



South Carolina Institute of  
Medicine & Public Health

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# Foundations for Success Taskforce

*Data Deck*

# About IMPH



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## Our Mission

Our mission is to collectively inform policy to improve health and health care.

We serve as an independent, nonprofit organization working to collectively inform policy to improve health and health care in South Carolina. IMPH provides nonpartisan, evidence-based information to guide policymakers in making impactful health policy decisions.

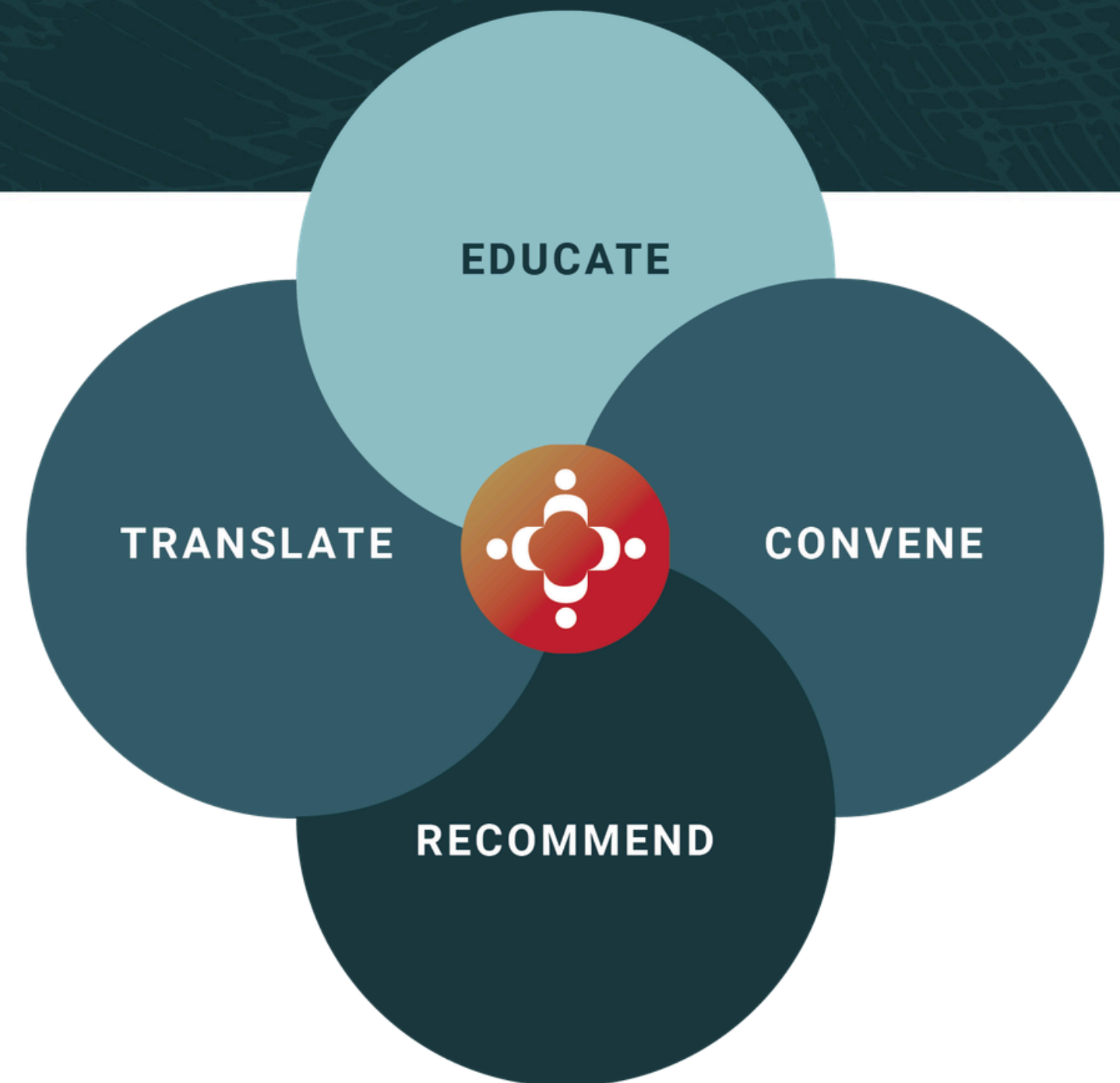
We strive to be the leading and trusted nonpartisan resource for evidence-based information on South Carolina's most critical population health issues.



# IMPH Overview

IMPH serves as a nonpartisan resource for policymakers. We simplify complex public health data and provide recommendations for action so decision-makers can make informed health policy decisions. IMPH highlights key health policy issues, conducts research, develops policy papers, and facilitates taskforces.

We convene academic, governmental and community-based stakeholders around important health policy issues. IMPH publishes policy briefs, analyses and reports based on in-depth research, collaboration and consensus driven taskforce recommendations.



# Examining Suspensions & Expulsions of Early Learners in South Carolina



# Exclusionary Discipline in Public Pre-K Settings

- Exclusionary discipline refers to practices, such as suspensions or expulsions, that remove children from the learning environment in response to challenging behavior.
- Suspensions and expulsions are associated with:
  - Lower rates of on-time graduations<sup>1,3,4</sup>
  - Poor educational outcomes<sup>1,2,3,4,5</sup>
  - Increased absenteeism<sup>1,4</sup>
  - Heightened risk of absorption into the school-to-prison pipeline,<sup>1,2,3,4,6</sup>
  - Adverse developmental, mental, and physical health outcomes,<sup>1,2,3,4</sup>
  - Strain on the education system<sup>4,5,7,8</sup>
- Examining trends and drivers of suspension and expulsion provides critical context to inform a data-driven, action planning process for the *Foundations for Success* Taskforce.

## Sources:

1. Geduld, A. (2025, June 24). SC suspends students with disabilities at a higher rate than any other state, investigation finds. Post and Courier. [https://www.postandcourier.com/news/sc-special-education-disabilities-students-suspension-idea-data/article\\_474bea01-72f3-458d-a190-fb96b0d368d8.html](https://www.postandcourier.com/news/sc-special-education-disabilities-students-suspension-idea-data/article_474bea01-72f3-458d-a190-fb96b0d368d8.html)
2. Giordano, K., Oh, Y., Stolovitz, R. et al. Expulsion from Community Childcare: Predictors and Patterns Across Time. *Early Childhood Educ J* (2025). <https://doi.org/10.1007/s10643-025-01933-8>
3. American Academy of Pediatrics examines the impact of school expulsion and recommends ways to create supportive learning environments for all students. (2024, October 1). <https://www.aap.org/en/news-room/news-releases/aap/2024/american-academy-of-pediatrics-examines-the-impact-of-school-expulsion-and-recommends-ways-to-create-supportive-learning-environments-for-all-students/>
4. U.S. Department of Health and Human Services & U.S. Department of Education. (2020). Policy statement on expulsion and suspension policies in early childhood settings [Policy statement]. Retrieved June 27, 2025, from <https://www.ed.gov/sites/ed/files/2020/07/policy-statement-ece-expulsions-suspensions.pdf>
5. Georgia Family Connection Partnership. (2023). The Impact of Early Suspension and Expulsion on Long-Term Child Outcomes. Retrieved from <https://gafcp.org/2023/04/11/the-impact-of-early-suspension-and-expulsion-on-long-term-child-outcomes/>
6. Camera, L. (2021, July 27). Study confirms School-to-Prison pipeline. *US News & World Report*. <https://www.usnews.com/news/education-news/articles/2021-07-27/study-confirms-school-to-prison-pipeline>
7. Child Welfare League of America. (n.d.). The Effect of Exclusionary Discipline on Students. <https://www.cwla.org/the-effect-of-exclusionary-discipline-on-students/>
8. Magro, S. W., Mondri, C. F., Rihal, T. K., & Carlson, E. A. (2025). Site and Provider Characteristics Associated with the Use of Exclusionary Discipline in Minnesota Early Care and Education Sites. *Early education and development*, 36(1), 129–144. <https://doi.org/10.1080/10409289.2024.2360880>



# Key Abbreviations

- In-School Suspension (ISS)
- Out-of-School Suspension (OSS)
- Free Appropriate Public Education (FAPE)
- Family Educational Rights and Privacy Act (FERPA)
- Individual Education Plan (IEP)
- Individuals with Disabilities Education Act (IDEA)
- Local Education Agency (LEA)



# Key Definitions

## **CERDEP**

“This is the inclusive term for full-day programs for four-year-olds administered by the SC Department of Education (SCDE) and the Office of First Steps (SCFS) funded by the state of South Carolina. It includes public schools, non-profit independent schools, and child care centers that adhere to program and quality requirements for CERDEP funding and serve eligible four-year-olds.”

## **CERDEP 4K**

“This is the term for CERDEP in public schools that are state funded and run by the local school district with the school district and SCDE as the reporting and oversight agency.”

## **First Steps 4K**

“This is the term for the state-funded CERDEP programs run in non-public school settings with SC First Steps as the oversight and reporting agency.”

## **Potentially Underserved**

“This refers to students eligible for, but not accessing CERDEP. Some of these students may be accessing district-funded or other programs, or it may not be known. If a student is a Pupil in Poverty (PIP) and their 4K experience is either Unknown, Other Public 4K (non CERDEP), or Private 4K — the students is considered Potentially Unserved by CERDEP. Head Start students are not counted as CERDEP or Potentially Unserved.”

# Key Data Sources

## CERDEP 4K

“CERDEP in public schools: Data comes from SCDE using 5K data with CERDEP 4k designation.”

## First Steps 4K

“CERDEP in non-public school settings: Data comes from First Steps enrollment for the current reporting year and is matched with 5K data from SCDE to ensure each student is counted once.”

## Head Start

“Head Start programming: data comes from SCDE 5K data where Head Start was listed as the 4K experience at enrollment in kindergarten.”

## Other Public 4K (non-CERDEP)

“4K classes offered by public schools that are not funded by CERDEP (e.g. EIA or district funded): Data comes from SCDE using 5K data with other 4K designation.”

## Private 4K

“4K classes in non-public school settings that are not funded using state CERDEP dollars (e.g. SC Child Care Scholarships, private pay, etc.): Data in this category reported within comes from SCDE 5K data where private 4K was listed as the 4K experience at enrollment in kindergarten.”



# **Discipline Data for Public Pre-K Settings in South Carolina (2017–2024)**



# Pending Data Request: South Carolina Department of Education

- ***Student-level data for each district for all behavior incidents resulting in an in-school suspension, out-of-school suspension, or expulsion of a student enrolled in PK3 through 1st grade***
- ***Years Requested: 2019-2025***
- ***Variables requested:***
  - Incident ID
  - State student ID
  - Date
  - Behavior code
  - Action codes Race/Ethnicity
  - Poverty Status
  - Gender
  - ML Status
  - Disability Status
  - Foster Care Status
  - Homeless Status
  - Grade level

- Student-level data are being requested to mitigate methodology concerns regarding suppression
- While student-level data is being requested, all results will be reported at the district level disaggregated by grade level and the identified variables to ensure confidentiality and prevent the disclosure of any personally identifiable information



# Joint Citizens and Legislative Committee on Children (JCLCC)

*Public Pre-K Students Suspended in South Carolina*

2025 Annual Report



SC Public School 3K/4K Suspended Students  
Time Slider Maps, 2016-17 to 2023-24



# In-School Suspensions Summary (2023-2024)

**270** students  
*received at least one ISS  
arising from 519 incidents*

*“SCDE broadly defines discipline incident to include any event of student misconduct resulting in disciplinary action. The incidents reported here are limited to those including in-school suspension.”*

**63%**  
*are children  
of color*

**77%**  
*are male*



# Out-of-School Suspensions Summary (2023-2024)

**658** students  
*received at least one ISS  
arising from 1,420 incidents*

*“SCDE broadly defines discipline incident to include any event of student misconduct resulting in disciplinary action. The incidents reported here are limited to those including in-school suspension.”*

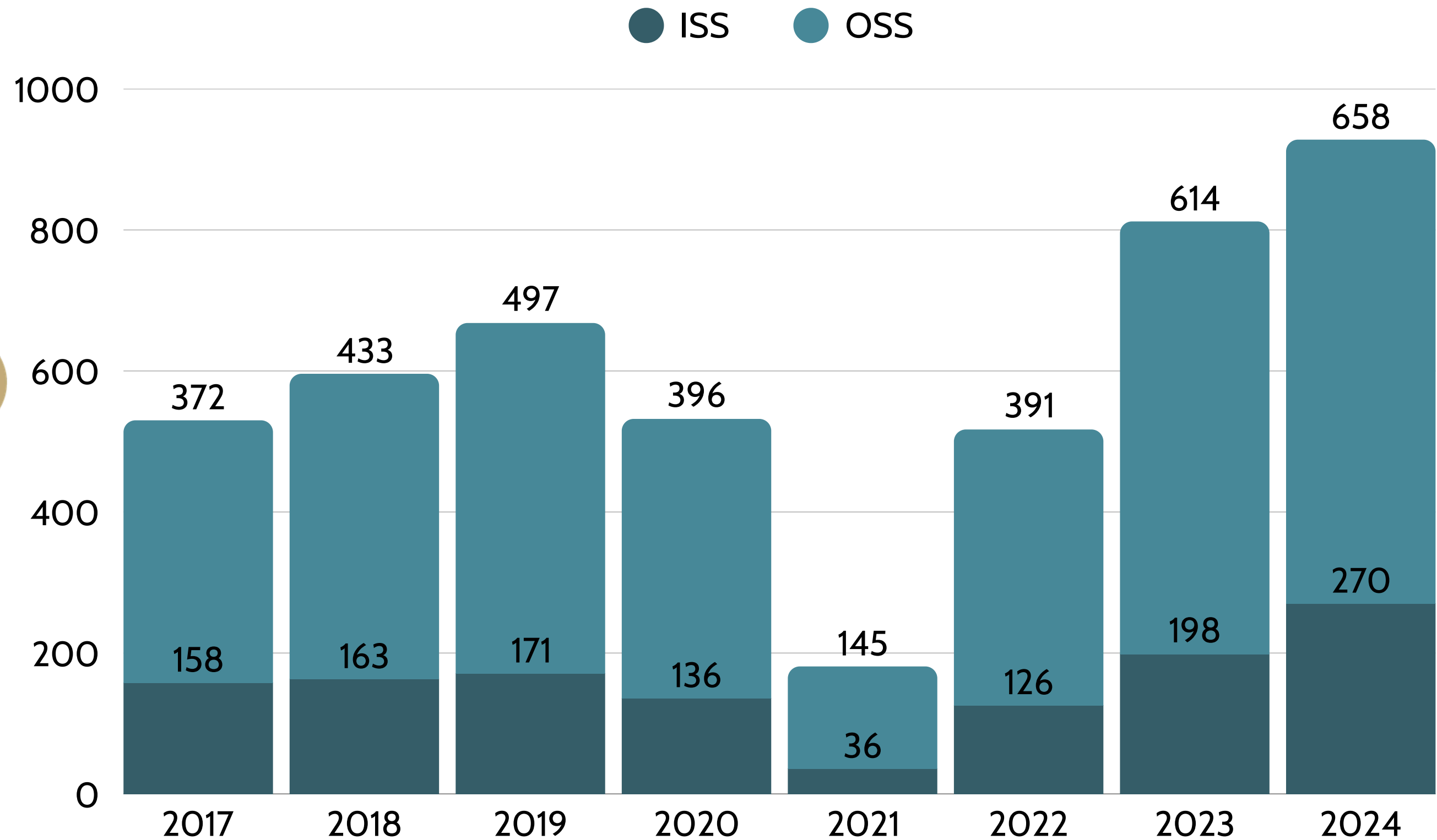
**66%**  
*are children  
of color*

**77%**  
*are male*



# Public Pre-K Students Suspended in South Carolina

2016/2017 - 2023/2024

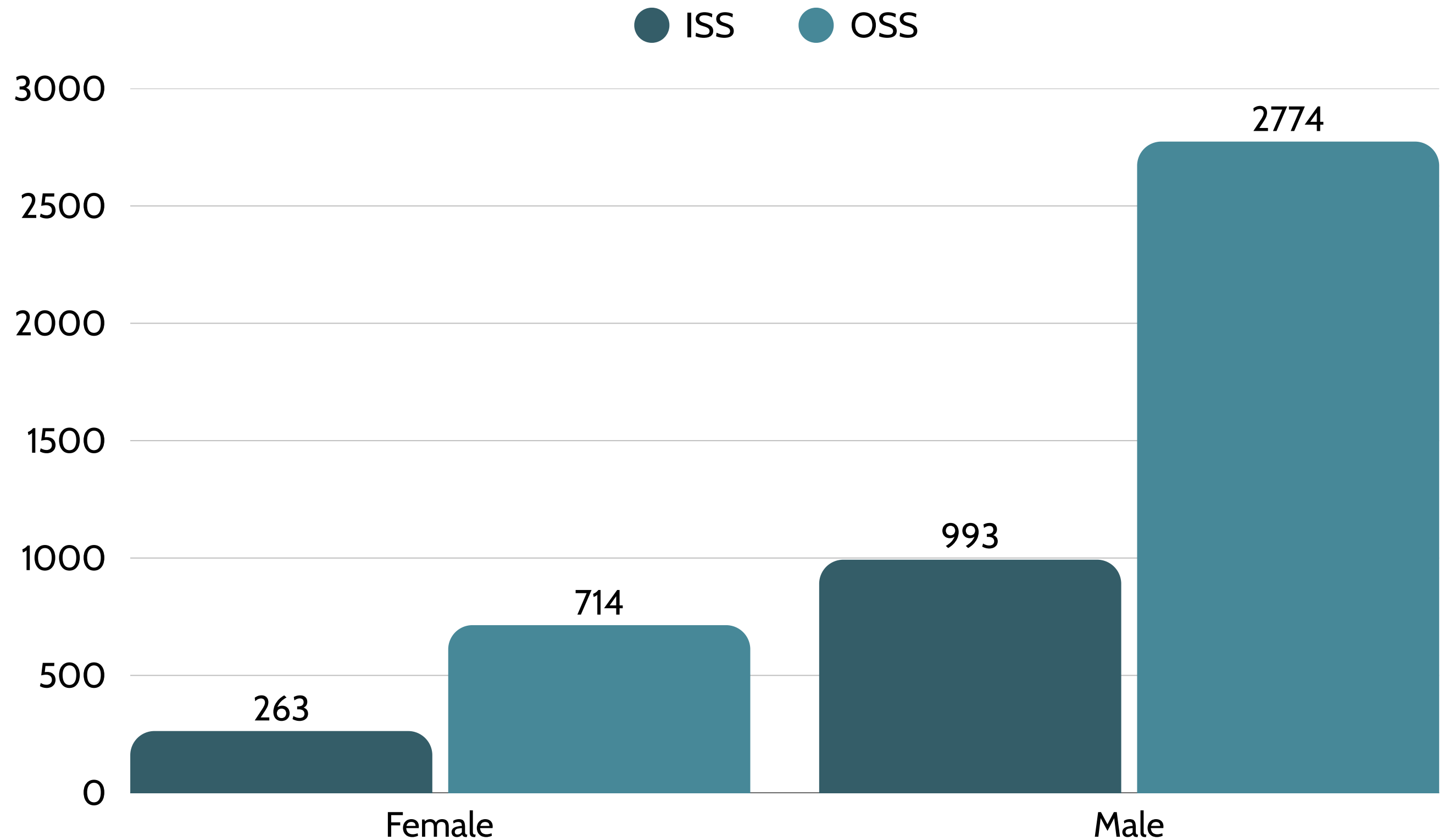


Source: Joint Citizens and Legislative Committee on Children (JCLCC). (2024). Statewide Suspension Data for 3K/4K, 2016-17 to 2023-24. Retrieved from <https://www.sccommitteeonchildren.org/data>.



