



# ENEWS

FALL 2022

## Message from Monty

Happy September!

The Child Care Unit is excited to be back in programs for on site consultation. Be on the lookout for emails from the City's Child Care Specialists looking to schedule check-ins and to provide reaccreditation timelines.

We are planning for the 2023 calendar year including the development of an easier payment system for the Tuition Assistance program, redesign of accreditation fees, creation of a new funding process for early learning, and growing the Infant and Early Childhood Mental Health Consultation program. Please feel free to reach out to your Child Care Program Specialist if you have any questions or concerns.

The Child Care Unit cannot overstate the value your work. We see how you have continued to support families, children and your communities even under heavy circumstances. Thank you for everything you do to support families in and around the City.



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## Suspension and Expulsion in Early Childhood

*Byron is an energetic three year old who lives with his mother, Kiana. Byron attends We Care Childcare in Ms. Brianna's class while his mom attends classes part time at a local college and works at a nearby hospital. Kiana knows that Byron can be a handful when he gets mad, but most of the time he's happy and playful. Ms. Brianna has called Kiana at work or school three times this month requesting that she pick Byron up early because he's "too much to handle." After the third call, the director of We Care Childcare told Kiana that Byron would no longer have a spot in the program due to his behavior.*

Byron's mom is frustrated, desperate and fearful she will lose her job. "I have to find a place where Byron will fit in! Where will I ever find a place for him now on such short notice and what am I supposed to do in the meantime? What if that place doesn't work? I can't keep leaving work to pick him up in the middle of the day because he isn't getting along with the teachers. I'm going to lose my job, I've already been warned..."

Byron and his mom are not alone in this scenario. Expulsion and suspension are widely used practices in response to behavior in early childhood settings, being used three times as often in Pre K settings as in K-12 programs (Gilliam, 2005). Additionally, data concludes that suspension and expulsion from early education disproportionately affects young boys of color (Meek and Gilliam, 2016; Office of Civil Rights, 2016). In 2016, state level research confirmed these national findings to be true in Wisconsin as well (Supporting Families Together Association, 2017).

In 2016, the U.S. Department of Education Office of Civil Rights released the following data:

- 6,700 children who attended public preschools were suspended at least once in 2013-14.
- Black preschool children are 3.6 times more likely to receive an out-of-school suspension as compared to white preschool children.
- 54% of preschool enrollment is boys, however boys represent 78% of preschool children out-of-school suspensions.
- Black girls represent 20% of female preschool enrollment, but 54% of female preschool children who receive one or more out-of-school suspension are Black.

The first five years of any child's life are critical for brain development and establishing the foundation of learning that is needed for academic success and throughout life. During this time, both the positive and negative experiences children have influence their development, setting the trajectory for future relationships that will impact the rest of their lives. Research suggests that suspension and expulsion can provoke several adverse

*Continued on page 3.*





## Suspension and Expulsion in Early Childhood Cont. from page 2

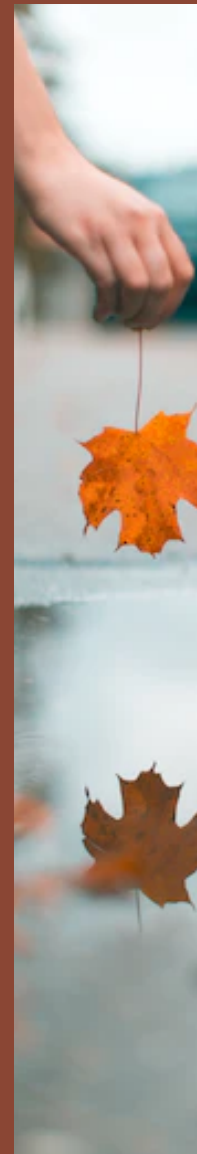
outcomes for young children including; being 10 times as likely to drop out of high school, experiencing academic failure, holding negative attitudes about school, and having increased incarceration rates (Lamont et al., 2013, Petras et al., 2011). In addition, removing children from their early care and education environment removes them from their opportunity to learn not only social and emotional skills, but in all learning domains, creating potential academic gaps.

