implicit bias
- 🍃 Inefficient family engagement approaches
- 🍃 Lack of resources



Case Example: Amy

- 🍃 4 years old in pre-k classroom
- 🍃 Was previously in an EHS/HS program at her church and received Early Intervention for speech for 6 months when she was 2 years old
- 🍃 Amy's mother is a teen mom
- 🍃 It's 3 months into the school year and this week, she has been taking other children's toys, having a hard time going down for the afternoon nap, and today began walking around the classroom angrily throwing books and toys off of the shelves.



Legislation Overview:

PA 100-105

- Precedents: CPS Code of Conduct, SB100, & SB2793
- Introduced legislation in 2016
- Discussed with providers, state agencies, school districts, and other stakeholders throughout the state
- Amended bill language based on feedback
- Passed the Illinois General Assembly with strong bipartisan support in May 2017
- Signed into law by Governor Rauner on August 14, 2017 (Public Act 100-105)

PA 100-105: Goals

- 🌱 To ensure early childhood programs engage in best practices in their disciplinary actions by prohibiting expulsions of young children due to child behavior
- 🌱 To connect providers to existing available resources and supports to address the various needs of children
- 🌱 To track transitions due to child behavior, providing data to better understand the issue and identify the need for additional resources

PA 100-105: Key components

- 🌿 The following early childhood programs may not expel children age 0-5 due to child behavior:
 - 🌿 School- and community-based early childhood programs receiving Early Childhood Block Grant funds from ISBE (Preschool for All, Prevention Initiative)
 - 🌿 Licensed child care centers and homes serving children birth to five
 - 🌿 Note: Head Start and Early Head Start programs already prohibit expulsions

PA 100-105: Key components

- 🍃 When a child exhibits consistently challenging behaviors, the ECE provider must document:
 - 📋 Initial observations of challenging behaviors
 - 📋 Communication with & participation of family
 - 📋 Intervention plan & strategies, including the use of or attempts to access available external resources
 - 📋 Instances where child is ultimately transitioned out of program

PA 100-105: Key components

- 🍃 **Planned transitions are not considered expulsions**
- 🍃 If available resources have been exhausted and the provider determines that transitioning the child to another setting is best for child and/or peers, the provider should work with the family to identify and transition the child to a different setting
 - 📌 Referrals to other providers
 - 📌 Planning with parents, and new provider when applicable, to ensure continuity of services

PA 100-105: Key components

- 🍃 If the child poses an immediate threat to the safety of him/herself or other children:
 - 📋 Child may be temporarily removed from attendance in the group setting
 - 📋 Temporary removal of a child should trigger the intervention process
 - 📋 If provider determines that it is in the best interest to transition the child to a different setting, initiate the planned transition process

PA 100-105: Key components

The intent of P.A. 100-105

IS:

- To make removal of a child for behavioral issues a last resort, after providers take documented steps to access available resources
- To make providers more aware of available resources and increase connections to supports
- For providers to help families plan transitions by offering families referrals to other settings and services

The intent of P.A. 100-105

IS NOT:

- To make children stay in a setting no matter what
- To make all resources available everywhere or to make state agencies create additional resources
- To make providers find a new program for the child

Statewide Plan

- 🍃 State agencies are working together to develop rules, shared definitions and guidance, identify resources, and collect data.
- 🍃 The Ounce, IAFC and other advocacy organizations are continuing to spread the word about the legislation, as well as opportunities to connect resources to providers
- 🍃 External organizations and agencies are beginning to identify additional ways to support providers

Thoughts?



Best Practices

- 🍃 Improve overall quality of programs
- 🍃 Implement a tiered system of supports
- 🍃 Training, support, & professional development of staff
- 🍃 Family Engagement
- 🍃 Developmental Screening
- 🍃 Community resources/referrals:
- 🍃 Establishing guidelines, definitions, and policies
- 🍃 Documentation



Best Practices: I/ECMHC

- 🍃 Infant/Early Childhood Mental Health Consultation (I/ECMHC):
 - 🍃 Teachers with access are half as likely to report expelling
 - 🍃 Decreases in teacher-rated acting-out behavior problems
 - 🍃 May be related to lower staff turnover, improved teacher effectiveness, and higher program quality
- 🍃 Work with an I/ECMHC around accessing the strength of the environment to determine what type of social-emotional learning environment is present.
- 🍃 Work with the I/ECMHC to understand the behaviors exhibited in the classroom and co-planning as to the most effective way to manage the classroom.
- 🍃 Employing approaches that works for all the children, not just the children that are posing challenges in the classroom.

Best Practices: I/ECMHC

- 🌿 Applying and understanding the Brain science of young children.
- 🌿 Working with the I/ECMHC to become trauma informed and incorporating trauma informed practices in the classroom.
- 🌿 I/EMHC providing professional development related to teacher , social, and interpersonal bias, how to regulate those bias, social emotional development in young children, and practical applications that can be applied in the classroom.



Resources to support implementation

Transforming School Discipline Collaborative

<http://www.transformschooldiscipline.org/>

IL State Board of Education

<https://www.isbe.net/Pages/Topics.aspx>

Town Square

<http://townsquareil.org>

Child Care Resource and Referral Agencies

<http://www.ilqualitycounts.org/component/search/?Itemid=142>

The IL Pyramid Model Partnership

<https://www2.illinois.gov/sites/OECD/Pages/Pyramid-Model.aspx>

Caregiver Connections

www.caregiverconnections.org

Illinois Association for Infant Mental Health

www.ilaimh.org

Illinois Children's Mental Health Partnership

www.icmhp.org

Illinois Childhood Trauma Coalition

<http://www.illinoischildhoodtrauma.org/>

Crossroads Antiracism Organizing and Training

<http://crossroadsantiracism.org>

ExceleRate Illinois, Child Screening guide and tools

<http://www.excelerateillinoisproviders.com/resources/resources-by-standard?id=50>

Early Childhood Center of Professional Development

<http://www.eclearningil.org/>

Illinois STARnet

www.starnet.org

Early Choices:

www.eclre.org

The Erikson Institute:

<http://www.erikson.edu/>

Questions?

www.theOunce.org/advocacy
www.actforchildren.org

Contact us!

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