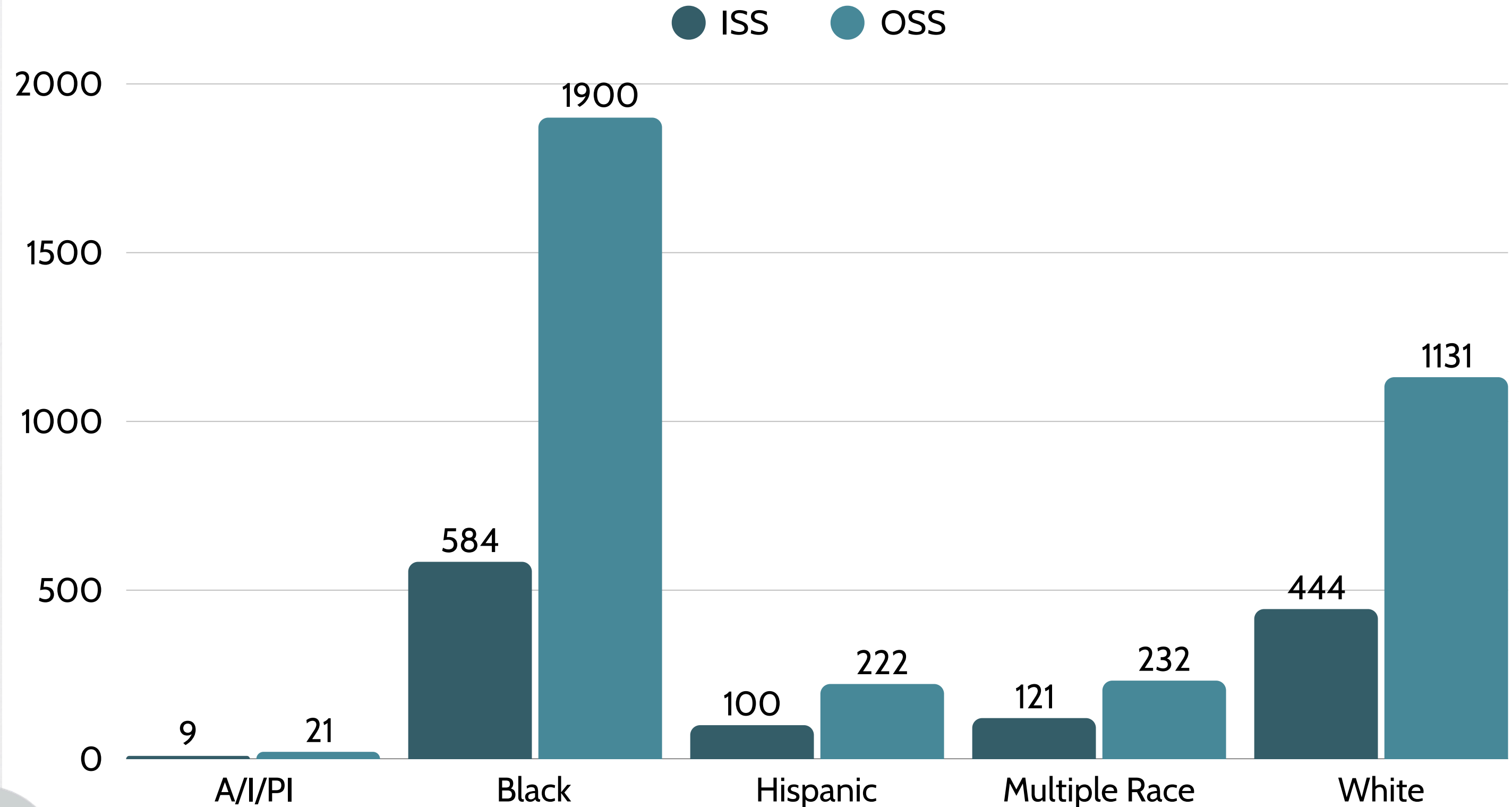
# Public Pre-K Students Suspended by Gender

2016/2017 - 2023/2024



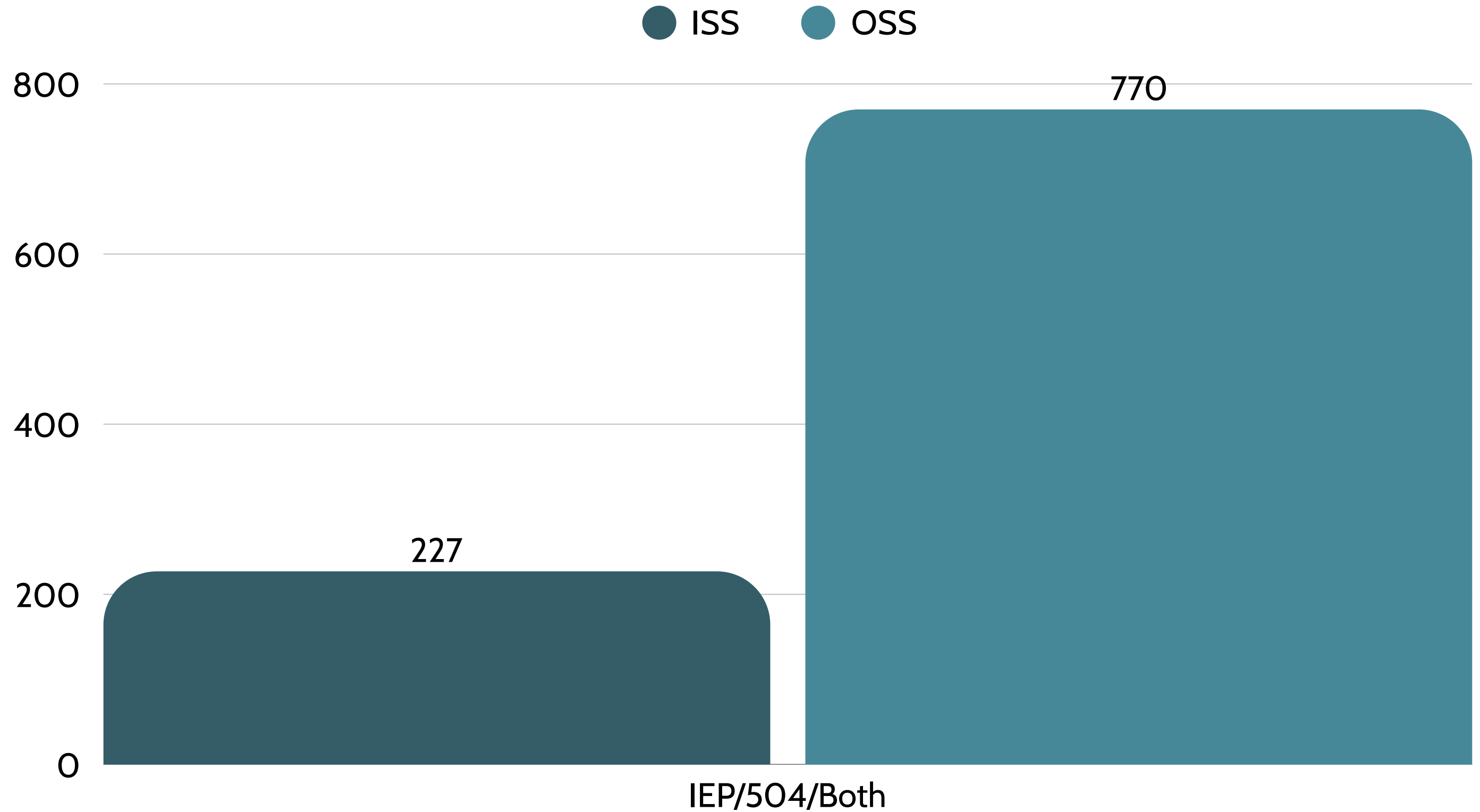
# Public Pre-K Students Suspended by Race

2016/2017 - 2023/2024



# Public Pre-K Students Suspended with an IEP/504

2016/2017 - 2023/2024



# Contributing Factors: Lack of Professional Development

*“Lack of mandatory, evidence based professional development specific to preschooler development and behavior”*

*“Three and four-year-olds presented behaviors unique to those age groups they were unprepared to manage and address”*

*“Did not realize the vast difference between preschoolers and older students and struggled to address preschoolers’ behavior without using suspensions”*

*“While an older student would know not to talk out of turn, hit, kick, or disrupt the class, that behavior is developmentally and age-appropriate for preschoolers”*

*“Many preschoolers are entering a structured school environment for the first time and may act out when encountering a structure and schedule for snacks, naps, and activities”*

*“In a 2024 survey by the Committee, **roughly half** of the 57 districts that responded offered professional development on preschoolers’ challenging behavior, **31%** districts responded it was offered and required; and **17%** responded it was not offered at all.”*



# Contributing Factors: Codes of Conduct

*“The use of a one-size-fits-all code holds all students to the same behavioral standards regardless of their age or development.”*

*“In practical terms, a preschooler could be disciplined for disrupting class, refusing to obey, or pushing, even though that behavior is developmentally appropriate.”*

## Top 10 Public Pre-K Problem Behaviors

Hit/Kick/Push	Inappropriate Behavior	Disrupting Class	Refusal to Obey/Defiant	Bite/Pinch/Spit
Major Disruption	Inappropriate Physical Contact	Throwing Objects	Disrespect	Inappropriate Language

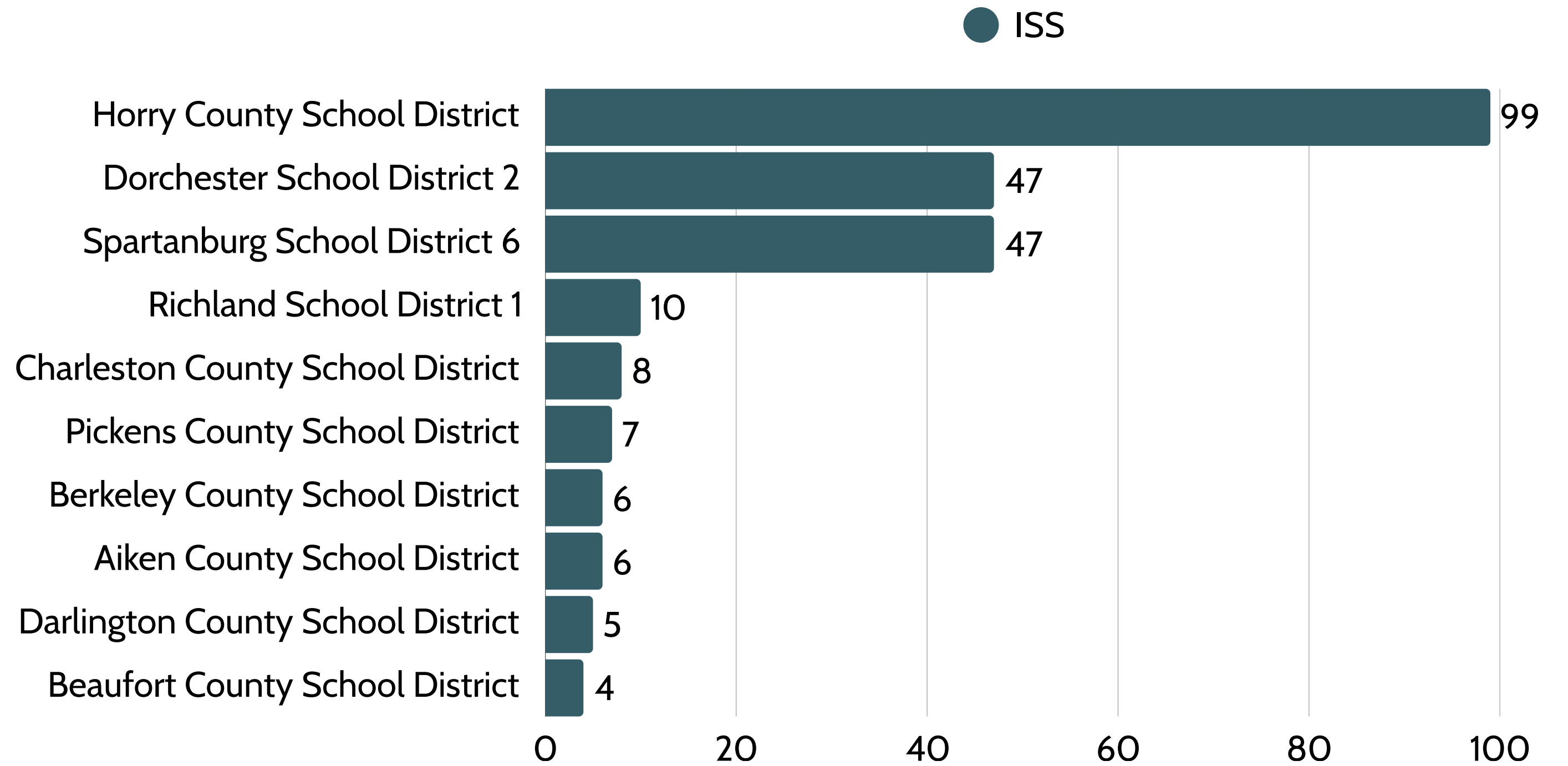
***“A 2024 study by the Committee revealed the vast majority of districts appear to use a one-size-fits-all code of conduct for students of all ages.”***

Source: Joint Citizens and Legislative Committee on Children (JCLCC). (2025). 2025 Annual Report. Retrieved from [https://www.sccommitteeonchildren.org/files/ugd/587cb7\\_9cf506db65c4b85bab1f38f14504399.pdf](https://www.sccommitteeonchildren.org/files/ugd/587cb7_9cf506db65c4b85bab1f38f14504399.pdf)



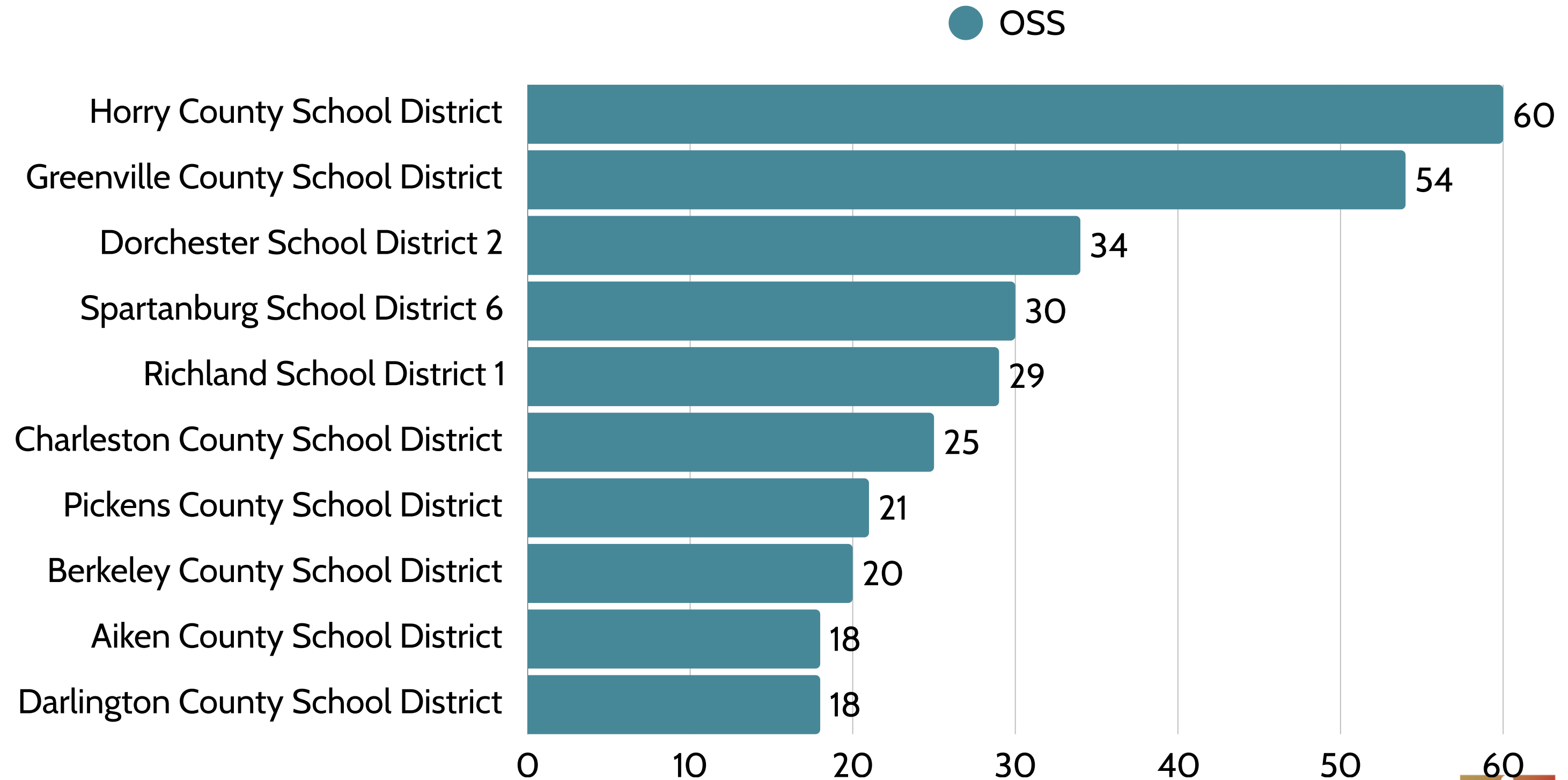
# Top 10 Districts: Public Pre-K Student Discipline - ISS

