

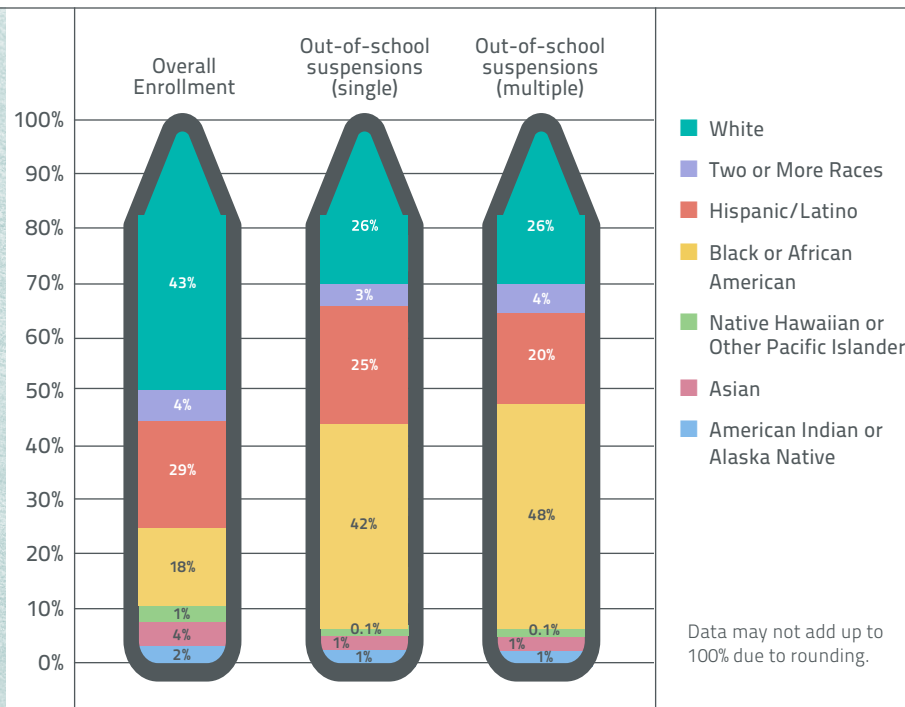
# SCHUBERT CENTER FOR CHILD STUDIES



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## PRESCHOOL REMOVALS: A Closer Look

PRESCHOOL STUDENTS RECEIVING OUT-OF-SCHOOL SUSPENSIONS BY RACE AND ETHNICITY ACCORDING TO 2011-2012 U.S. DEPARTMENT OF EDUCATION OFFICE OF CIVIL RIGHTS (USDOE OCR) DATA <sup>1</sup>



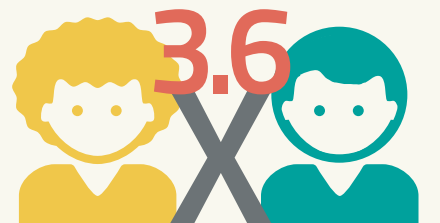
## 2013-2014 USDOE OCR DATA

SHOWS 2011-2012 DISPARITIES PERSIST. BLACK CHILDREN MAKE UP



**19%** OF PUBLIC PRESCHOOL ENROLLMENT, BUT **47%** OF PUBLIC PRESCHOOL CHILDREN SUSPENDED MORE THAN ONCE.<sup>2</sup>

BLACK PUBLIC PRESCHOOL CHILDREN ARE

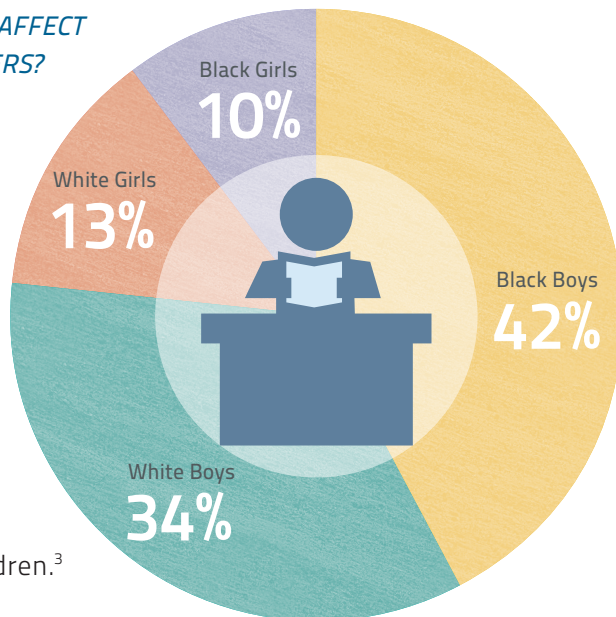


AS LIKELY TO RECEIVE ONE OR MORE OUT-OF-SCHOOL SUSPENSIONS AS WHITE PRESCHOOL CHILDREN USDOE OCR DATA SHOWS.<sup>2</sup>

## RESEARCH HIGHLIGHTS BY DR. GILLIAM: Implicit Bias

### DOES IMPLICIT BIAS AFFECT PRESCHOOL TEACHERS?

Recent research suggests yes, showing that when teachers were primed to expect bad behavior, they watched the black children, particularly black boys (42%), more than the white children.<sup>3</sup>



