

Implementing policies to reduce the likelihood of preschool expulsion ^[1]

ECD Policy Brief 7

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AVAILABILITY

- Policy brief in pdf ^[2]

Description:

This policy brief examines factors associated with expulsion from prekindergarten (PK). Recent research has explored issues regarding the rate at which preschoolers (children ages three to four) are expelled from PK programs, as well as some of the factors associated with expulsion and the effectiveness of mental health consultation to reduce the classroom behavior problems that may lead to expulsion. Although several factors that predict an increased likelihood of expulsion have been described, this brief addresses those factors that may inform changes in policy that can be both implemented and regulated.

Based on data from the National Prekindergarten Survey this study found that children are much more likely to be expelled from programs with high student-teacher ratios and in extended day programs. The results also indicated that teacher job stress, which may be connected to high student-teacher ratios and extended day programs, is related to high rates of expulsion.

Related link: Prekindergarteners left behind: Expulsion rates in State prekindergarten systems ^[3]

Region: United States ^[4]

Tags: pre-school ^[5]

full-day early learning ^[6]

Source URL (modified on 27 Jan 2022): <https://childcarecanada.org/documents/research-policy-practice/08/04/implementing-policies-reduce-likelihood-preschool-expulsion>

Links

[1] <https://childcarecanada.org/documents/research-policy-practice/08/04/implementing-policies-reduce-likelihood-preschool-expulsion> ^[2]

<https://medicine.yale.edu/childstudy/zigler/publications/documents/PreKExpulsionBrief2.pdf> ^[3] <https://childcarecanada.org/documents/online-documents/05/05/prekindergarteners-left-behind-expulsion-rates-state-prekindergarte> ^[4] <https://childcarecanada.org/taxonomy/term/7865> ^[5]

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