2023/2024



# Top 10 Districts: Public Pre-K Student Discipline - OSS

2023/2024

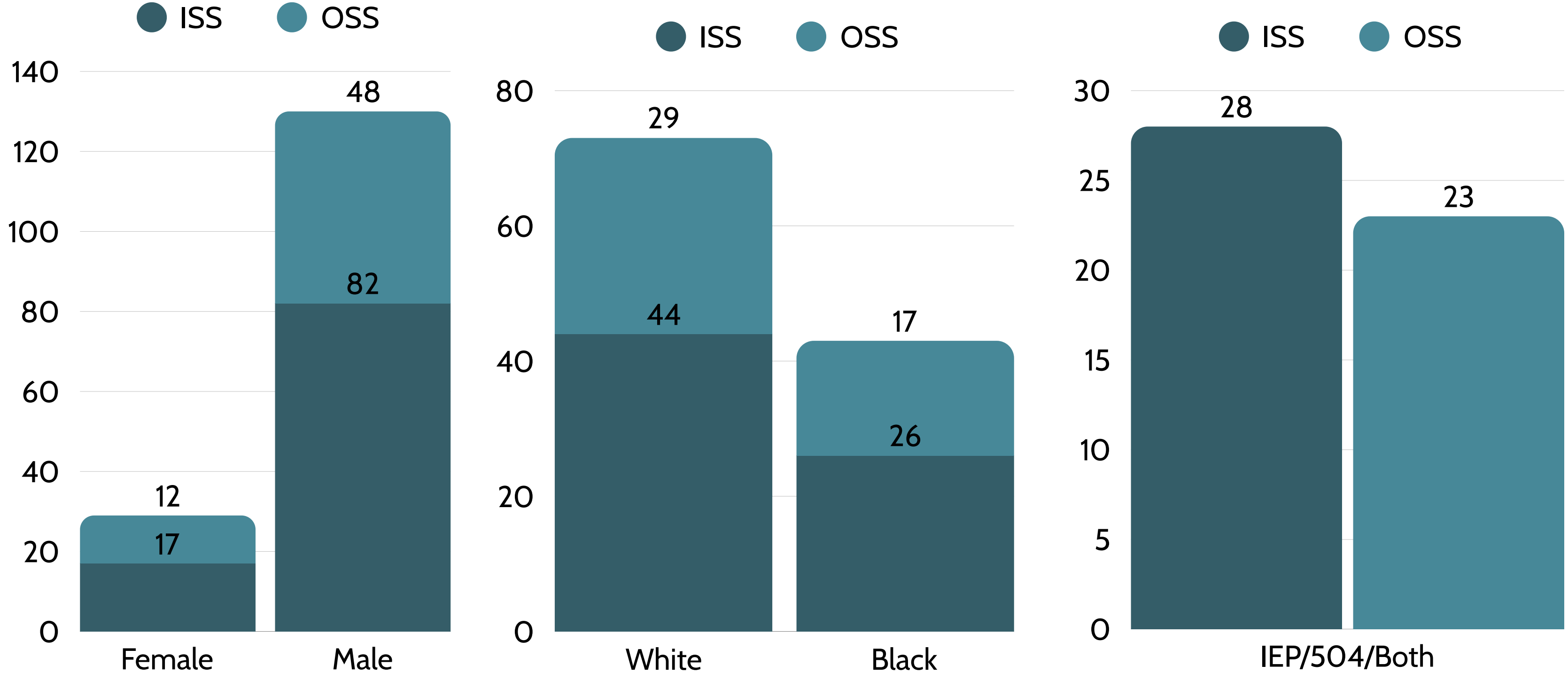


Source: Joint Citizens and Legislative Committee on Children (JLCC). (2024). Statewide Suspension Data for 3K/4K, 2016-17 to 2023-24. Retrieved from <https://www.sccommitteeonchildren.org/data>.



# Horry County School District: Public Pre-K Student Discipline - ISS and OSS

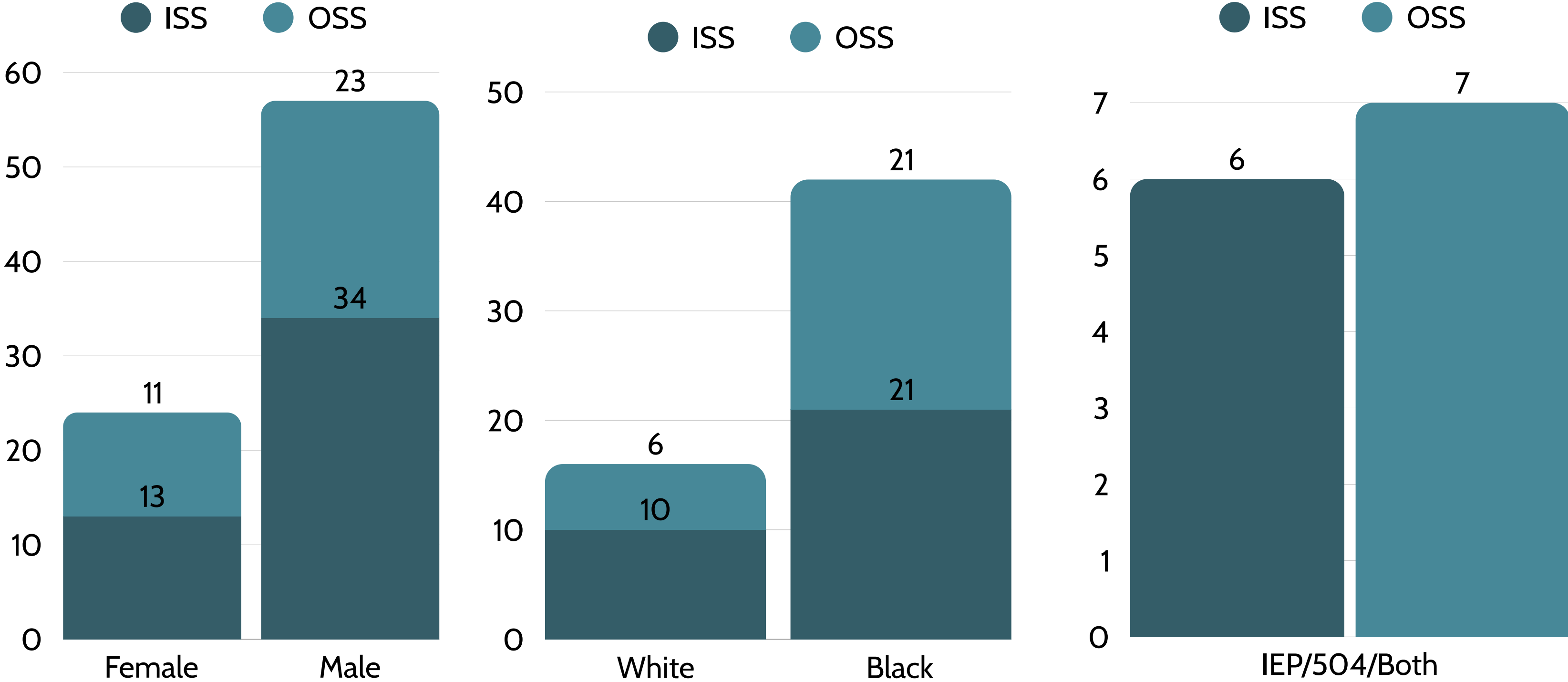
2023/2024



Source: Joint Citizens and Legislative Committee on Children (JLCC). (2024). Statewide Suspension Data for 3K/4K, 2016-17 to 2023-24. Retrieved from <https://www.sccommitteeonchildren.org/data>.

# Dorchester School District 2: Public Pre-K Student Discipline - ISS and OSS

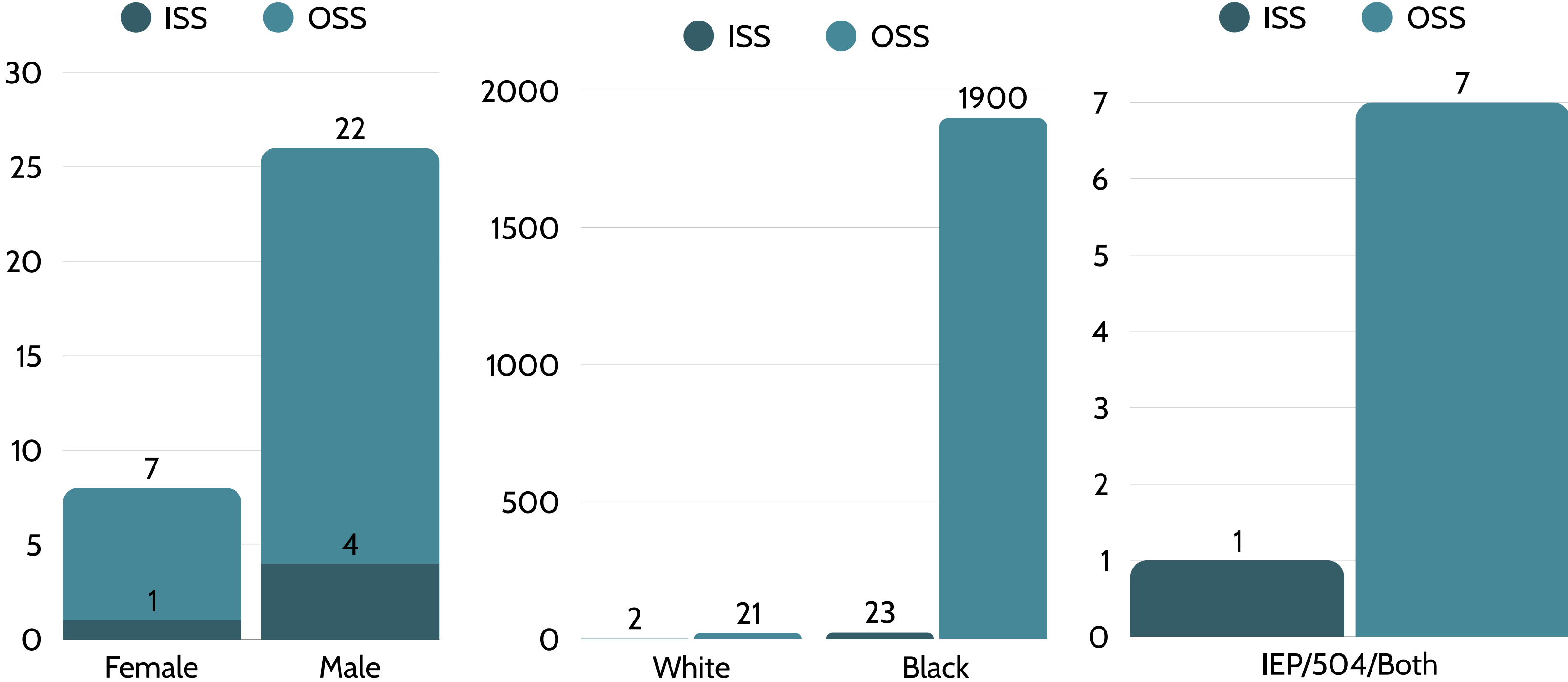
2023/2024



Source: Joint Citizens and Legislative Committee on Children (JLCC). (2024). Statewide Suspension Data for 3K/4K, 2016-17 to 2023-24. Retrieved from <https://www.sccommitteeonchildren.org/data>.

# Richland School District 1: Public Pre-K Student Discipline - ISS and OSS

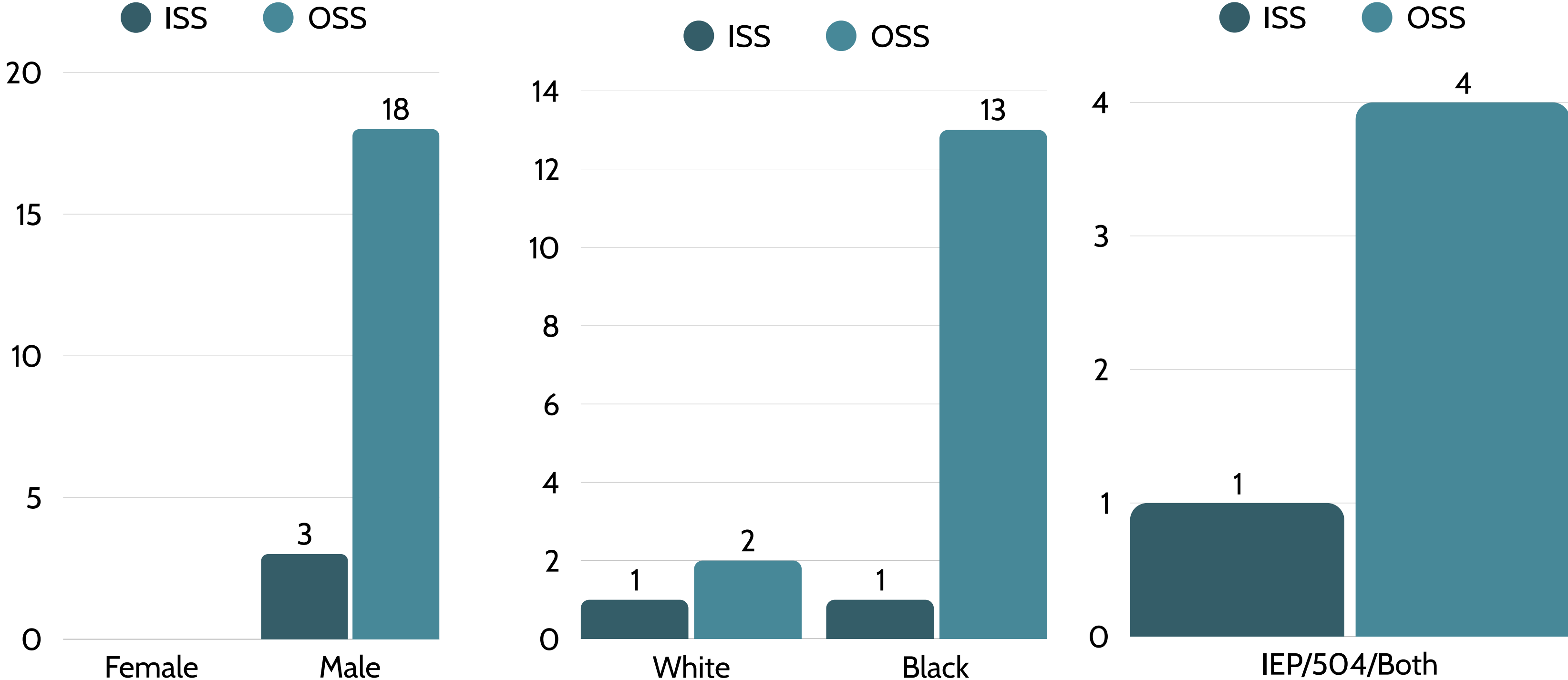
2023/2024



Source: Joint Citizens and Legislative Committee on Children (JLCC). (2024). Statewide Suspension Data for 3K/4K, 2016-17 to 2023-24. Retrieved from <https://www.sccommitteeonchildren.org/data>.

# Darlington County School District: Public Pre-K Student Discipline - ISS and OSS

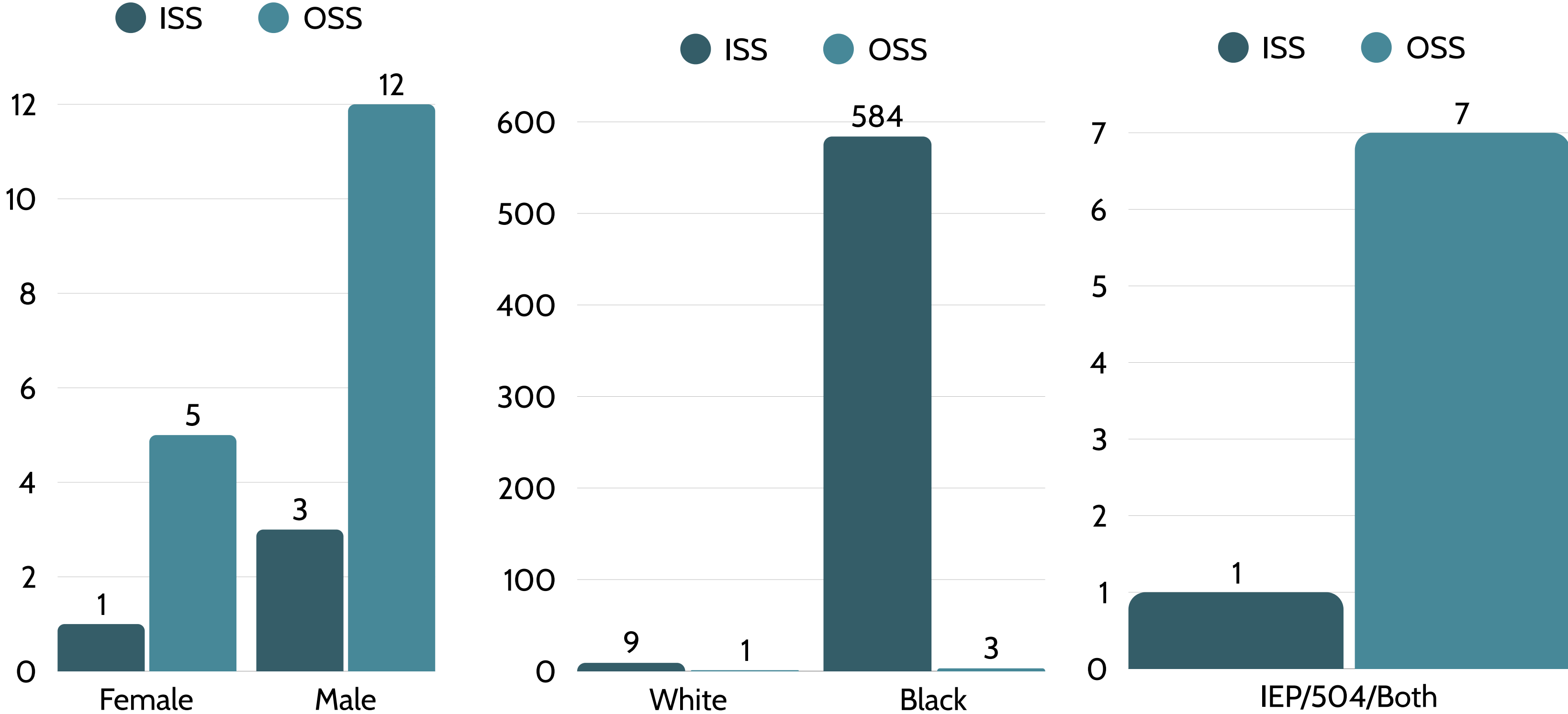
2023/2024



Source: Joint Citizens and Legislative Committee on Children (JLCC). (2024). Statewide Suspension Data for 3K/4K, 2016-17 to 2023-24. Retrieved from <https://www.sccommitteeonchildren.org/data>.

