



BREAKING THE Preschool to Prison Pipeline

A collaboration between Office of Early Childhood Education and Special Education

THE FEDERAL DEFINITION

PRESCHOOL EXPULSION

The permanent removal or dismissal from the program

PRESCHOOL SUSPENSION

Practices that involve removing or excluding the child from the classroom or program

THE NEBRASKA SUSPENSION DEFINITION

PRESCHOOL SUSPENSION

Practices that involve the adult removing or excluding the child from the classroom or program for any length of time due to disciplinary purposes

NATIONAL EXPULSION DEFINITIONS

K-12 EXPULSION

Varying state definitions

- 1 state: > 3 days
- 13 states: > 10 days
- 1 State: > 15 Days
- 2 States: Rest of semester or more
- 32 States: Local Discretion

PRESCHOOL EXPULSION

No formal definitions

18 states disallow expulsion

32 states either explicitly allow expulsion or pass it to local level

- 8 require documentation
- 4 require family assistance (referrals)

WHAT DO EXCLUSIONARY DISCIPLINE PRACTICES LOOK LIKE?

IN-SCHOOL SUSPENSION

Disciplining a child by sending the child out of the classroom, such as to the principal's office

OUT-OF-SCHOOL SUSPENSION

Asking a family to pick up their child early because of behavioral issues (e.g., biting, hitting, not following directions)

EXPULSION

Telling a family that they will need to find another care arrangement because the child is not a "good fit" for the program or that the program can "no longer support" their toddler or preschooler

SOFT EXPULSION

Asking the family repeatedly to pick their child up early because of behavior issues, requiring them to leave or miss work frequently

ADVERSE CHILDHOOD EXPERIENCES (ACE)

Physical abuse

Household Violence

Sexual abuse

Substance abuse

Emotional abuse

Household mental illness

Physical neglect

Parental separation/divorce

Emotional neglect

WHY FOCUS ON EXPULSION AND SUSPENSION?

Foundation for learning, health, and wellness

Suspension and Expulsion can contribute to ACEs (Adverse Childhood Experiences)

10 times more likely to:

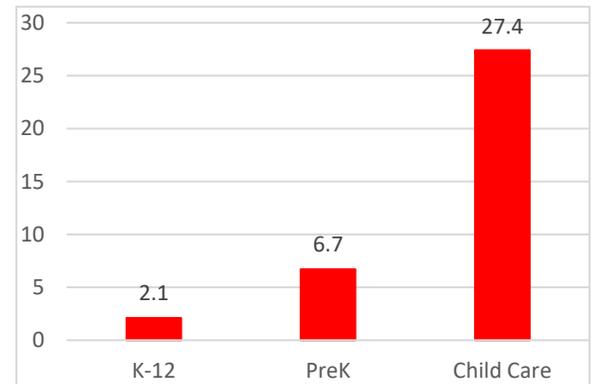
- Drop out of high school
- Experience academic failure and grade retention
- Hold negative school attitudes
- Face incarceration

Early grade expulsion/suspension predicts later grade expulsion/suspension

Higher rates in early childhood settings

Racial disparities

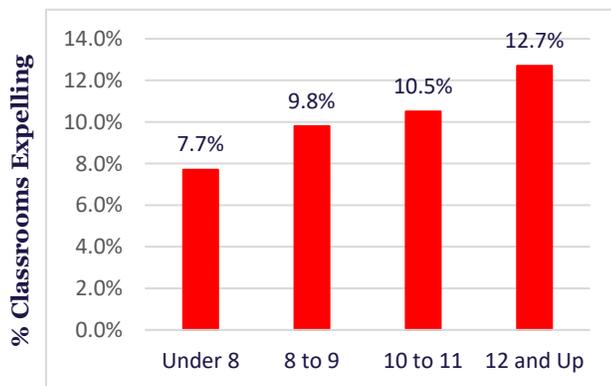
EXPULSION RATES (PER 1,000)



Gilliam, WS & Shahar, G (2006). Preschool and child care expulsion and suspension: Rates and predictors in one state. *Infants and Young Children, 19*, 228-245.

Gilliam, WS (2005). Prekindergarten left behind: Expulsion Rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*. Available: www.ziglercenter.yale.edu/publications/brief.html

CHILD-TEACHER RATIO PREDICTS EXPULSION%

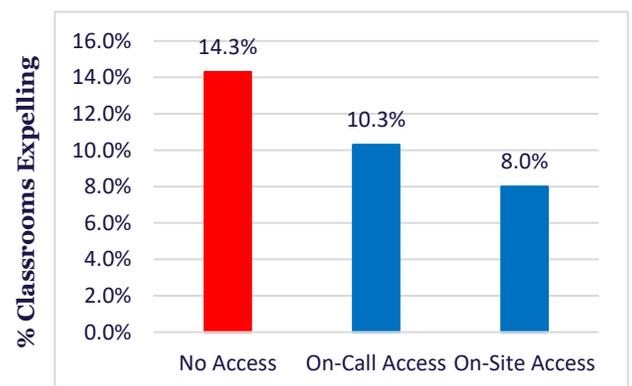


Number of Children Per Teacher

THE U.S. DEPARTMENT OF EDUCATION, together with the U.S. Department of Health and Human Services, has developed a Federal Policy Letter regarding suspension and expulsion in early childhood setting.

<https://bit.ly/2H4aDkF>

BEHAVIORAL CONSULTATION PREDICTS DECREASED EXPULSION



Access to Behavioral Support Staff

Gilliam, WS (2005). Prekindergartners left behind: Expulsion rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*.