Byron lacks the social and emotional skills he needs to be able to problem solve and manage his anger when he is frustrated or in stressful social situations. Without these skills, Byron uses behaviors that are challenging for adults. He needs help learning how to replace his challenging behaviors with more acceptable behaviors that will more appropriately get his needs met. Just as we teach children about colors, numbers, letters... we must also teach them how to use social and emotional skills. While some children come to us already knowing their letters or numbers, others lack these foundational skills. As educators, we make plans to teach them by providing them with experiences and materials to practice these math and literacy skills. Unfortunately, the same cannot always be said about those children who come to us without social and emotional skills. Too often the response to the absence of these skills is focused on punishing rather than teaching or providing opportunities to practice. (For ideas on how to support problem solving and managing emotions, check out NCPMI, <https://challengingbehavior.cbcs.usf.edu/resources/index.html>)

Suspension and expulsion are stressful, negative experiences that early care and education providers must work toward severely limiting and preventing. High quality early care and education programs make efforts to use all of the available resources, trying to help children who experience challenging behaviors. These programs understand the positive and life changing impact that consistent early learning environments and supportive interactions with nurturing adults offer to children and families.

In the rare event that a program ultimately feels unsuccessful in their ability to serve a child and their family, consider the use of a “planned transition,” working with the family to move the child to a program that better meets their needs rather than simply expelling without additional support.

*Continued on page 4.*





## Suspension and Expulsion in Early Childhood Cont. from page 3

To support programs and the workforce in feeling competent and capable to provide high quality early care and education to all children, including those who use behaviors that challenge adults consider the following recommendations from the U.S. Department of Health and Human Services and the U.S. Department of Education.

- Develop and clearly communicate expulsion and suspension policies that eliminate or severely limit expulsion, suspension, or other exclusionary discipline.
- Develop and communicate clear preventative positive guidance policies and procedures describing:
  - How social and emotional needs are addressed.
  - The intention of positive guidance is to teach rather than punish.
  - How you will respond to behavior that compromises the safety of the child or other children.
  - How referrals for support can be made.
- Access the support and resource in your Child Care Specialist and/or Infant and Early Childhood Mental Health Consultant at the City of Madison.
- Utilize a social emotional tiered framework of support throughout your program that addresses universal, secondary, and tertiary needs.
- Invest in workforce development and preparation with effective, evidence based social and emotional training and coaching.
- Develop strong partnerships with families to promote skill development of children at home and school and ensuring culturally responsive practices.
- Collect and use data to make decisions, including monitoring the implementation of classroom practices, collecting behavior data to inform teaching, analyzing potential disproportionality in disciplinary actions, and identifying children or teachers in need of support.

### Reflections:

If Byron or another child who has trouble managing anger were in your class, how might you support them in learning how to control their anger and problem solve?

Consider your own values, beliefs and experiences about and with children. Think about how you grew up and what was expected of you. How might your values, beliefs and experiences influence your expectations and responses to the children and/or behaviors in the classroom?

How does your environment support children to be successful in meeting classroom and adult expectations? What might you add or remove?

*Continued on page 5.*







## Suspension and Expulsion in Early Childhood Cont. from page 4

### Reflections cont.:

When a child makes a mistake in your classroom, how do you respond? What is the intent of your response?

How do the behavior guidance policies in your program support or prevent children from:

- Being expelled or suspended?
- Gaining social and emotional skills?
- Working with families?
- Working with community partners to support educators and children?

To learn more or find additional resources contact your Child Care Specialist.

### References:

American Psychological Association, Zero Tolerance Task Force Report (2008). An evidentiary review and recommendations.

*Center on PBIS: Resource: The pyramid equity project: Promoting social emotional competence and addressing disproportionate discipline in early childhood programs.* Center on PBIS | Resource: The Pyramid Equity Project: Promoting Social Emotional Competence and Addressing Disproportionate Discipline in Early Childhood Programs. (2016, September). Retrieved July 7, 2022, from <https://www.pbis.org/resource/the-pyramid-equity-project>

Lamont, J. H., Devore, C. D., Allison, M., Ancona, R., Barnett, S. E., Gunther, R., ... & Young, T. (2013). Out-of-school suspension and expulsion. *Pediatrics*, 131(3), e1000-e1007. 6

Petras, H., Masyn, K. E., Buckley, J. A., Ialongo, N. S., & Kellam, S. (2011). Who is most at risk for school removal? A multilevel discrete-time survival analysis of individual- and context-level influences. *Journal of Educational Psychology*, 103, 223-7