# Beaufort County School District: Public Pre-K Student Discipline - ISS and OSS

2023/2024



Source: Joint Citizens and Legislative Committee on Children (JCLCC). (2024). Statewide Suspension Data for 3K/4K, 2016-17 to 2023-24. Retrieved from <https://www.sccommitteeonchildren.org/data>.

# Child Early Reading and Development Education Program (CERDEP) Data



In school year 2024-25, **56,741** students enrolled in kindergarten; of those students, **36,708 (65%)** are pupils in poverty.

**18,069** four-year-olds were served by CERDEP programming in the 2023-24 school year AND were enrolled in public kindergarten in the 2024-25 school year.

### CERDEP 4K

Of the **18,609** four-year-olds,  
**14,484 (79%)** were in CERDEP 4K

**12,392** were pupils in poverty  
**1,893** were not pupils in poverty

**10,181** were enrolled on both the 45th and 135th day of instruction of the 23-24 school year.  
*Attendance data are not included.*

### First Steps 4K

Of the **18,609** four-year-olds,  
**3,763 (21%)** were in First Steps 4K

**3,414** were pupils in poverty  
**340** were not pupils in poverty

**3,010** were enrolled for at least 120 days of instruction. Of those students **2,563** attended for 120 days or more.

### Head Start

Based on data received from the parent/caregiver kindergarten enrollment surveys for students enrolled in kindergarten during school year 2024-25, **1,201 four-year-olds in poverty were served in Head Start during school year 2023-24.**

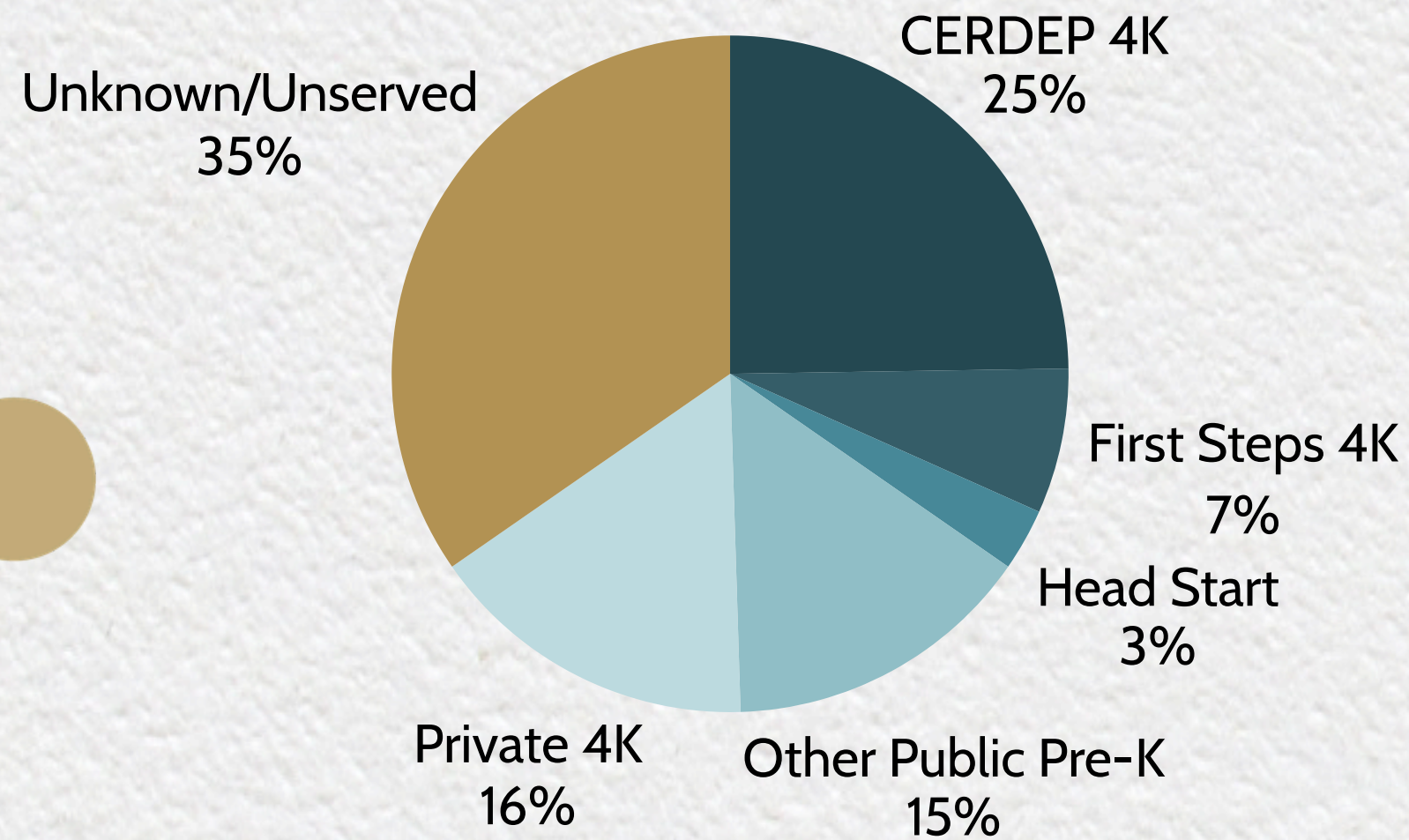
### Potentially Underserved

In the 2023-24 school year, **there were 18,342 students potentially eligible for CERDEP programming who did not participate in CERDEP or Head Start.**

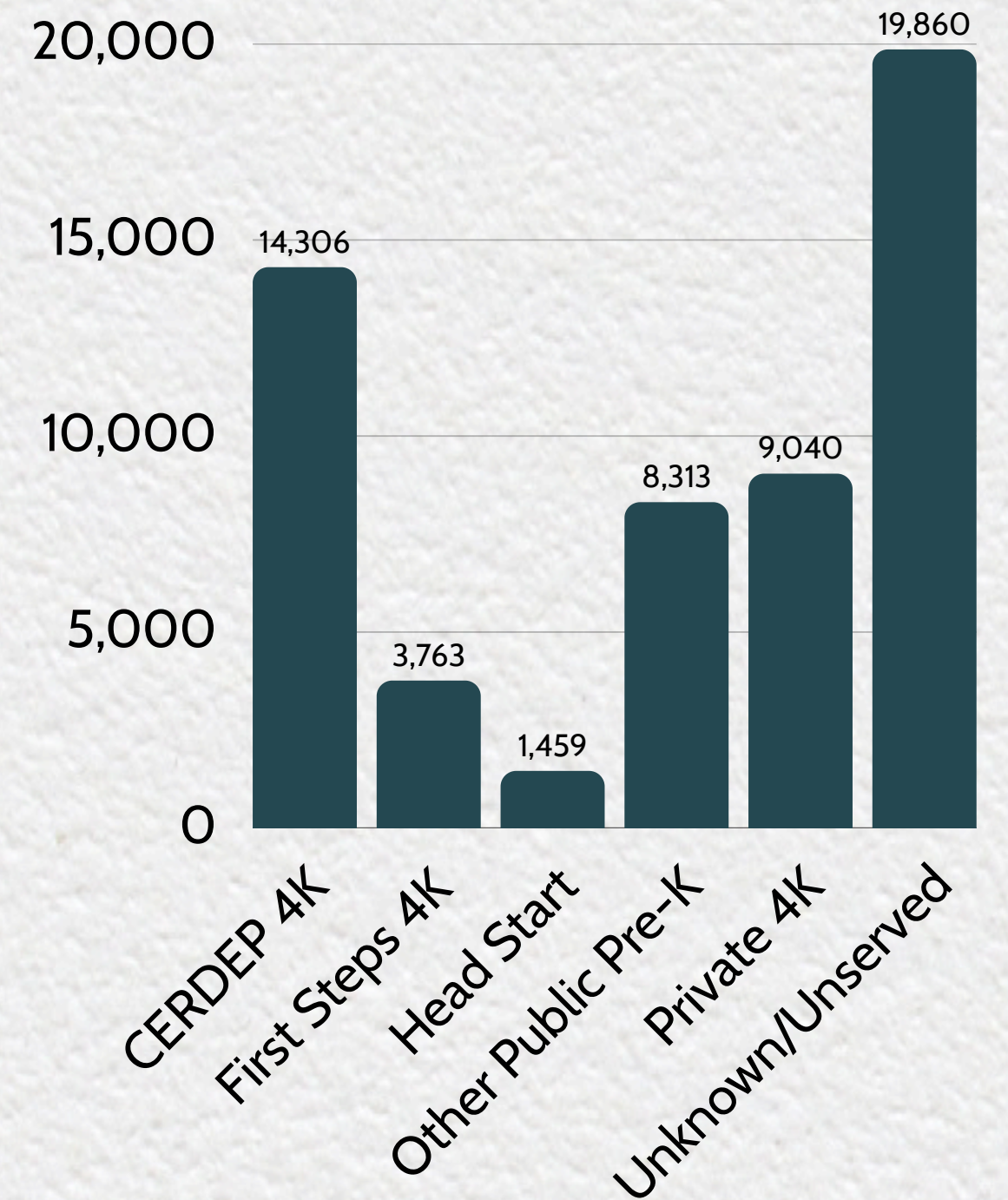




## % of Total Enrolled Kindergarten Students SY 2024- 25 by 4K Experience



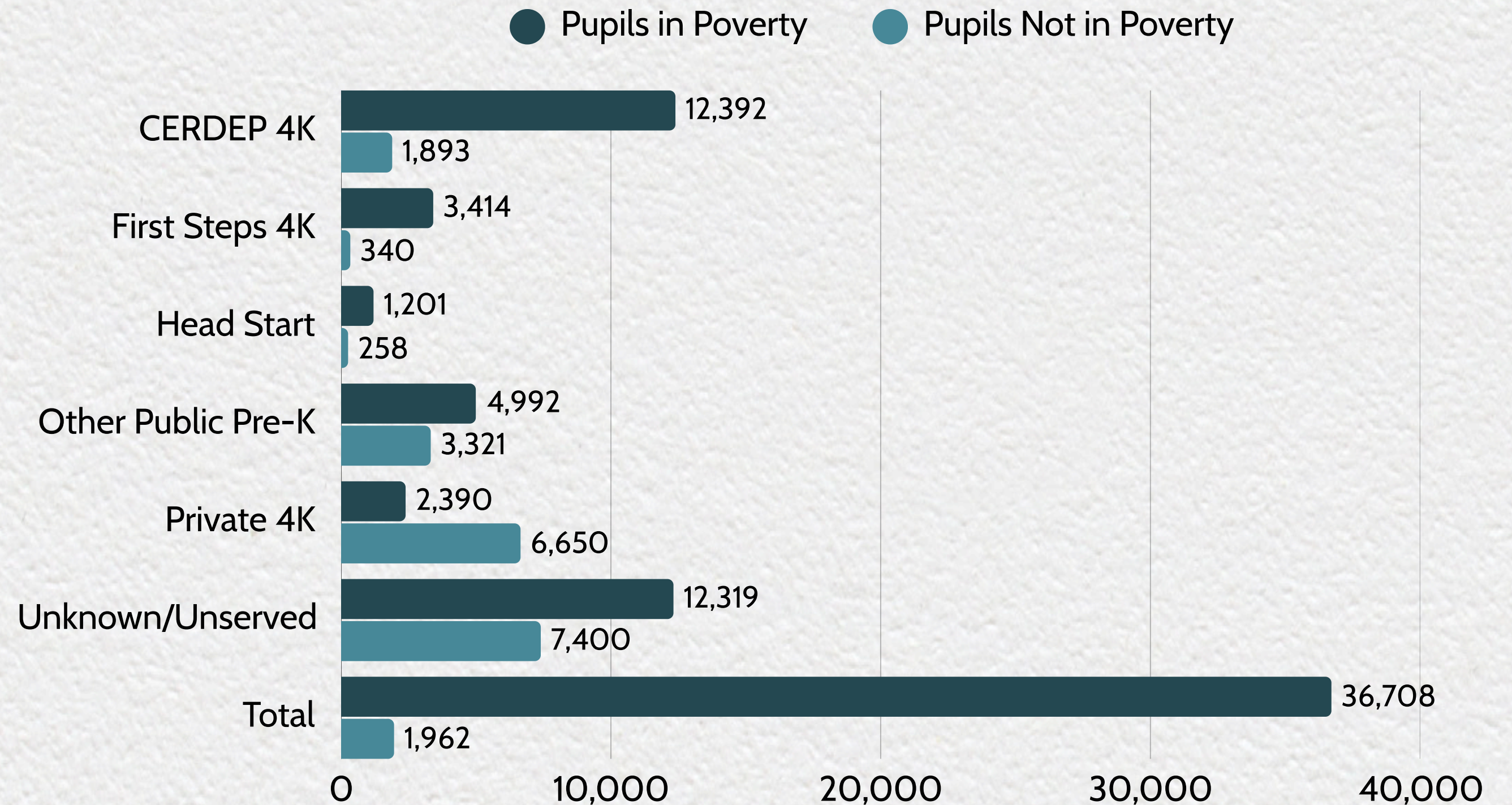
## Total Enrolled Kindergarten Students SY 2024- 25 by 4K Experience



Source: SC Education Oversight Committee. (2025) State-Funded Full-Day 4K Annual Report 2023-24 & 2024-2025. Retrieved from [https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report\\_CORRECTED\\_4\\_1\\_25.pdf](https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report_CORRECTED_4_1_25.pdf).

