



## Opportunities to Embed and Strengthen Suspension and Expulsion Prevention Practices in the 2022-2024 CCDF Plan

Every 3 years, states must submit their plans to use the Child Care and Development Fund (CCDF) resources. Regularly updating plans provides opportunities for states to rearticulate key goals and to compare approaches across states in terms of effective strategies. Research shows that suspension and expulsion is more often applied to boys, children of color, and children with disabilities. Currently, many states are focusing on ways to mitigate the use of suspension and expulsion to ensure equity and access to early care and education programs for all children and families.

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For the 2019-2021 cycle, section 2.4.6 was added to the CCDF template, asking states to share their policies and strategies for mitigating suspension and expulsion, and other forms of exclusionary discipline in early childhood programs. In addition to section 2.4.6, the 2019-2021 CCDF template asked states to include information on how their state meets training needs designed to eliminate expulsion as a part of section 7.3.1.

In the 2022-2024 CCDF template, the content of 2.4.6 remains, but now is numbered 2.4.5, and the content of 7.3.1 is now 6.3.1. In addition, the 2022-2024 CCDF plan requests that states describe strategies to mitigate suspension and expulsion in 6.2.1: *Describe how the state/territory incorporates into training and professional development opportunities: and social-emotional/behavioral and mental health of young children intervention models, which can include positive behavior intervention and support models that reduce the likelihood of **suspension and expulsion** of children.*

In addition to the sections described above, there are other sections of the CCDF template where policies and practices aimed at decreasing suspension and expulsion can and are being strategically included. The table includes the section numbers from the current plan template, and the corresponding section number in the 2022-2024 template. The table below includes examples from current CCDF plans, where states have described strategies for eliminating suspension and expulsion.

Current 2019-2021	New Section 2022-2024	State Example of maximizing the opportunity
2.4.5 Describe how information on the Lead Agency's policies regarding the social emotional and behavioral issues and early childhood mental health of young children, including positive behavioral intervention and support models based on research and best practices for those from birth to school age, are shared with families, providers, and the general public. At a minimum, include what information is provided, how the information is provided, and how information is tailored to a variety of	2.4.4	<u>Mississippi 2.4.5</u> The Lead Agency has developed a position statement regarding the social/ emotional/ behavioral development and mental health of young children and limiting the use of Mississippi Page 65 of 314 expulsion, suspension, and other exclusionary discipline practices found on consumer education website ( <a href="https://secac.ms.gov/wp-content/uploads/2016/09/Position-Statement-onExpulsion-Etc-1.pdf">https://secac.ms.gov/wp-content/uploads/2016/09/Position-Statement-onExpulsion-Etc-1.pdf</a> ). The consumer education website, <a href="https://secac.ms.gov/parents/research-and-best-practices-for-parents/">https://secac.ms.gov/parents/research-and-best-practices-for-parents/</a> , provides a link to Research and Best Practices in Early Childhood Development including Social, Emotional, and Behavioral Skills. Resources, specific to parents, are available at Child Care Resource Center. Professional development through the Mississippi Department of Health and Early Childhood Academy is offered to providers to provide education regarding

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audiences and include any partners in providing this information.		social/emotional/behavioral child development. Resources specific to providers are available at Child Care Resource Centers. Social-emotional/behavioral curricula are built into several courses offered to providers including the director’s credential.
4.6.2 Describe what method(s) is used to increase supply and to improve quality for the Following: underserved families, infants and toddlers, <b><u>disabilities</u></b> , non-standard care	3.3.2 & 3.3.3 Note: While target populations have changed <b><u>disabilities</u></b> remains	<b><u>Arkansas 4.6.2</u></b> DCCECE has developed a program called BehaviorHelp. BehaviorHelp is a statewide program used to assist child care providers in supporting children who experience challenging behaviors. The purpose of the program is to reduce suspensions and expulsions of young children and enhance their social and emotional development. In addition, DCCECE contracts with a medical university to conduct mental health consultation services for all licensed and registered facilities.
6.2.1 Describe how the state/territory incorporates the knowledge and application of : 5); and social-emotional/behavioral and early childhood mental health intervention models, which can include positive behavior intervention and support models	6.2.1 Describe how the state/territory incorporates into training and professional development opportunities: and social-emotional/behavioral and mental health of young children intervention models, which can include positive behavior intervention and support models that reduce the likelihood of <b><u>suspension and expulsion</u></b> of children	<b><u>Idaho 6.2.1</u></b> IdahoSTARS (State QRIS)Essential Training and technical assistance/coaching includes curriculum with content that focuses on the implementation of behavior management strategies. The strategies include positive behavior interventions and support models, promotes positive social-emotional development and early childhood mental health, with a focus on reducing challenging behaviors and expulsion from child care programs. The Essential Training is a component of Idaho's QRIS, Steps to Quality, and has been developed as a series of training that builds upon foundational information from one step to the next. IdahoSTARS developed 7 Domains, which align with national standards, to categorize training and coaching content areas. The Approved IdahoSTARS Training Course Catalog is categorized by the 7 Domains. Many in-house developed IdahoSTARS Approved Training are incorporating a train/coach model to increase the probability of training content integration to practice. Within these efforts, a new statewide Addressing Challenging Behaviors train/coach model training series will be available in 2019.
<b><u>7.3.1</u></b> Describe how the state/territory funds the training and professional development of the child care workforce: Implementing behavior management strategies, including positive behavior interventions and	6.3.1	<b><u>Kentucky 7.3.1</u></b> Kentucky Child Care Aware Coaches provide technical assistance to prevent and address discipline issues in child care programs and recommend best practices to develop policies that support children's social-emotional and behavioral health to prevent suspension and expulsion from early childhood programs. Connect the Dots is a joint collaboration between multiple early education and mental health specialists across Kentucky. The

