

KEY to the Chart:

Components to Consider for a State Strategy to Reduce Expulsion

The chart, *Components to Consider for a State Strategy to Reduce Expulsion*, is a visual representation of the policy options included in the tool, *Building a Comprehensive State Policy Strategy to Prevent Expulsion from Early Learning Settings*. The tool focuses on the possible state policy approaches to promote social-emotional development and prevent expulsion and suspension from early learning. It is written from the early learning policy viewpoint, but assumes that other systems will be critical to solving the problem. No one system owns the complete solution.

The following provides a summary or “key” to the terms used in the chart.

GOAL

- **Governance** – using a current or developing a cross-system leadership team that is involved in the design, implementation and monitoring of the State’s strategy to reduce and prevent expulsion in early childhood
- **State Goals and Road Map** – establishing statewide definitions, goals for state-level action, and a roadmap or logic model that connects goals with state strategies and monitoring progress
- **Data** – identifying key questions the data will assist in answering and how progress will be monitored, determining data collection, and coordinating efforts with other data systems

POLICY

- **State Policy & Protocols on Expulsion** – statewide policy and guidance to programs that are establishing clear due process, protocols and requirements regarding responding to challenging behaviors, accessing state supports, and supporting family transitions
- **Policies related to Program Characteristics** – reviewing and modifying policies that impact the design, quality, and implementation of programs, such as ratios, group size, use of curriculum, etc.
- **Child Care Assistance** – reviewing/modifying child care assistance policies that impact programs’ capacity to establish continuity of care, stabilize adult-child interactions, and invest in quality improvements, e.g. family and child eligibility, redetermination, job search, parent work hours, family income, family contribution or copayment, enrollment reimbursement for programs, payment practices and timeliness to programs, base rates and tiered reimbursement
- **Work Conditions** – providing supports and guidance to programs for creating organizational climate that alleviate conditions that cause stress, and promote well-being and professional practice

SUPPORTS

- **Hotline/Triage** – developing a centralized intake process for early learning programs to contact rapid in-person consultation and support from specialists and/or Infant/Early Childhood Mental Health
- **Training & Coaching**
 - **Early Learning Workforce**
 - Reviewing extent and progression of social-emotional content in all education and training, and ensuring social-emotional content is used in all adult education: professional development, higher education, QRIS, and technical assistance
 - Attaching coaches to training for translation into practice
 - Supporting leaders in setting program goals, tracking data related to suspension and expulsion, accessing professional development, technical assistance, and early childhood mental health consultation, building teachers’ time to plan, assess and change practices, etc.

- **Mental Health Workforce** – developing the knowledge and skills of the mental health workforce in infant and early childhood mental health and consultation
- **Consultation** – providing regular ECMH consultation access to programs to enhance teacher-child interactions, quality classroom climate, increase children’s social skills, and prevent expulsion
- **QRIS** – developing a progression of competencies in social-emotional knowledge and skills across tiers, standards to use CQI processes to improve program strategies that promote adult-child interactions, prevent suspension and expulsion, build partnerships with families, etc.; revising ratings to encourage programs to use social-emotional early learning standards, build relationships, access supports
- **Alignment of TA Providers** – developing a baseline knowledge and skill set across all technical assistant providers, e.g. licensors, QRIS specialists, infant-toddler specialists, health consultants, practice-based coaches

SERVICES

- **Developmental Screening & Referral** – using developmental screening across early learning programs to raise awareness of typical child development, increase early detection of possible developmental delays, and link to further assessments and possible interventions
- **Early Intervention & Special Education** – strengthening the relationships and linkages between early learning, health, Early Intervention/Special education, and mental health
- **Health, Mental Health, and Family Support** – considering the capacity for developmentally and age-appropriate assessment, intervention and treatment services

CROSS-CUTTING

- **Family Partnerships** – fostering programs’ capacity to develop mutually respectful, reciprocal relationships with families, e.g. developing a state-level framework and definitions for strong family partnerships and engagement across early childhood, establishing family partnership standards and indicators in QRIS tiers, including relationship quality measures in professional development competencies, and providing support for programs in their planning and implementation of family engagement practices, and requiring program leaders to consult parents and staff when developing program-level expulsion policies
- **Racial & Gender Equity** – addressing equity throughout the work, e.g. increasing culturally and linguistically competent early care and education, increasing understanding of how implicit bias influences teaching and caregiving, collecting data that can be organized by race, gender, age and first language, supporting communication directly with families in their home languages and with cultural sensitivity on state expulsion policies and expectations for programs