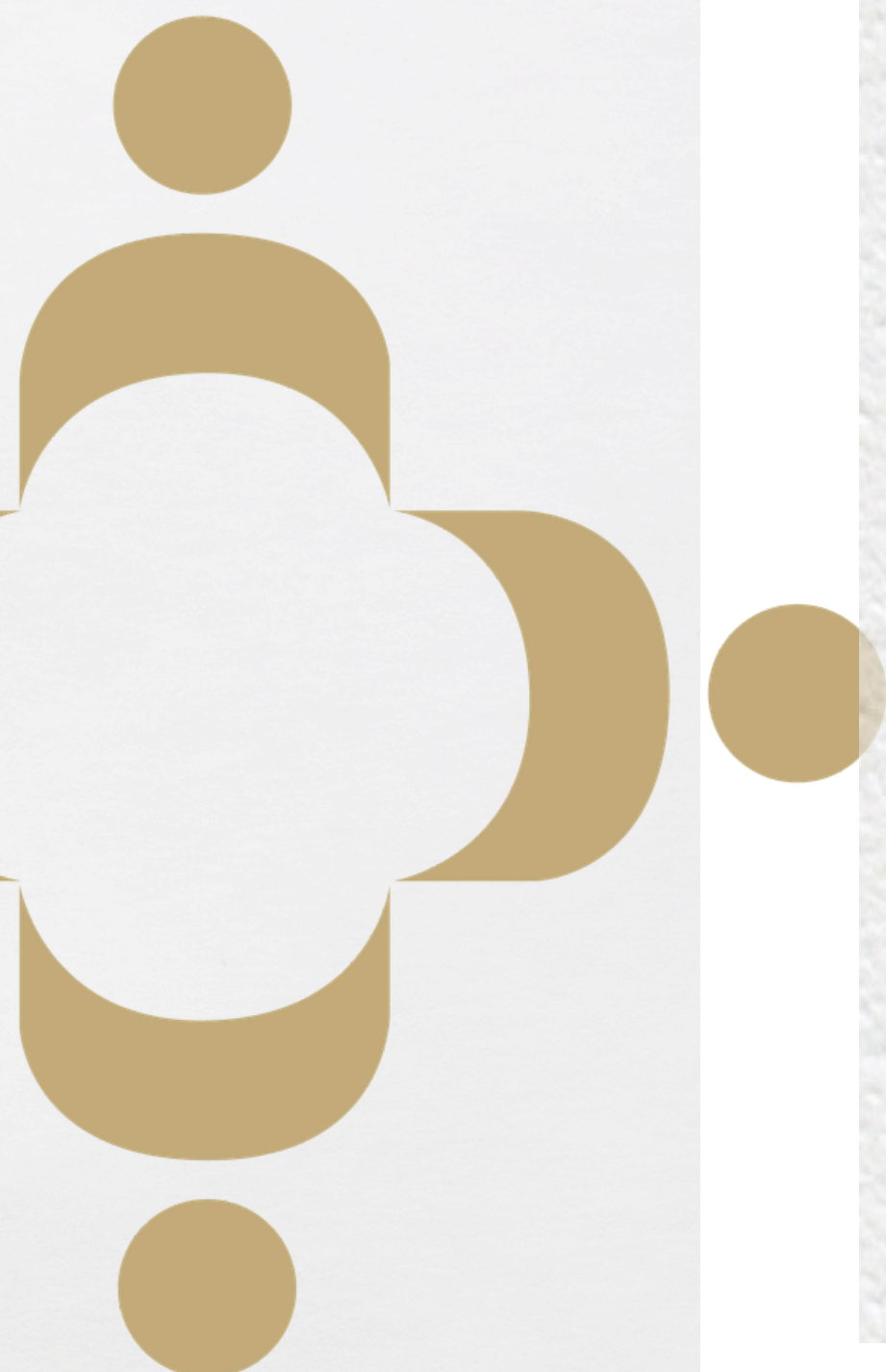


## Pupils in Poverty 5K (SY 2024-25) Served in 4K Experience (SY 2023-24)

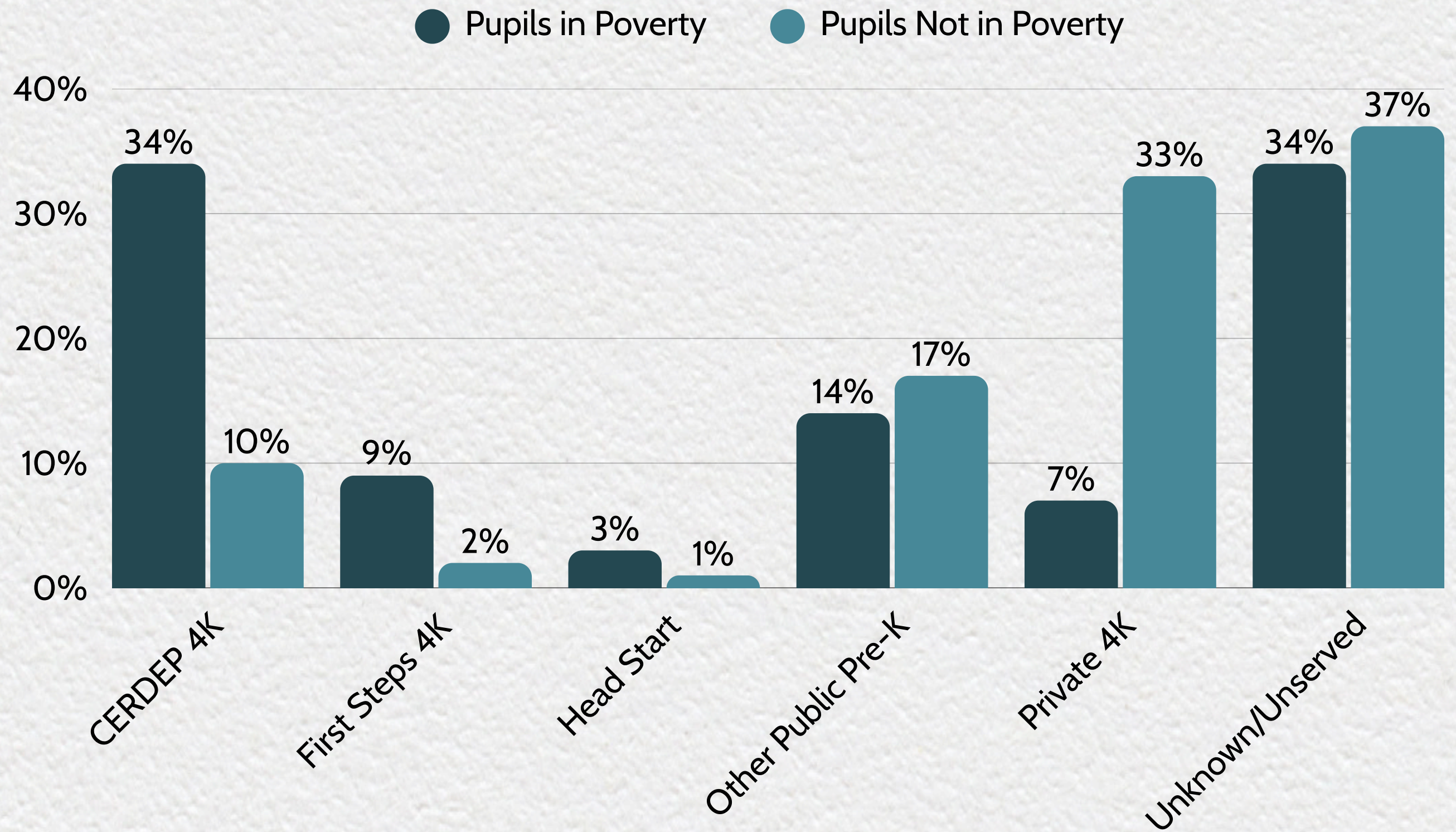


Source: SC Education Oversight Committee. (2025) State-Funded Full-Day 4K Annual Report 2023-24 & 2024-2025. Retrieved from [https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report\\_CORRECTED\\_4\\_1\\_25.pdf](https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report_CORRECTED_4_1_25.pdf).





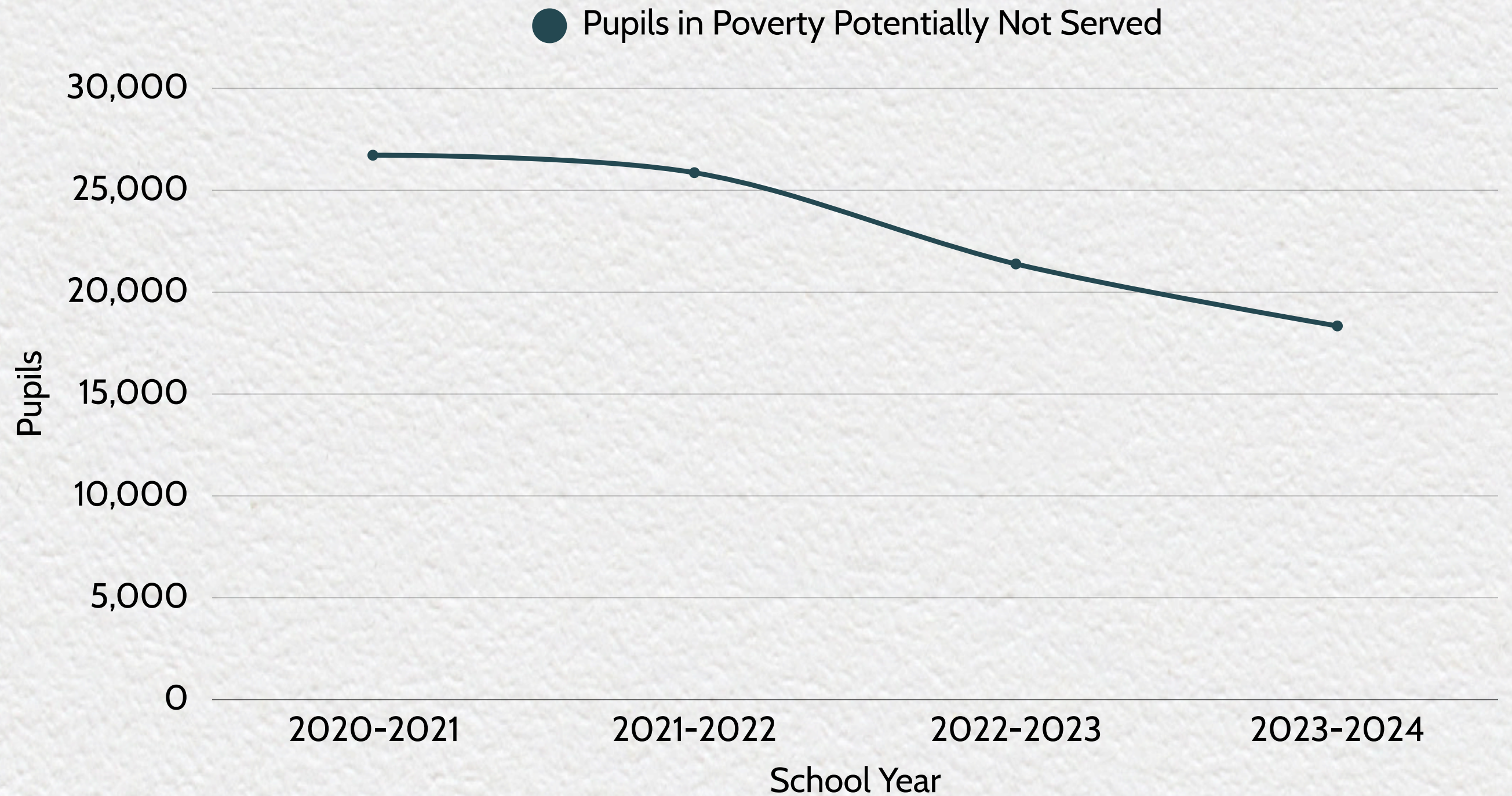
## % of Pupils in Poverty 5K (SY 2024-25) Served in 4K Experience (SY 2023-24)



Source: SC Education Oversight Committee. (2025) State-Funded Full-Day 4K Annual Report 2023-24 & 2024-2025. Retrieved from [https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report\\_CORRECTED\\_4\\_1\\_25.pdf](https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report_CORRECTED_4_1_25.pdf).

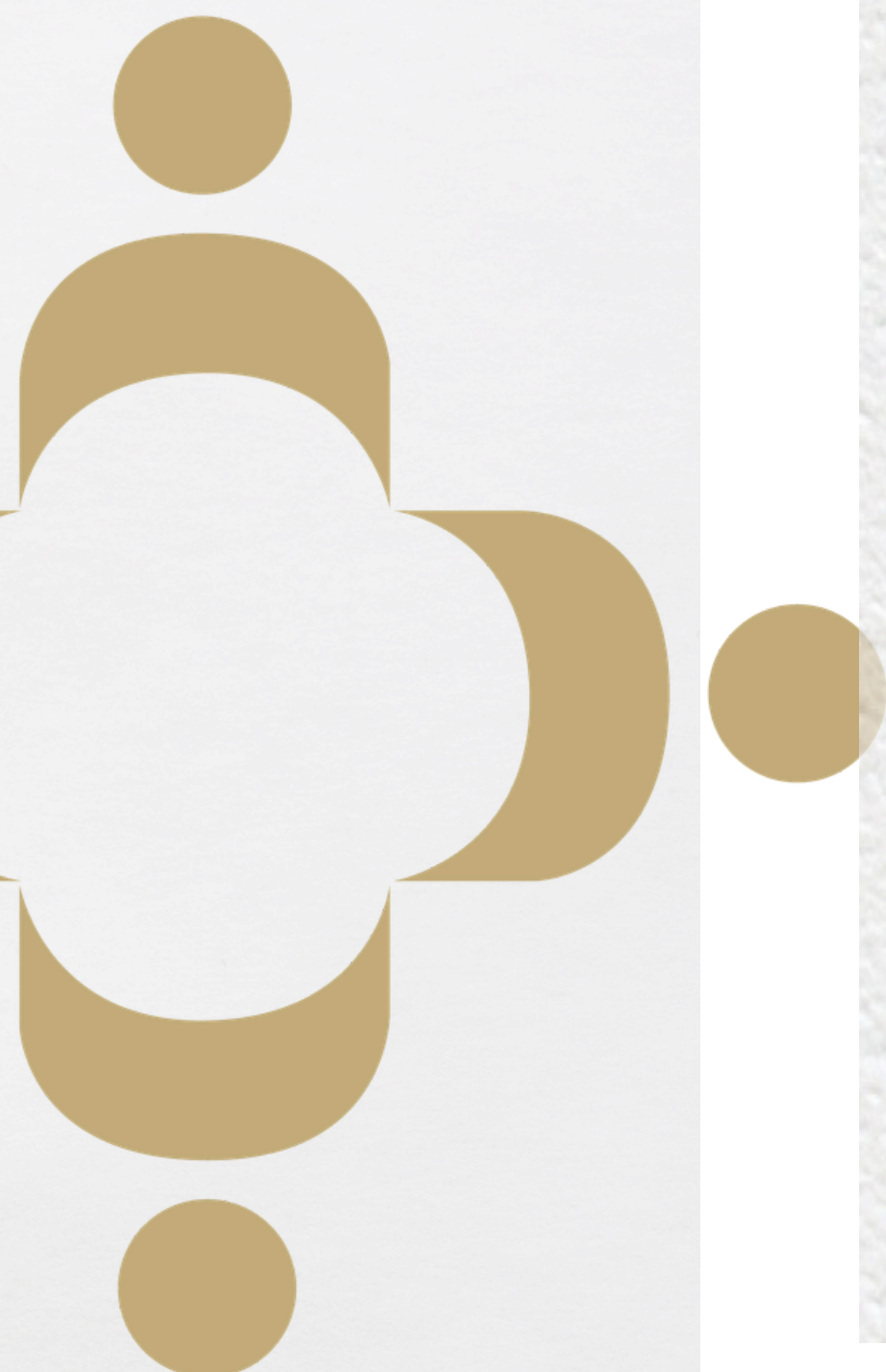


## Pupils in Poverty Potentially Not Served by CERDEP (SY 2020-2021 to 2023-2024)

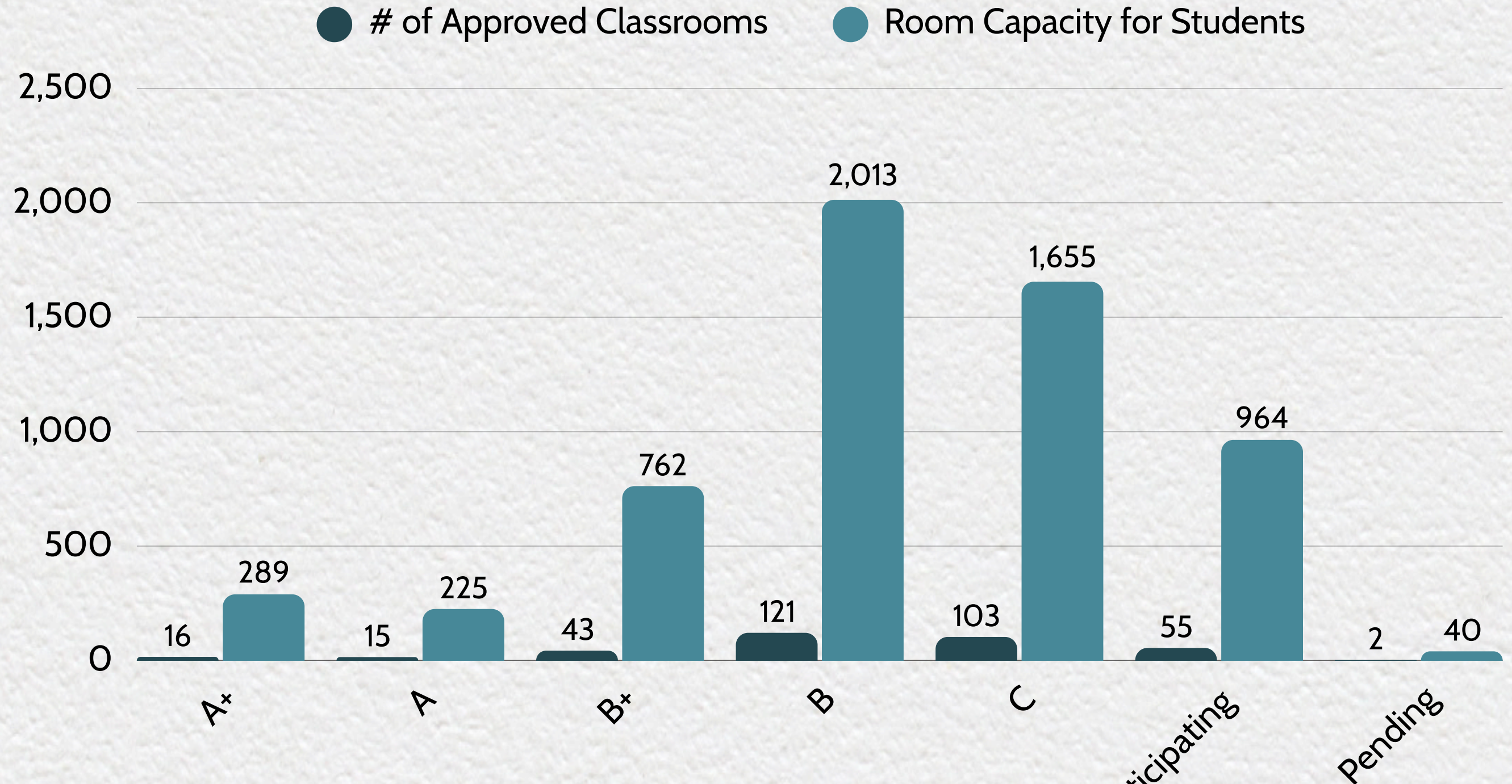


Source: SC Education Oversight Committee. (2025) State-Funded Full-Day 4K Annual Report 2023-24 & 2024-2025. Retrieved from [https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report\\_CORRECTED\\_4\\_1\\_25.pdf](https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report_CORRECTED_4_1_25.pdf).





## First Steps 4K Classrooms by ABC Quality Rating, 2024-25 School Year Capacity:

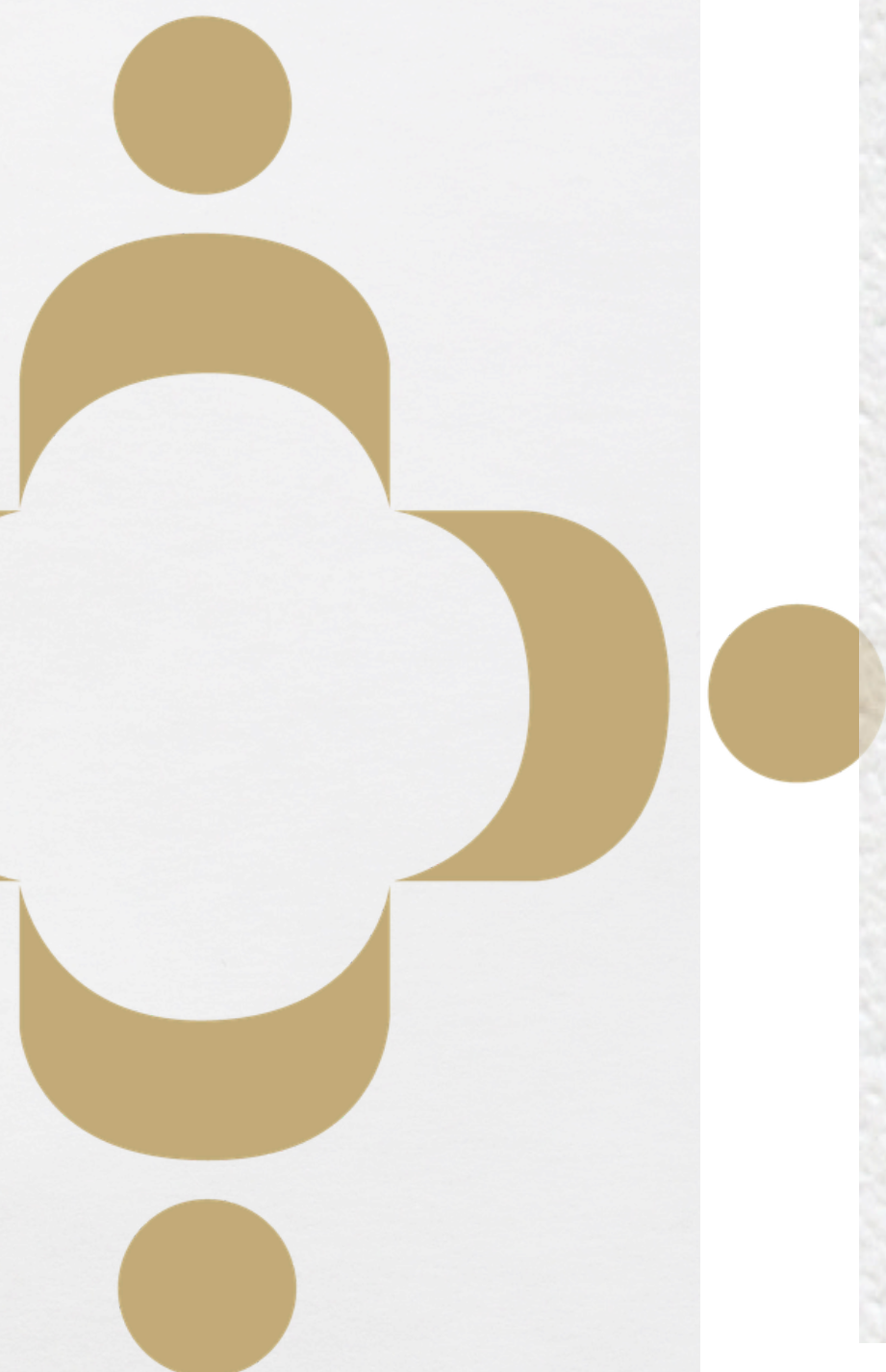


Source: SC Education Oversight Committee. (2025) State-Funded Full-Day 4K Annual Report 2023-24 & 2024-2025. Retrieved from [https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report\\_CORRECTED\\_4\\_1\\_25.pdf](https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report_CORRECTED_4_1_25.pdf).