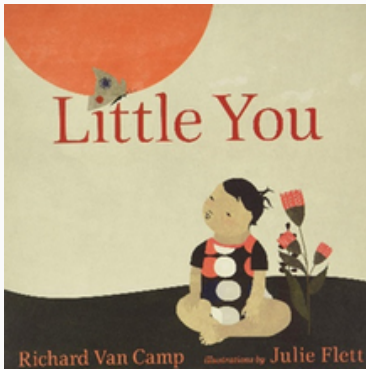
Supporting Families Together Association (2017, January). *In-Brief: Enrollment, Expulsion and Resource Use in Wisconsin Child Care*. Retrieved from <https://supportingfamiliesaltogether.org/wp-content/uploads/In-Brief.Enrollment.Expulsion.Resources.pdf>.

U.S. Department of Education Office for Civil Rights (2016). *Data Snapshot: Early Childhood Education*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-early-learning-snapshot.pdf>.

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://www.acf.hhs.gov/sites/default/files/ecd/expulsion\\_suspension\\_final.pdf](http://www.acf.hhs.gov/sites/default/files/ecd/expulsion_suspension_final.pdf).

## CHECK IT OUT!

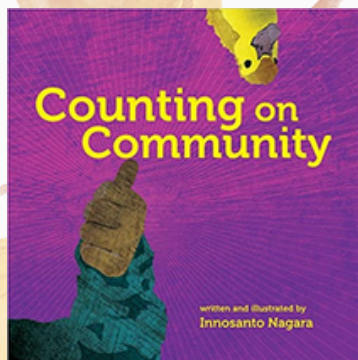
If you are interested in receiving a copy of one of the featured books below, please contact your childcare specialist.



**Little You** by Richard Van Camp  
Age Range: 3 months to 3 years  
Richard Van Camp has partnered with award-winning illustrator Julie Flett to create a tender board book for babies and toddlers that celebrates the potential of every child.



**Sulwe** by Lupita Nyong'o  
Age Range: 4-8 years  
Sulwe has skin the color of midnight. She is darker than everyone in her family. She is darker than anyone in her school. Sulwe just wants to be beautiful and bright, like her mother and sister. Then a magical journey in the night sky opens her eyes and changes everything.



**Counting on Community** by Innosanto Nagara  
Age Range: 4-7 years  
Counting up from one stuffed piñata to ten hefty hens - and always counting on each other - children are encouraged to recognize the value of their community, the joys inherent in healthy eco-friendly activities, and the agency they possess to make change.

**“Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him.”  
-Maya Angelou**







## Training Opportunities



### Madison College's Free Foundational courses

<https://dcf.wisconsin.gov/ccregulation/foundational-training>

### 4-C Trainings

<https://www.4-c.org/providers/additional-programs/training/>

### The Registry Trainings

<https://go.wiregistry.org/v7/trainings/search>



## IECMHC Survey

We value your input! As we work to develop our Infant and Early Childhood Mental Health Consultation (IECMHC) services we want to ensure that the needs of our City of Madison accredited programs are being met. You are encouraged to take this opportunity to share feedback! We are listening and can't wait to hear what you have to say!

<https://www.surveymonkey.com/r/IECMHCMadison>





# MOST Fall Conference

In collaboration with MSCR, Goodman Community Center, YMCA, Wisconsin Youth Company, MYArts, and the City of Madison, the MOST Fall Conference took place supporting organizations and staff as they prepare for the upcoming school year. August 23 and 24 were both virtual days dedicated to Social Emotional Learning and STEAM (Science, Technology, Engineering, Arts, and Math.). On August 25, school age teams met in person and participated in a variety of learning opportunities led by colleagues and community partners in the Madison area. The event culminated with the Most Outstanding Youth Worker Awards presented by First Lady Kathy Evers which recognized 12 well deserving out of school time teachers. Congratulations to the awardees and Thank You to all who helped organize and attend!



Staff Team



WI First Lady Kathy Evers



MOST Outstanding Youth Worker Award Winners





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Contact Becca Gray to include items in  
upcoming E-News  
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## Website Updates

The Community Development Division is pleased to announce an updated website coming Fall 2022. We've started from scratch to make it more user friendly and visually appealing. More information will be shared when site goes live.