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<p>support models that promote positive social-emotional development and early childhood mental health and that reduce challenging behaviors, including a reduction in expulsions of preschool-age children from birth to age five for such behaviors.</p>		<p>collaboration was built to address a common need: The need for a short yet powerful skills-based training teaching the basics of social and emotional best practices. Connect the Dots highlights 4 easy to remember steps to address challenging behaviors. The 4 steps encompass both the "well-being" and the "well-doing" of children to ensure strong social and emotional skills needed for success in school and life. Connect the Dots resources and trainings are for anyone who works with children ages two to five years old.</p>
<p><u>7.5.1</u> What activities are being implemented by the state/territory to improve the supply and quality of child care programs and services for infants and toddlers?</p> <p><u>7.5.2</u> Describe the measurable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services for infants and toddlers within the state/territory and the data on the extent to which the state or territory has met these measures.</p>	<p><u>7.4.1</u> Identify and describe the activities that are being implemented by the state/territory to improve the supply (see also section 4) and quality of child care programs and services for infants and toddlers and check which of the activities are available to each provider type.</p> <p><u>7.4.2</u> Describe the measurable indicators of progress relevant to subsection 7.4 that the state/territory will use to evaluate its progress in improving the quality of child care programs and services for infants and toddlers within the state/territory and the data on the extent to which the state or territory has met these measures</p>	<p><u>South Dakota 7.5.1</u> Early Childhood Connections and Behavior Management Systems in Rapid City partner to provide mental health consultation to child care programs in western South Dakota. The overall goal of the program is to promote the social-emotional and behavioral health of young children in partnership with families and to prevent and/or limit expulsion and suspension practices in early childhood settings. Methods include offering technical assistance and coaching, observations and assessments to child care programs to increase the caregiver's ability to manage challenging behaviors and provide families with access to mental health services when needed.</p> <p><u>7.5.2</u> The measurable indicator of progress for mental health consultation is that children remain in the most appropriate environment while services and strategies are provided to improve areas of delay and provide continuity and consistency of care.</p>
<p><u>7.10.1</u> Describe how the state/territory supports state/territory or local efforts to develop or adopt high-quality program standards, including standards for infants and toddlers</p>	<p><u>7.9.1</u> Describe how the state/territory supports state/territory or local efforts to develop or adopt high-quality program standards, including standards for:</p> <p>a. Infants and toddlers</p>	<p><u>New Jersey 7.10.1</u> In addition, the New Jersey Kindergarten standards were updated to include a revised schedule, assessment map, chronic absenteeism resources, new section on homework, new guidance on out-of-school suspensions and expulsions, retention.</p>

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preschoolers, and/or school-age children	b. Preschoolers and/or School-age children	
<p><u>7.11.2</u> List and describe any other activities that the state/territory provides to improve the quality of child care services for infants and toddlers, preschool-aged, and school-aged children, which may include consumer and provider education activities, and also describe the measurable indicators of progress for each activity relevant to this use of funds that the state/territory will use to evaluate its progress in improving provider preparedness, child safety, child well-being, or kindergarten entry and the data on the extent to which the state or territory has met these measures.</p>	<p><u>7.10.1</u> List and describe any other activities that the state/territory provides to improve the quality of child care services for infants and toddlers, preschool-aged, and school-aged children, which may include consumer and provider education activities; and also describe the measurable indicators of progress for each activity relevant to this use of funds that the state/territory will use to evaluate its progress in improving provider preparedness, child safety, child well-being, or kindergarten entry, and the data on the extent to which the state or territory has met these measures.</p>	<p><u>California 7.11.2</u>  Quality Improvement Activity 2: California Collaborative for Social and Emotional Foundations of Early Learning (CSEFEL): The CA CSEFEL Teaching Pyramid approach was built on the Positive Behavior Interventions and Support (PBIS) model with the incorporation of quality early childhood practices. WestEd Center for Child &amp; Family Studies has further adapted the approach to incorporate the “facilitative administrative practices” as described in research documents. The power of the CA CSEFEL Teaching Pyramid is most clearly seen when it is implemented across an entire site, district, or agency (i.e., program-wide). There are six recommended components for achieving a program-wide approach:  1) planning by a group of leaders,  2) training in a systematic way,  3) coaching/TA to support implementation to fidelity,  4) incorporation of family engagement to strengthen the link between home and school,  5) identification and training of those responsible for the development of positive behavior support plans, and  6) follow-up for sustainability after training ends  <a href="http://cainclusion.org/camap/cacsefel.html">http://cainclusion.org/camap/cacsefel.html</a>.  Measure to Evaluate: Sites implementing CSEFEL to fidelity will have reduced instances of expulsions, fewer children inappropriately referred for special education services, and more children confident and ready to enter kindergarten. A CSEFEL evaluation is currently underway.</p>

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