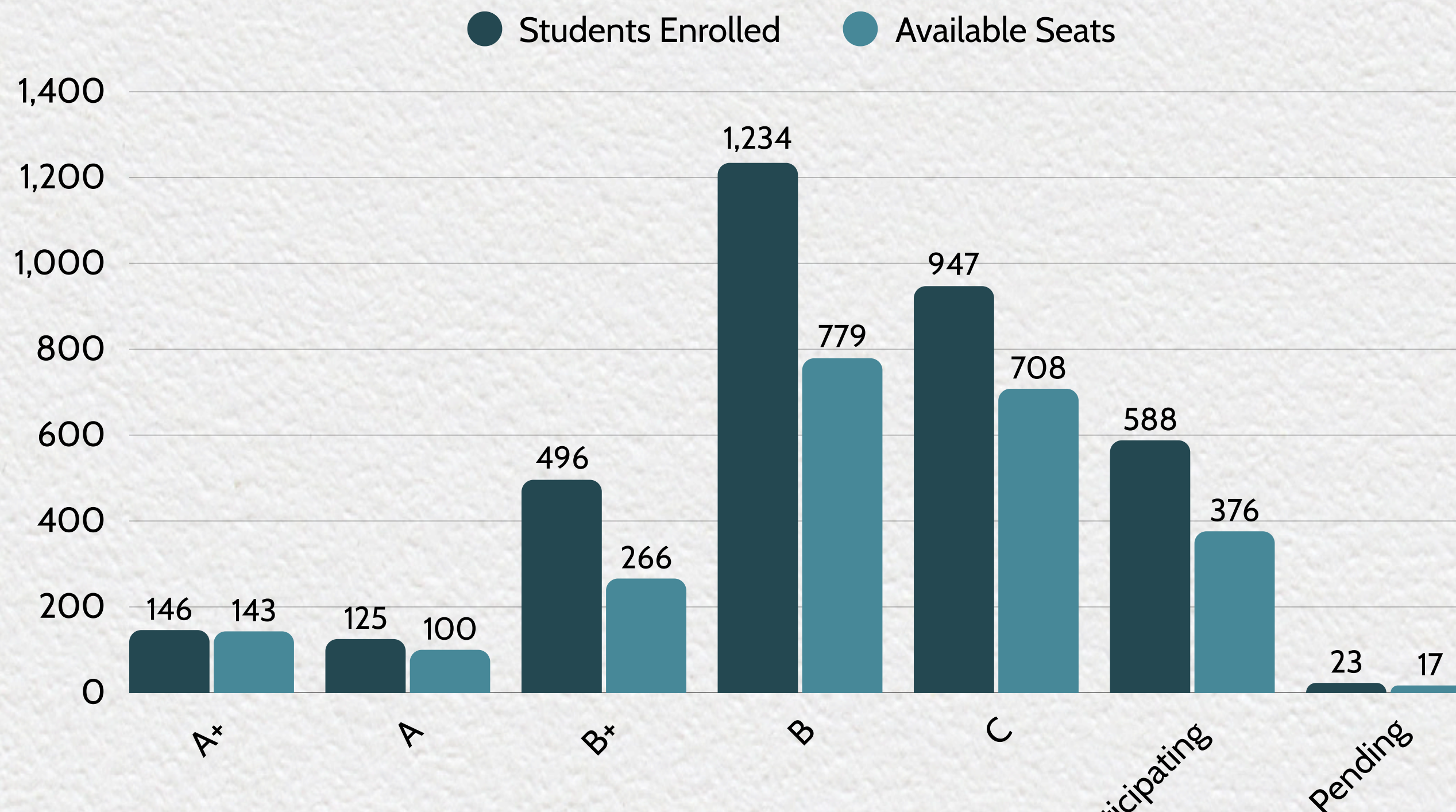


Participating



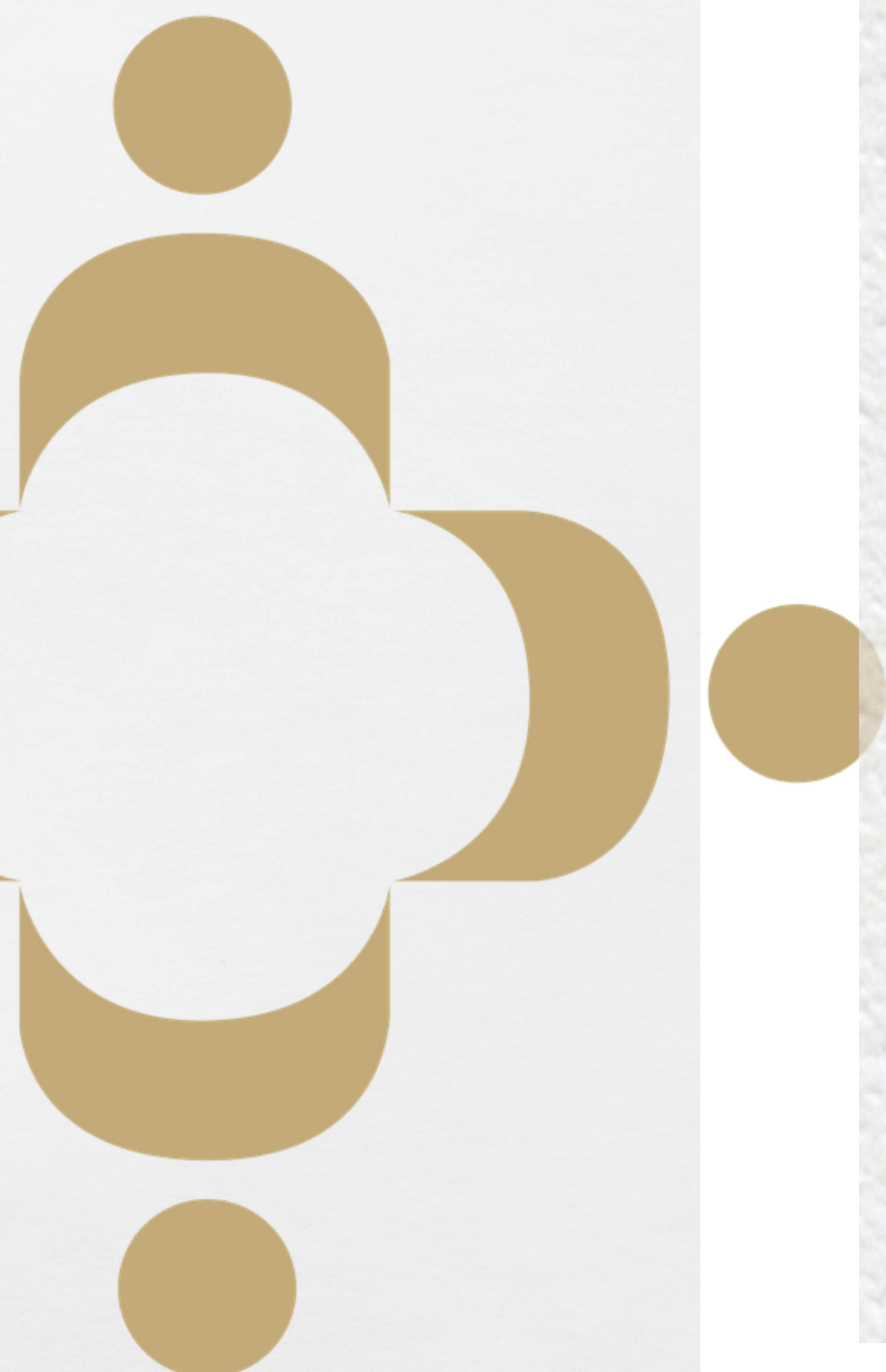


## First Steps 4K Classrooms by ABC Quality Rating, 2024-25 School Year Available Seats:

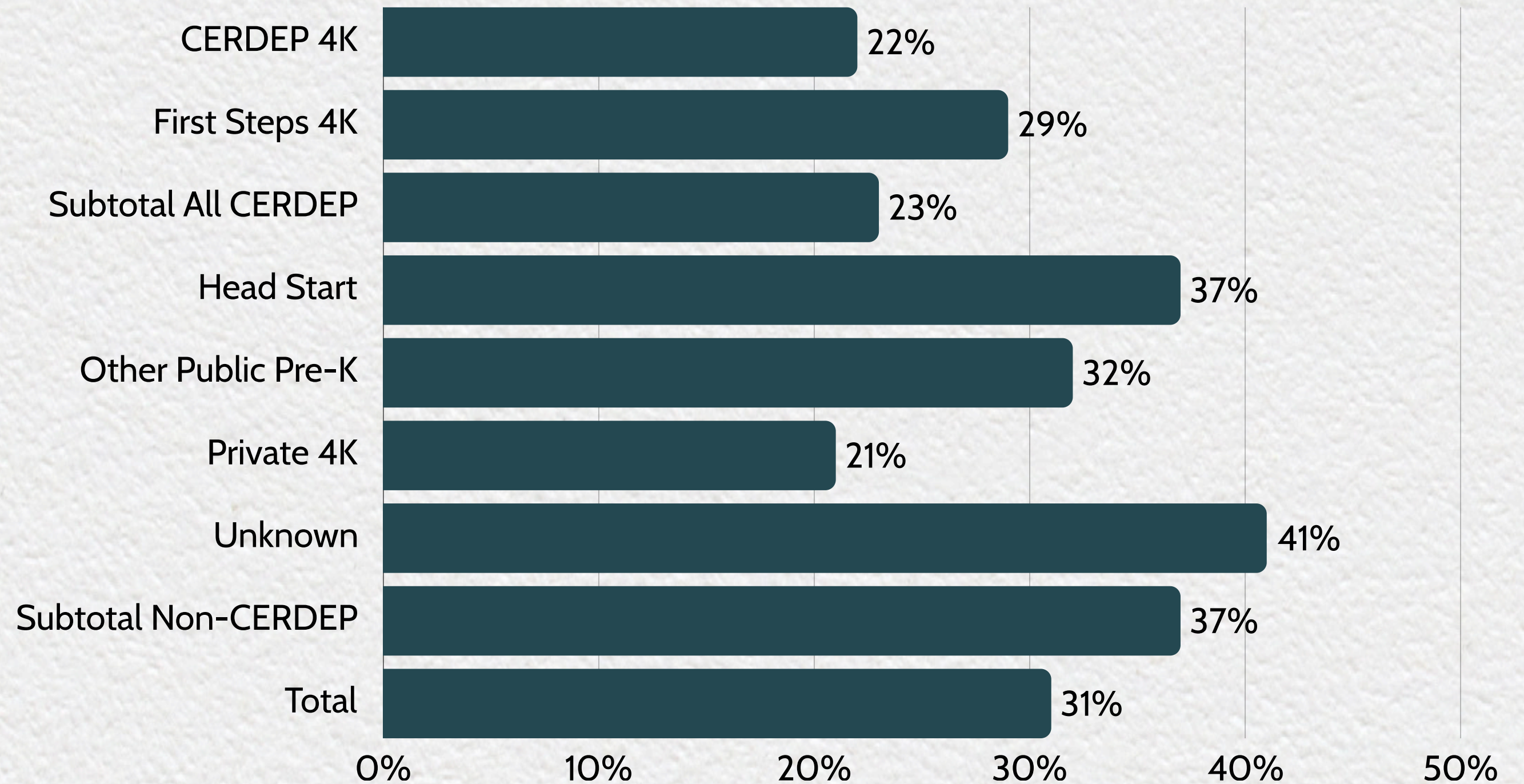


Source: SC Education Oversight Committee. (2025) State-Funded Full-Day 4K Annual Report 2023-24 & 2024-2025. Retrieved from [https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report\\_CORRECTED\\_4\\_1\\_25.pdf](https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report_CORRECTED_4_1_25.pdf).



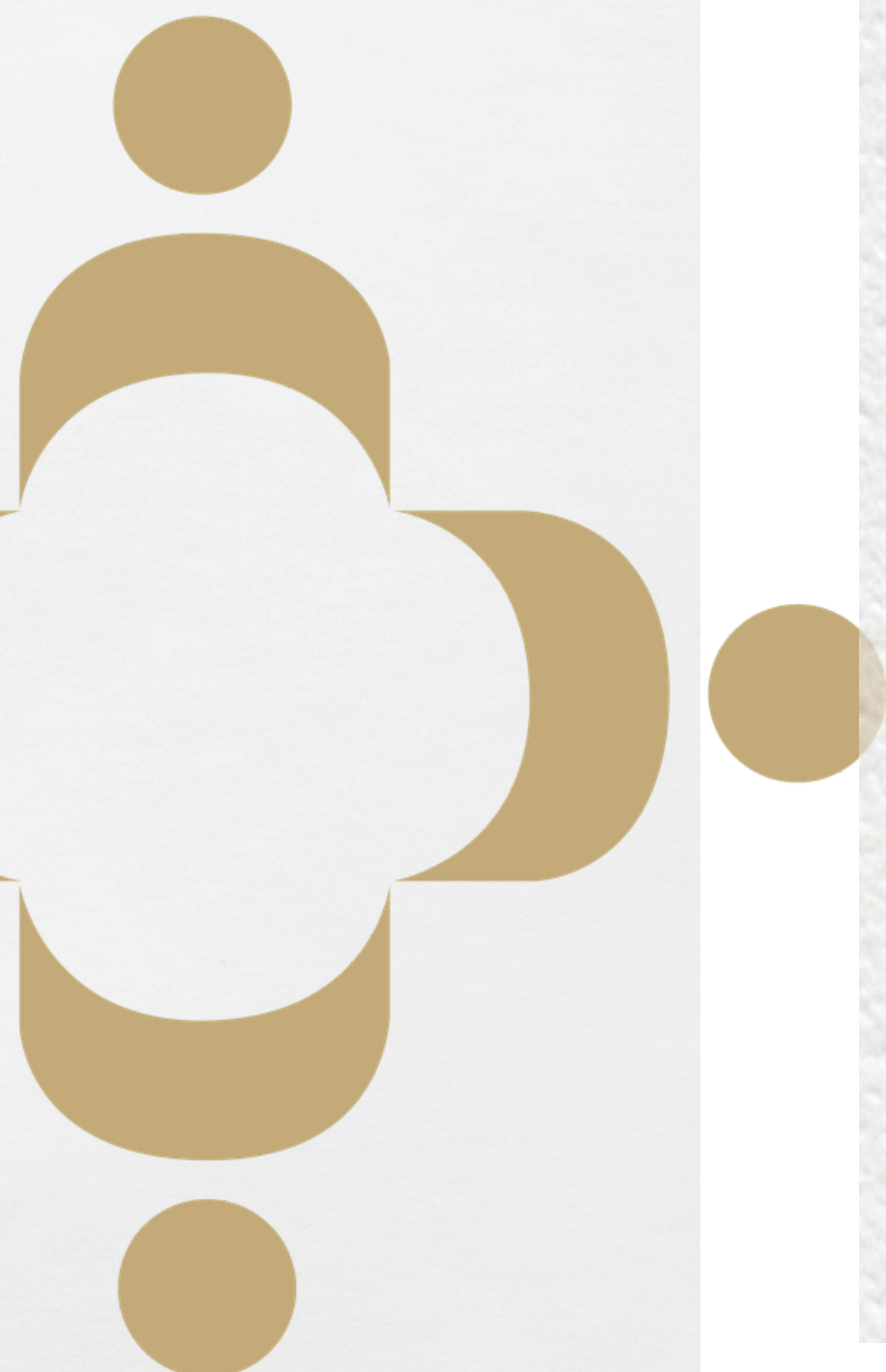


## Pupils in Poverty Kindergarten Readiness by 4K Experience: Emerging Readiness

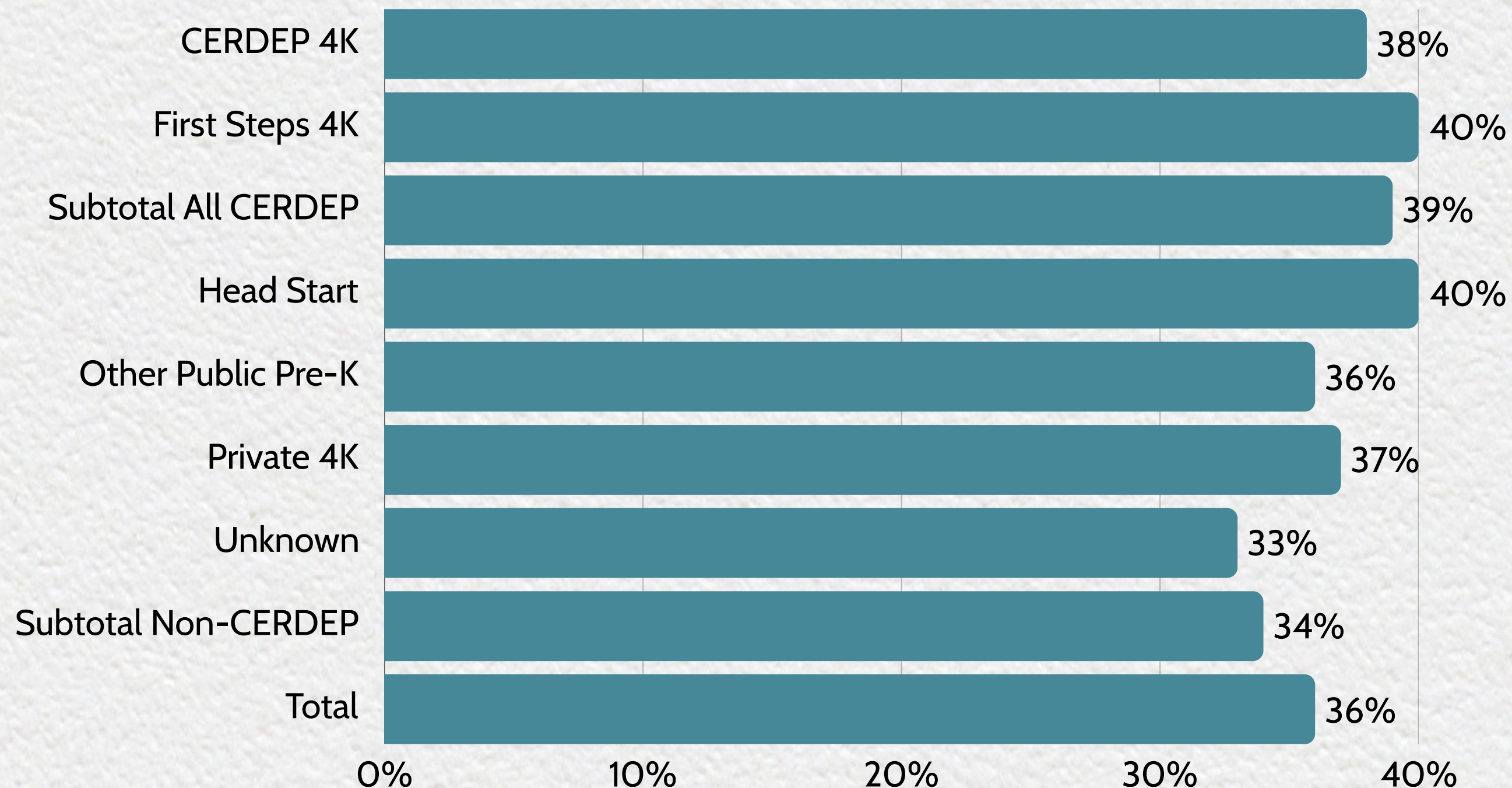


Source: SC Education Oversight Committee. (2025) State-Funded Full-Day 4K Annual Report 2023-24 & 2024-2025. Retrieved from [https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report\\_CORRECTED\\_4\\_1\\_25.pdf](https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report_CORRECTED_4_1_25.pdf).