WHO GETS EXPELLED

4 year olds 50% more likely than 3 year olds

Boys 3½ times more likely than girls

African Americans:

- 2 times more likely than European Americans
- 5 times more likely than Asian Americans

NEXT STEPS

Federal Government requires annual reporting of suspension and expulsion for children, ages 3-5, with disabilities.

Offices of Early Childhood and Special Education are working together to develop and address awareness of the definitions as well as reporting policies and procedures.

WHAT SHOULD LOCAL EDUCATION AGENCIES DO

Develop and Communicate Preventative Guidance and Discipline Practices with staff

Develop and Communicate Expulsion and Suspension Policies within LEA

Access existing programs within the State of Nebraska to Prevent Expulsion and Suspension

- Pyramid Model
- Rooted In Relationships
- KidSquad

Set Goals to Analyze Data and Assess Progress

Utilize Resources to Enhance Staff Training and Strengthen Family Partnerships

- Social/Emotional Curriculum
- Raising Staff Cultural Competencies
- Identify Potential Stress Response for Staff
- Consider Staff/Child Ratio

DISRUPTING THE PRESCHOOL TO PRISON PIPELINE



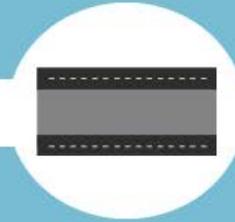
Lack of processes & policies for suspensions & expulsions in voluntary child care & preschool.



Stressed provider/teacher with implicit biases thinks child is misbehaving too much & doesn't know how to manage the child's behavior.



Child is suspended or expelled. Child is sent to directors office (in-school suspension); center asks parents to pick child up early (out-of-school suspension) or declares that the child is not a good fit (expulsion).



Child deprived of valuable learning and educational experiences & set on negative trajectory.



School "zero tolerance policies" mean that child is more likely to be arrested and suspended for minor offenses in K-12.



Child is more likely to experience later academic failure in K-12 & is disengaged from school, dropping out.



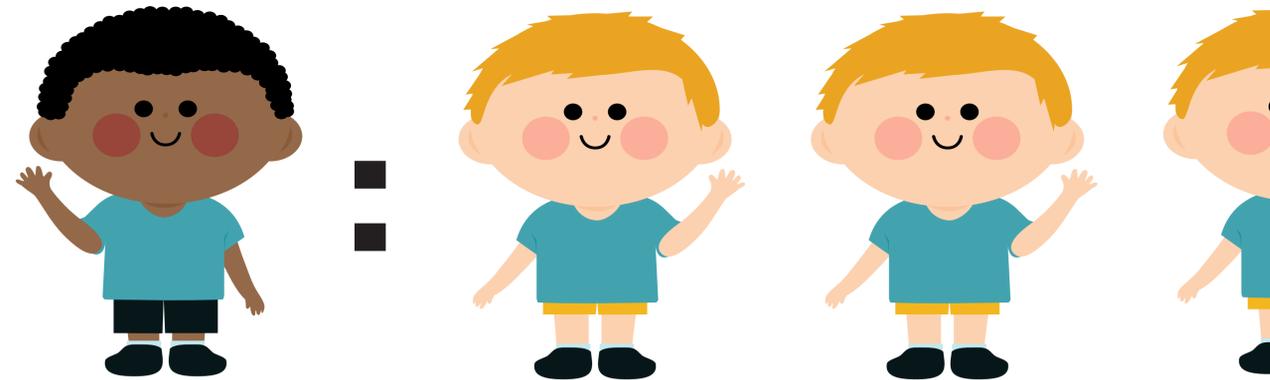
As an adult, child is more likely to be incarcerated.

Racial Inequities in School Discipline

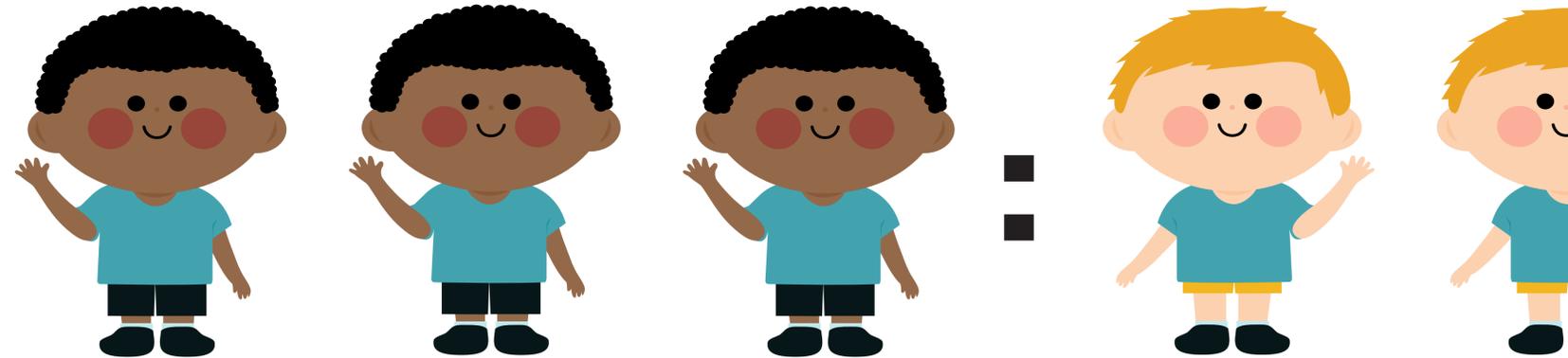
Black students, especially boys are disproportionately more likely than their white peers to face multiple suspensions from preschool.



Preschool Enrollment



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; Petras et al., 2011).