Young children expelled from early education programs lose access to the very services they may most need – those that promote their social emotional development. In fact, expulsion is more likely to contribute to ongoing behavior problems and later school difficulty. The revised Head Start Program Performance Standards outline steps programs must take to keep children successfully participating in the program. Infant/Early Childhood Mental Health Consultation is a systemic intervention that can help programs establish and sustain an organizational culture that is responsive to the social and emotional needs of all children.

In this issue, find resources that support the elimination of early childhood expulsion.

Tips for Effective Practice

Understanding and Eliminating Expulsion in Early Childhood Programs

This tip sheet increases early educators’ awareness of how often PreK expulsion occurs and identifies the students most often impacted. The consequences expulsion has on children and their families are addressed. Strategies to prevent expulsion and resources to promote further learning are also provided.

Supporting the School Readiness and Success of Young African American Boys Project: Reflections on a Culturally Responsive Strength-Based Approach

Early childhood programs can use this resource as a jumping off point — to take a look at the challenges they face and the approaches they might use to support the school readiness and success of young African American boys.

Policy

Head Start Early Learning Outcomes Framework

Programs should use the Framework to guide their choices in curriculum and learning materials, to plan daily activities, and to inform intentional teaching practices. Aligning instruction and opportunities for play, exploration, discovery, and problem-solving with the early learning outcomes described in the Framework will promote successful learning in all children. Programs should also use the Framework with families to help them engage in their children’s learning. This Framework replaces the 2010 Head Start Child Development and Early Learning Framework.

Expulsion and Suspension Policy Statement ACF-IM-HS-16-01

This Information Memorandum highlights new requirements in the Head Start Program Performance Standards related to expulsion and suspension. It also encourages Head Start grantees and delegates to adopt practices set forth in the Policy Statement on Expulsion and Suspension in Early Childhood Settings issued by the U.S. Department of Health and Human Services (HHS) and the U.S. Department of Education (ED). Appendices 1 and 2 offer free resources grantees can use in their implementation efforts.

Showcase of Head Start Regulations Suspension and Expulsion

Review the requirements on suspension and expulsion in the new Program Performance Standards. Sangeeta Parikshak and Catherine Hildum describe how, consistent with long-standing Head Start policy, the new Standards clearly prohibit the expulsion of children from Head Start programs and set strict limitations on the use of temporary suspension.

Research Briefs

Early Childhood Expulsions and Suspensions Undermine Our Nation’s Most Promising Agent of Opportunity and Social Justice

This brief presents the latest information regarding early childhood expulsions and suspensions with a special emphasis on how continuing gender and race disparities violate the civil rights of many of our youngest learners and contribute to our nation’s costly achievement gap by locking our boys and African-American children out of educational opportunities and diminishing the ability of early education to provide the social justice remedy it was designed to produce.
Factors associated with reduced expulsion in center-based early learning settings: Preliminary findings from the National Survey of Early Care and Education (NSECE)\(^1\)

This brief provides new national estimates of recent early childhood expulsion rates in a range of center-based early learning settings using data from the National Survey of Early Care and Education (NSECE), indicating how characteristics of early care and education (ECE) centers relate to the likelihood that children are denied services due to behavior. The analysis describes how access to comprehensive services, support for professional development for ECE teachers and staff, funding source (e.g., Head Start, public pre-K, private, etc.), and program sponsorship (e.g., non-profit, government sponsored, for-profit, etc.) relate to recent expulsion rates.

Timeline of Research, Commentary, and Policy Regarding Preschool Expulsions and Suspensions

This timeline details significant events and documents at the federal, state, and local levels, along with links to the relevant resources.

Multimedia Resources

Check out these multimedia resources focused on eliminating expulsion.

Exploring Implicit Bias

These videos were taken at the “What’s Behind Preschool Expulsion? Exploring Implicit Bias, Part II” held on March 30, 2017.

Infant and Early Childhood Mental Health Consultation and the Center of Excellence

Watch the following video highlights from a webinar presented on 4/27/17. This video defines IECMHC, outlines its history, importance and impact, delineates the key messages, and highlights the work of the Center of Excellence.

Preschool Expulsions and Suspensions, and Why We Should Care

Children of color, particularly boys, have the greatest risk of losing their early care and education placement due to expulsions and suspensions. This is especially true for black boys. Black children and families are the least likely to gain access to high-quality care and education that will help them succeed. Factors like community stressors and poorly resourced programs may contribute to these disparities. Yet, implicit biases based on race and gender may also contribute. This webinar explores these disparities in access and how we can address them.
MyPeers: A Collaborative Platform for the Early Care and Education Community

MyPeers is an online social and learning network for Head Start and Early Head Start program staff and partners to dialogue and share thoughts. This is a virtual community for exchanging ideas, sharing resources, and lending support to the early childhood community. Currently, the NCECHW have the following open communities on MyPeers:

- Child Care Health Consultants
- Health, Safety and Wellness
- I am Moving I am Learning (IMIL)
- Staff Wellness
- and two state-specific early childhood health communities for Oregon and South Dakota.
- Mental Health Consultation Community.

To join one of these communities, register at [http://www.123contactform.com/form-2230355/My-Peers](http://www.123contactform.com/form-2230355/My-Peers). Once registered, you will be able to join new communities to meet your specific needs. Please watch your email for announcements from the National Centers or others as they initiate new communities.

The National Center on Early Childhood Health and Wellness welcomes your feedback on this newsletter issue, as well as your suggestions for topics for future issues. Please forward your comments to The National Center on Early Childhood Health and Wellness Feedback [health@eceutta.info](mailto:health@eceutta.info) or call 888-227-5125. Subscribe or view all issues of the Mental Health Services Newsletter on the Early Childhood Learning and Knowledge Center at [https://eclkc.ohs.acf.hhs.gov/subscribe](https://eclkc.ohs.acf.hhs.gov/subscribe).

*School readiness begins with health!*