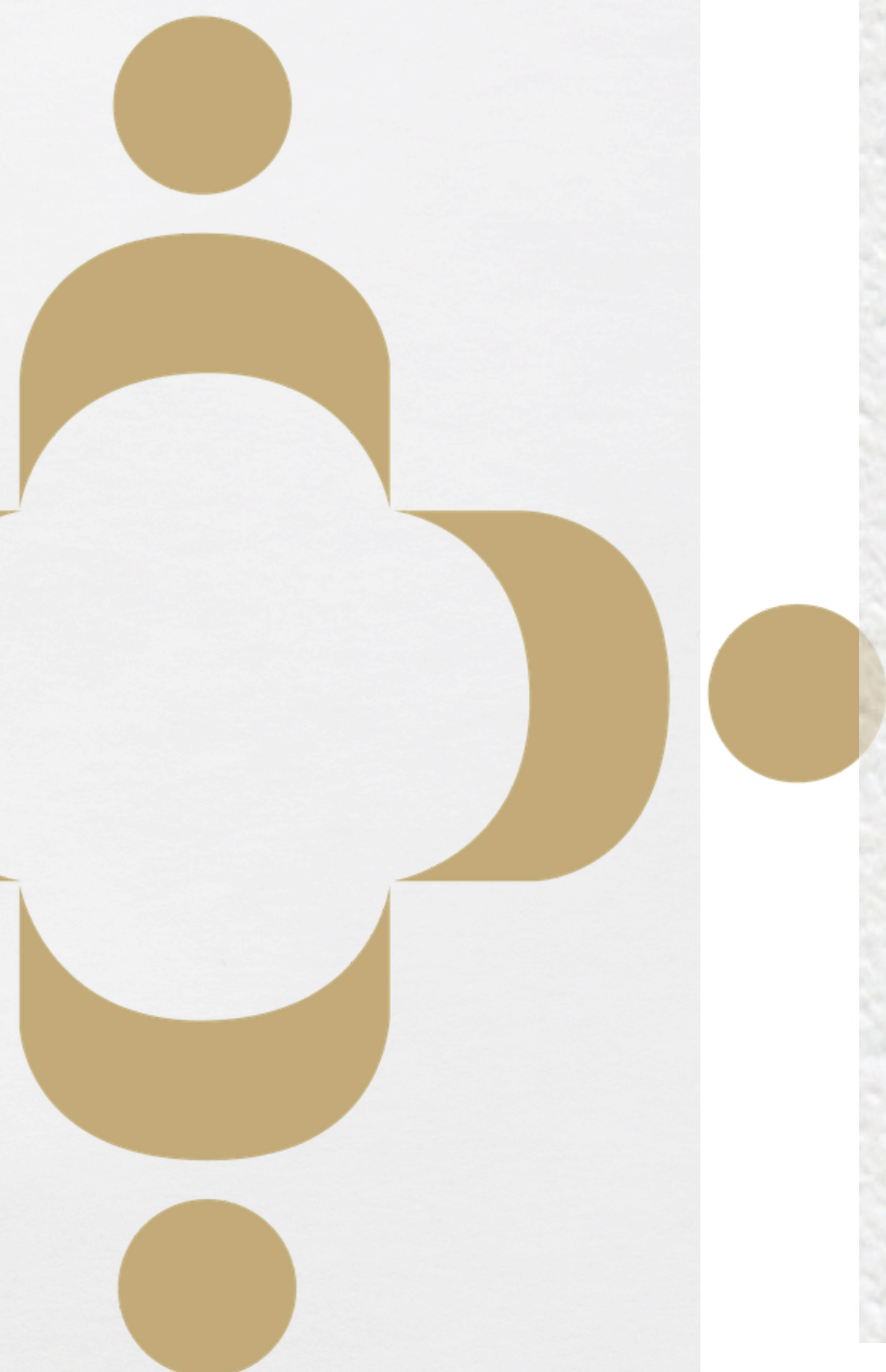


## Pupils in Poverty Kindergarten Readiness by 4K Experience: Approaching Readiness

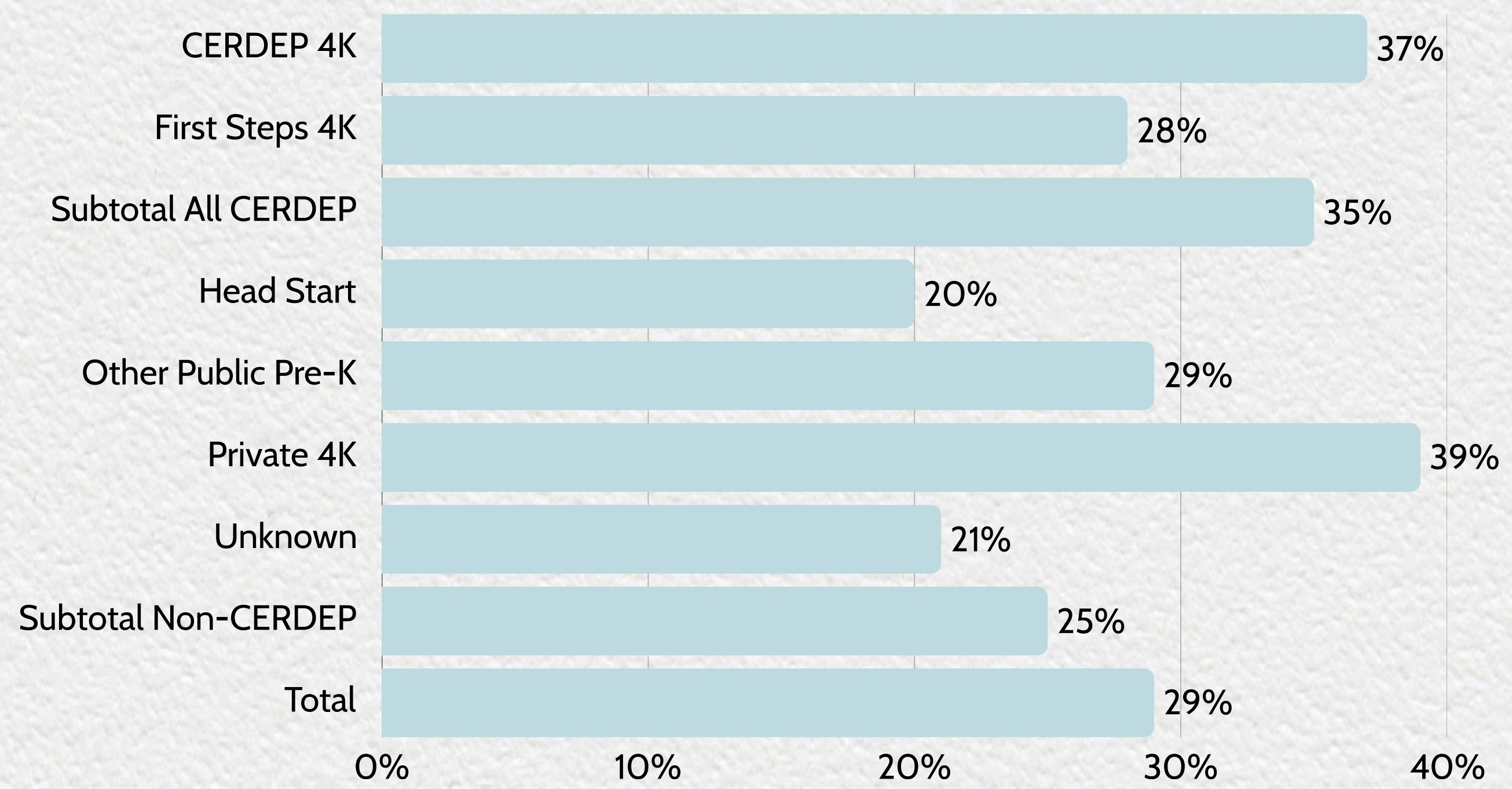


Source: SC Education Oversight Committee. (2025) State-Funded Full-Day 4K Annual Report 2023-24 & 2024-2025. Retrieved from [https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report\\_CORRECTED\\_4\\_1\\_25.pdf](https://www.scstatehouse.gov/reports/EducationOversightComm/CERDEP%202025%20Report_CORRECTED_4_1_25.pdf).





## Pupils in Poverty Kindergarten Readiness by 4K Experience: Emerging Readiness



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# State Level Data Regarding Preschool Students with Disabilities



## Children Ages 3-5 (not yet kindergarten) Receiving Special Education Services

Age	2020-21	2021-22	2022-23	2023-24	2024-25
Age 3	1,586	2,150	2,593	2,757	2,599
Age 4	2,768	2,950	3,405	3,921	3,926
Age 5 (Not Yet Kindergarten)	596	662	649	710	684
Total	4,950	5,762	6,647	7,388	7,209

Source of data is IDEA, Part B, Section 618, 2024 Child Count.

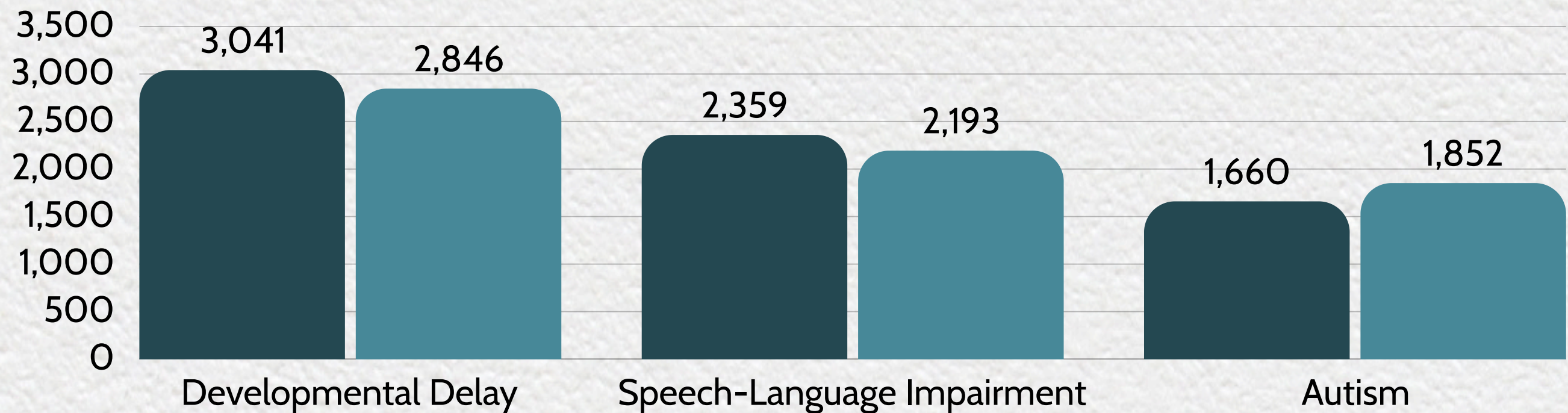
↑ 812
↑ 885
↑ 741
↓ 179



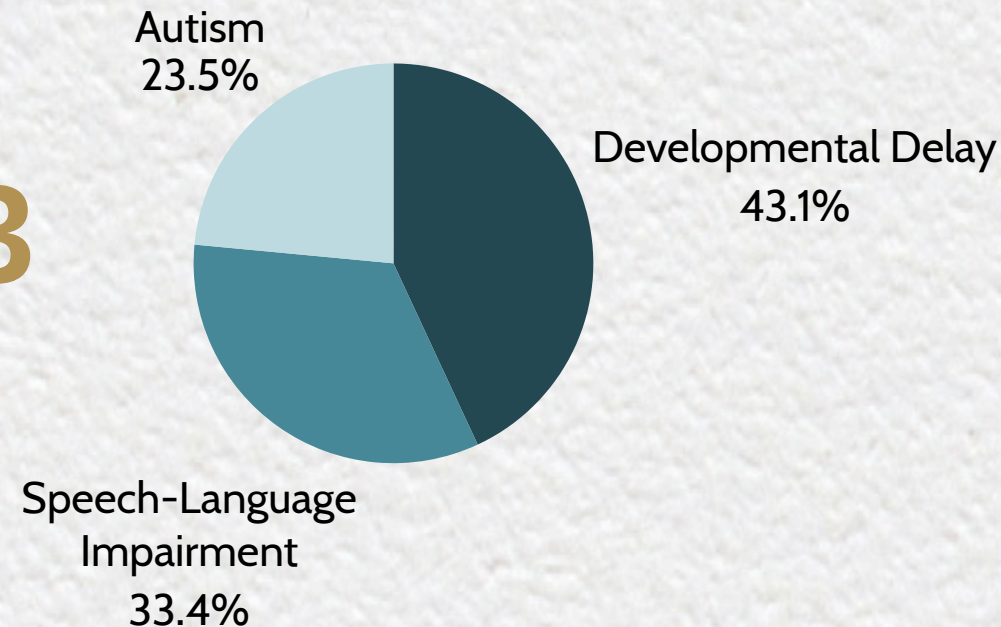


## Primary Disability Categories for Preschool Children

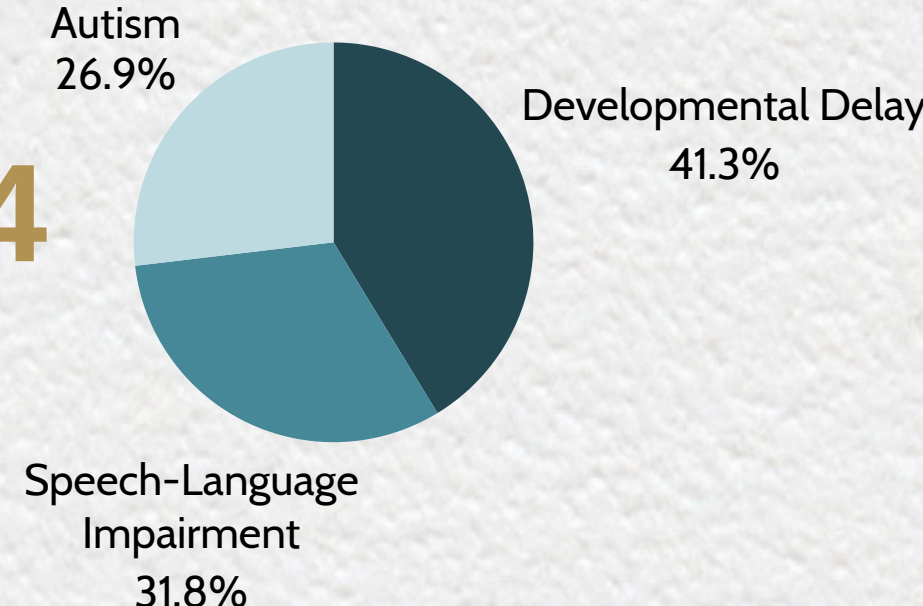
● 2023 ● 2024



2023



2024



Source: South Carolina Department of Education. Powerpoint Presentation via Evans, S. Email Communication to Farrell, T. (March 2025)



## Statewide Performance on Indicator 6

Category	Target	State Performance	Description
Target 6A: Regular Early Childhood Program and receiving the majority of special education and related services in the regular early childhood program.	35.68% (2023: 35.28%)	23.72% (2023: 32.67%)	Did not meet target, Slippage
Target 6B: Separate special education class, separate school or residential facility	30.45% (2023: 30.65%)	41.73% (2023: 33.22%)	Did not meet target, Slippage
Target 6C: Home	3.43% (2023: 3.44%)	0.83% (2023: 0.93%)	Met target, No Slippage

Source: South Carolina Department of Education. Powerpoint Presentation via Evans, S. Email Communication to Farrell, T. (March 2025)