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## Wisconsin Afterschool Network Courses:

Introduction to the School-Age Profession - On Demand – OPENS
Guiding Children's Behavior in Afterschool Programs
Positive Youth Development for Youth Work Professionals
School Age Curricular Framework
Trauma-Informed Care Approach to Afterschool Programs
Equity and Inclusion in Afterschool Programs
Designing and Assessing Child Outcomes

Click for WAN Course Availability: [WAN Course Offerings](#)



# Wisconsin Afterschool Network (WAN) Courses

**Introduction to the School-Age Care Profession** – This course provides entry-level knowledge and skills for individuals as they begin to care for school-age children in group or family child care settings. This course provides a foundation for the importance of Out-of-School time programs and explores the philosophy and goals for high quality programs. It examines and identifies the rules governing group and family child care for school-age children and the responsibilities of the providers. This course fulfills the first introductory non-credit course requirements for a school-age program leader as specified in DCF Chapters 251 group day care in Wisconsin's Administrative Code as it applies to school-age care. This course is the first course of the alternative pathway to becoming a program lead. It also meets the requirements for staff to be hired as group leaders. Introduction to the School-Age Care Profession is a self-paced, on-demand course. Register at any time and begin your work immediately and work at your own pace.

**Guiding Children's Behavior in Afterschool Programs** - This course explores our individual understanding of behavior guidance and how our experiences and philosophy influence how we guide the behavior of children. The importance of relationship building with children as an essential component to behavior guidance is explored. This course shares multiple strategies for dealing with challenging situations and the many techniques available to help children gain the skills to regulate and monitor their own behavior. (15 hours)

**School Age Curricular Framework** - School-age Curricular Framework defines and explores curriculum within the context of after school programs and helps staff develop the resources necessary to create developmentally appropriate intentional learning experiences and activities to support both academic and social-emotional learning of school age children. Participants gain an understanding of key elements and developmental concepts that go into creating a framework for curriculum and develop strategies for activity and lesson planning. (15 hours)

**Trauma-Informed Care Approach to Afterschool Programs** - Trauma is one of the key leverage points that can underlie serious behavioral health problems and contribute to problematic behaviors, life circumstances, and community consequences for many children. Participants will understand the wide spectrum of adverse childhood experiences and the impact these have on the development and behavior of children in afterschool care as well as understand brain development in early childhood through adolescence and the impact of trauma. Strategies and resources available to afterschool providers will be explored that can be immediately and effectively implemented within the context of the afterschool program. (15 hours)

**Designing and Assessing Child Outcomes** - This course is designed to provide 15 hours of training experience to help program staff understand the importance and benefits of focusing on child outcomes, how to identify and develop relevant outcomes, how to translate outcomes into effective program activities and document and evaluate the attainment of outcomes that support the positive development of each child. (15 hours)

**Equity and Inclusion in Afterschool Programs** – This **12-hour** course is designed to help after school programs create a welcoming and inclusive environment for all children and their families. The course explores our own biases and how they impact our interactions with children and their families and understand inequities from a systemic perspective. This course will open a dialogue and help us gain a growth mindset toward our work on inclusivity. (12 hours)

**Positive Youth Development for Youth Work Professional** - The **12-hour** training is designed for independent learning, reflection, collaborative discussions, and live online sessions that provide participants with foundational information and best practices for implementing SEL into any OST setting. Participants will understand how to implement SEL tools in multiple OST environments, learn the importance of communicating these skills to staff and how to embed this learning into pre-service and in-service training. (12 hours)

## Alternative Pathway Courses

The Wisconsin Afterschool Network is very pleased to provide after school programs with specific professional development opportunities that prepare staff with the knowledge and skills necessary to effectively work with school age children. These courses are approved by the Department of Children and Families to meet educational requirement for school age program leads and group leaders.

With licensing approval, the **Alternative Pathway** to meet entry level requirements for the position of program lead combines the **Introduction to the School-age Care Profession** with **Guiding Children's Behavior in Afterschool Programs** and **School Age Curricular Framework**. Additionally the *Introduction to the School-age Care Profession* is recognized to qualify staff for the position of group leader.

Course descriptions are below and the courses are now available in a virtual format that combines independent work with virtual meetings. **Course availability can be found here:**

## [WAN Course Offerings](#)