## Early Childhood Mental Health Consultation (ECMHC)

### ARE THERE BEST PRACTICES TO SUPPORT TEACHERS AND REDUCE USE OF PRESCHOOL REMOVAL?

Results of a 2016 randomized-controlled study indicate yes, where "ECMHC offers a potentially promising intervention for decreasing the severity of behavioral challenges seen in early care and education programs."<sup>4</sup>



## RESOURCES

- **Ohio Preschool Expulsion Prevention Partnership at 1-844-678-ABCs (2227).** A call to this number will link preschool and child care providers with a local early childhood consultant who can conduct an on-site consultation and offer recommendations for classroom strategies, professional development, and resources for students and families.
- **Starting Point and Invest in Children: Special Needs Child Care Program** helps parents find appropriate child care, trains teachers to understand a child's specific needs and brings together a team of community agencies to help address specific challenges for a child.
- **Cuyahoga County's Invest in Children: Universal Pre-Kindergarten Program** makes high quality early education available to families with sites in public preschools, Head Start programs, community child care centers and family child care homes.
- **Pre4CLE** is part of the Cleveland Plan to ensure all 3 and 4 year old children in Cleveland have access to high quality preschool.
- **US Department of Education Office of Early Learning Preschool Development Grants** help states build or enhance preschool program infrastructure.

## POLICY AND BEST PRACTICE Recommendations

### U.S. HEALTH AND HUMAN SERVICES AND DEPARTMENT OF EDUCATION STATEMENT ON EXPULSION AND SUSPENSION POLICIES IN PRESCHOOL: RECOMMENDATIONS<sup>5</sup>

- Develop and clearly communicate preventive guidance and discipline practices for early childhood programs
- Develop and clearly communicate expulsion and suspension policies for early childhood programs
- Access technical assistance in workforce development to prevent expulsion and suspension for early childhood programs
- Set goals and analyze data to assess progress for early childhood programs
- Make use of resources to enhance staff training and strengthen family partnerships
- Establish and implement policies regarding program quality and develop and scale best practices at the state level

### DR. GILLIAM'S RECOMMENDATIONS FOR REDUCING PRE-K EXPULSION<sup>6</sup>

- Rather than expel, assess child's needs and determine behavioral supports necessary for the child to succeed in current or alternative program
- Access to early childhood mental health consultation to help teachers address challenging behaviors
- Enforce student-teacher ratios of no more than 10 preschoolers per teacher or less
- Ensure teachers work reasonable hours and have policies and services focused on teacher job stress
- Make funding available to track children expelled and implement and evaluate models for preventing expulsion
- Conduct further research on risk factors, preschool-home collaborations, teacher training, and early intervention services

1. U.S. Department of Education Office for Civil Rights. 2014. Issue Brief No. 2: Early Childhood Education Highlights. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-early-learning-snapshot.pdf>.
2. U.S. Department of Education Office for Civil Rights. 2016. 2013-2014 Civil Rights Data Collection: A First Look. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>.
3. Gilliam, W.S., Maupin, A.N., Reyes, C.R., Accavitti, M., & Shic, F. 2016. *Do Early Educators' Implicit Bias Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?* Yale Child Study Center. Retrieved from [http://ziglercenter.yale.edu/publications/Preschool%20Implicit%20Bias%20Policy%20Brief\\_final\\_9\\_26\\_276766\\_5379.pdf](http://ziglercenter.yale.edu/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379.pdf).
4. Gilliam, W.S., Maupin, A.N., & Reyes, C.R. (2016). Early childhood mental health consultation: results of a statewide random-controlled evaluation. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(9), 754-761.
5. U.S. Department of Health and Human Services and U.S. Department of Education. 2014. Policy statement on expulsion and suspension policies in early childhood settings. Retrieved from <http://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>
6. Gilliam, W. (2008). Implementing Policies to Reduce the Likelihood of Preschool Expulsion. *Foundation for Child Development (FDC) Policy Brief: Advancing PK-3*, No. 7.

The SCHUBERT CENTER FOR CHILD STUDIES in the College of Arts and Sciences at Case Western Reserve University bridges research, practice, policy and education for the well-being of children and adolescents and has been generously supported by the Bondy, Brisky, Hamilton, Mann and Schubert Endowments.

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