## Statewide Performance on Indicator 7

Category	Target	State Performance	Description
<b>Outcome A: Positive Social-Emotional Skills</b>			
A1: Of those children who entered or exited the program below age level expectations who substantially increased their rate of growth by the time	88.03%	91.02%	Met target; No Slippage
A2: The percent of preschool children who were functioning within age expectations by the time of exit.	61.20%	45.06%	Did not meet target; No Slippage
<b>Outcome B: Acquisition and Use of Knowledge and Skills</b>			
B1: Of those children who entered or exited the program below age level expectations who substantially increased their rate of growth by the time	87.16%	90.21%	Met target; No Slippage
B2: The percent of preschool children who were functioning within age expectations by the time of exit.	59.81%	48.37%	Did not meet target; No Slippage
<b>Outcome C: Use of Appropriate Behaviors to Meet Their Needs</b>			
C1: Of those children who entered or exited the program below age level expectations who substantially increased their rate of growth by the time	90.53%	90.76%	Met target; No Slippage
C2: The percent of preschool children who were functioning within age expectations by the time of exit.	75.64%	55.49%	Did not meet target; Slippage

## Part C to Part B Transition Data & Statewide Performance on Indicator 12

# of Children who have been served in Part C and referred to Part B for Part B eligibility determination	3,769
# of those referred determined to be NOT eligible and whose eligibility was determined prior to 3 <sup>rd</sup> birthday	695
# of those found eligible who have an IEP developed and implemented by their 3 <sup>rd</sup> birthday	1,874
# for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR300.301(d) applied	1,096
# of children who were referred to Part C less than 90 days before their 3 <sup>rd</sup> birthdays	109
# of children whose parents chose to continue early intervention services beyond the child's 3 <sup>rd</sup> birthday through a state's policy under 34 CFR303.211 or a similar State option.	-

**Indicator 12 is a Compliance Indicator. Percent of children referred by Part C prior to age 3 who are found eligible for Part B, Only 100% performance is acceptable. and who have an IEP developed and implemented by their third birthdays: 98.84%.**

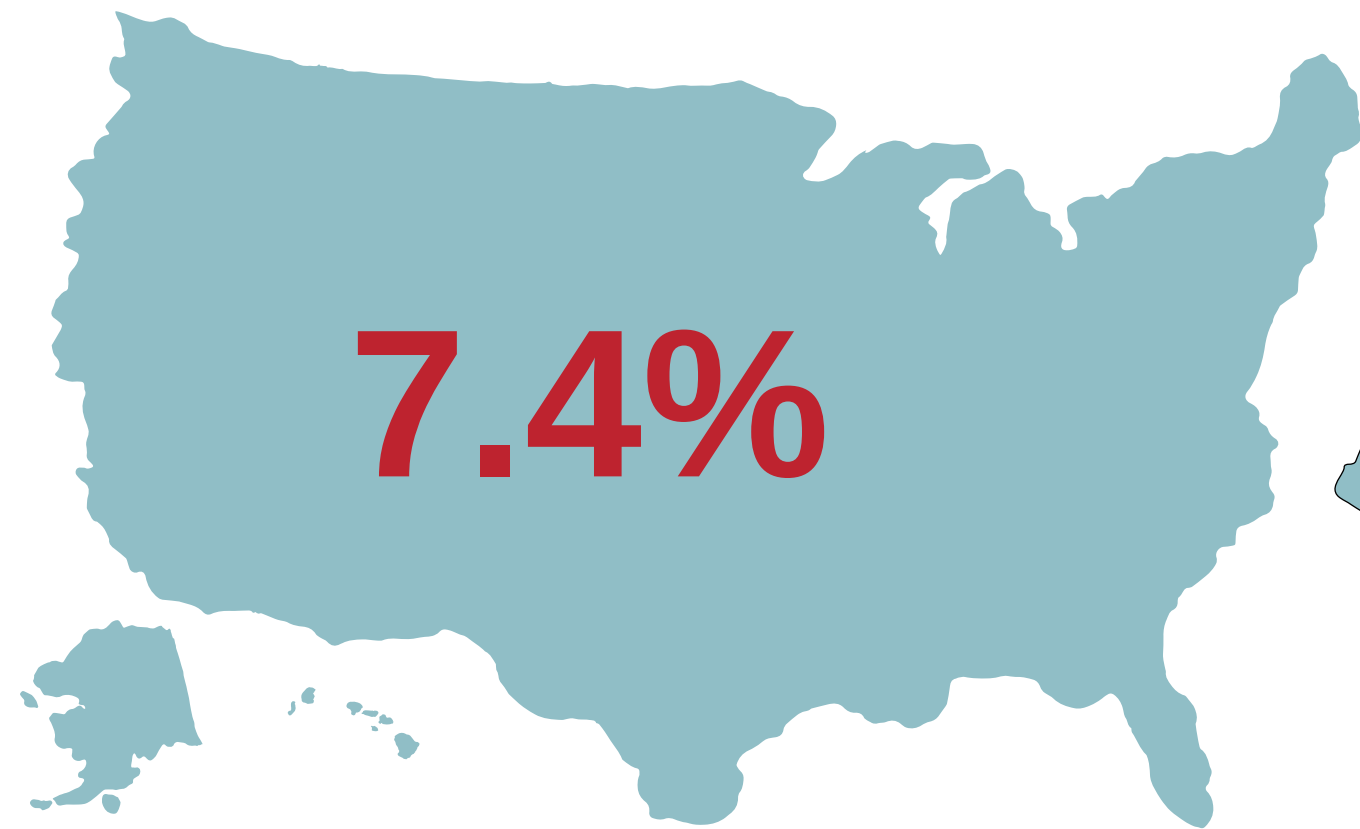


# Key Takeaways

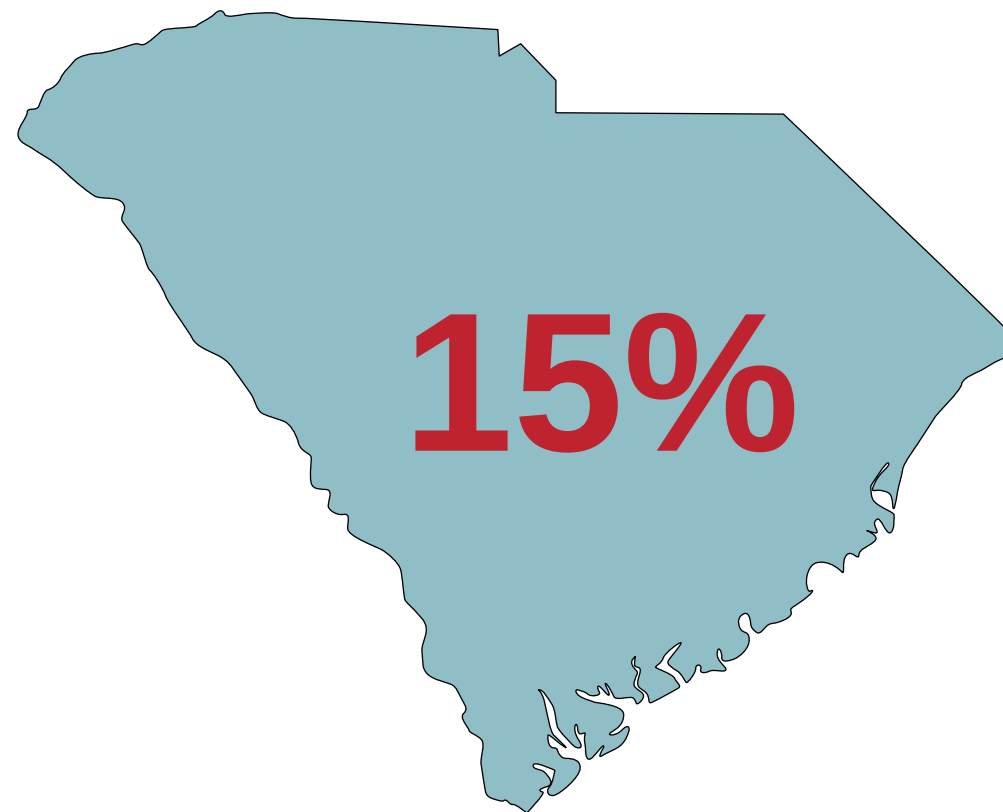


# Students with Disabilities Removed from the Classroom $\leq 10$ days

2022/2023



Special education students in South Carolina are suspended at a rate nearly twice the national average.<sup>1</sup>



There are reports of schools in South Carolina suspending students “off-the-book,” leaving those students ineligible for protections and resources provided to disabled students after 10 total days out of the classroom.<sup>1,2</sup>

Sources:

1. Geduld, A. (2025, June 24). SC suspends students with disabilities at a higher rate than any other state, investigation finds. Post and Courier. [https://www.postandcourier.com/news/sc-special-education-disabilities-students-suspension-idea-data/article\\_474bea01-72f3-458d-a190-fb96b0d368d8.html](https://www.postandcourier.com/news/sc-special-education-disabilities-students-suspension-idea-data/article_474bea01-72f3-458d-a190-fb96b0d368d8.html)
2. Rainville, J. (2025, November 24). Why Suspensions are Not the Answer (Especially in Preschool). South Carolina Appleseed Legal Justice Center. <https://www.scjustice.org/why-suspensions-are-not-the-answer/>.



# System Strain

- Exclusionary discipline like suspensions and expulsions, creates strain across the education system, often leading to burnout among educators and support staff.<sup>1,2</sup>
- Education instability compounds stressors and financial burden for South Carolina families when a child is removed from the classroom environment and they are left without a critical and often primary source of childcare.<sup>3-5</sup>

Sources:

1. Child Welfare League of America. (n.d.). The Effect of Exclusionary Discipline on Students. <https://www.cwla.org/the-effect-of-exclusionary-discipline-on-students/>.
2. Magro, S. W., Mondri, C. F., Rihal, T. K., & Carlson, E. A. (2025). Site and Provider Characteristics Associated with the Use of Exclusionary Discipline in Minnesota Early Care and Education Sites. *Early education and development*, 36(1), 129–144. <https://doi.org/10.1080/10409289.2024.2360880>.
3. Geduld, A. (2025, June 24). SC suspends students with disabilities at a higher rate than any other state, investigation finds. *Post and Courier*. [https://www.postandcourier.com/news/sc-special-education-disabilities-students-suspension-idea-data/article\\_474bea01-72f3-458d-a190-fb96b0d368d8.html](https://www.postandcourier.com/news/sc-special-education-disabilities-students-suspension-idea-data/article_474bea01-72f3-458d-a190-fb96b0d368d8.html)
4. Rainville, J. (2025, November 24). Why Suspensions are Not the Answer (Especially in Preschool). *South Carolina Appleseed Legal Justice Center*. <https://www.scjustice.org/why-suspensions-are-not-the-answer/>.
5. Giordano, K., Oh, Y., Stolovitz, R. et al. Expulsion from Community Childcare: Predictors and Patterns Across Time. *Early Childhood Educ J* (2025). <https://doi.org/10.1007/s10643-025-01933-8>.



# Exclusionary Discipline and Adverse Childhood Experiences (ACEs)

- Nationally, exclusionary discipline rates are higher among children who experience heightened economic disadvantage and exposure to ACEs.<sup>1</sup>
- ACEs include:<sup>2</sup>
  - Household Mental Illness
  - Household Substance Use
  - Household Incarceration
  - Parental Support/Divorce
  - Household Domestic Violence
  - Physical Abuse
  - Emotional Abuse
  - Sexual Abuse

Sources:

1. So, M., Freese, R. L., & Barnes, A. J. (2024). Pushed Out and Drawn In: Exclusionary Discipline, Mental Health and Protective Factors Among Youth in Public Schools. *The Journal of school health*, 94(2), 128–137. <https://doi.org/10.1111/josh.13405>.

2. Von Nessen, J.C. (2025). Estimating the Economic Impact of Child Abuse and Neglect in South Carolina. The Children's Trust of South Carolina. Retrieved from: [https://schildren.org/wp-content/uploads/2025/11/Estimating\\_the\\_Economic\\_Impact\\_of\\_Child\\_Abuse\\_and\\_Neglect\\_in\\_South\\_Carolina.pdf](https://schildren.org/wp-content/uploads/2025/11/Estimating_the_Economic_Impact_of_Child_Abuse_and_Neglect_in_South_Carolina.pdf).

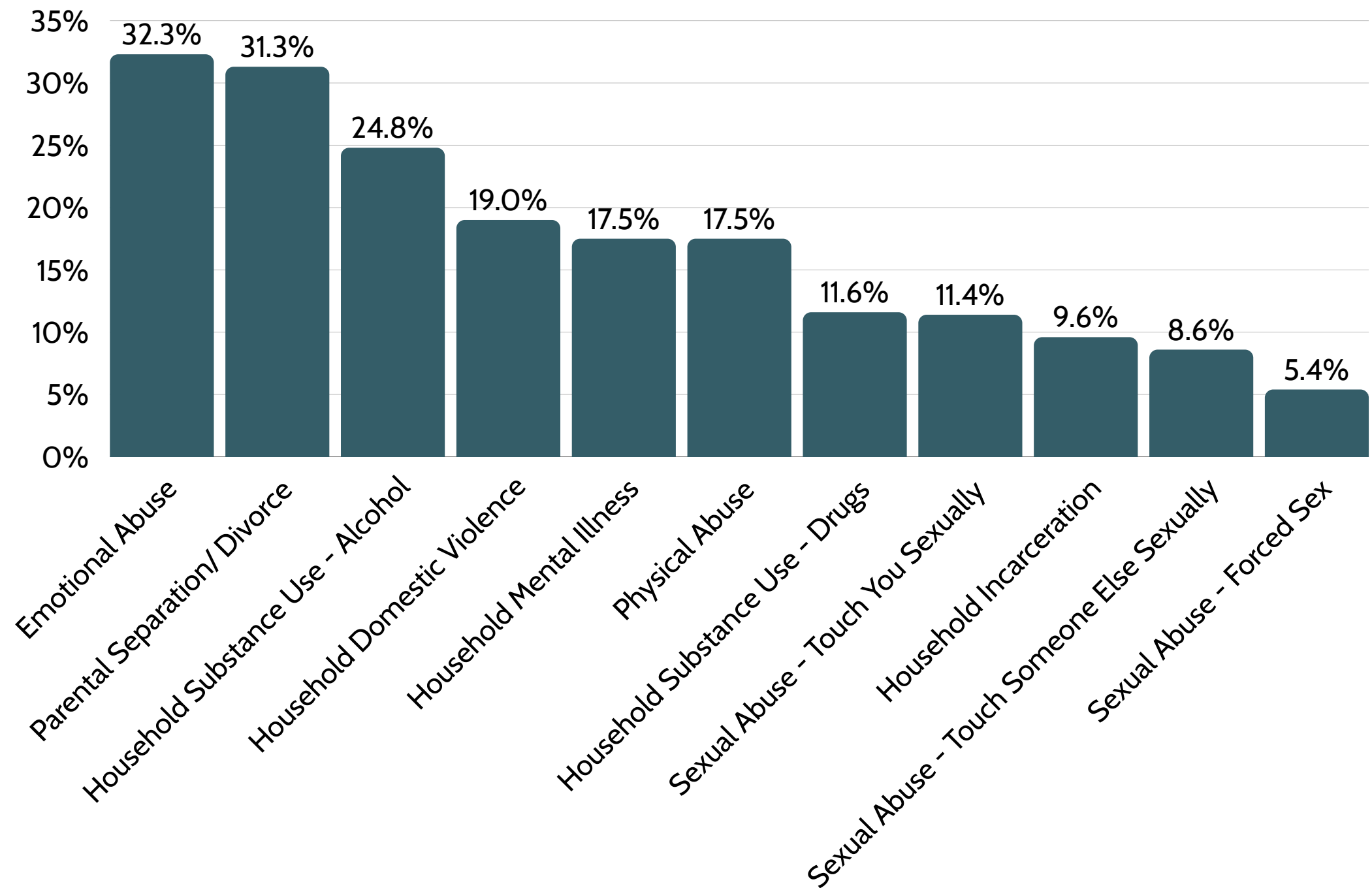


# ACEs in South Carolina



South Carolina's national ranking for the rate of childhood abuse and neglect

### Prevalence of ACEs in South Carolina by Type



Source: Von Nessen, J.C. (2025). Estimating the Economic Impact of Child Abuse and Neglect in South Carolina. The Children's Trust of South Carolina. Retrieved from: [https://scchildren.org/wp-content/uploads/2025/11/Estimating\\_the\\_Economic\\_Impact\\_of\\_Child\\_Abuse\\_and\\_Neglect\\_in\\_South\\_Carolina.pdf](https://scchildren.org/wp-content/uploads/2025/11/Estimating_the_Economic_Impact_of_Child_Abuse_and_Neglect_in_South_Carolina.pdf).



# Economic Impact in South Carolina: ACEs

2025

*“Child abuse and neglect (as measured by the number of ACEs) has been found to lead to higher rates of unemployment, high school non-completion, poverty, and housing and food insecurity.”*

*“The lower wages, higher workplace absenteeism, and higher medical costs that arise due to child abuse and neglect (as measured through the number of ACEs) is estimated to generate a total of \$74.2 billion in annual economic losses across South Carolina.”*

**Annual  
Total  
Economic  
Losses**

**-\$45.7B**

*Direct Effect*

**-\$28.5B**

*Multiplier Effect*

**-\$74.2B**

*Total Impact*

**Annual  
Labor  
Income  
Losses**

**-\$13.2B**

*Direct Effect*

**-\$8.4B**

*Multiplier Effect*

**-\$21.6B**

*Total Impact*

Source: Von Nessen, J.C. (2025). Estimating the Economic Impact of Child Abuse and Neglect in South Carolina. The Children's Trust of South Carolina. Retrieved from: [https://scchildren.org/wp-content/uploads/2025/11/Estimating\\_the\\_Economic\\_Impact\\_of\\_Child\\_Abuse\\_and\\_Neglect\\_in\\_South\\_Carolina.pdf](https://scchildren.org/wp-content/uploads/2025/11/Estimating_the_Economic_Impact_of_Child_Abuse_and_Neglect_in_South_Carolina.pdf).



# Economic Impact in South Carolina: Childcare

2025

*In March of 2025, 500 parents with children under the age of 6 were surveyed to understand how childcare issues impacted employment and education.*

**-\$997M**

***“Childcare issues result in an estimated \$997 million annual loss for South Carolina’s economy”***

**40%**

***“of parents attending school or work training needed to make a significant adjustment to their schedule due to childcare issues in the past year”***

**-\$179M**

***“South Carolina misses an estimated \$179 million annually in tax revenue due to childcare issues”***

**-\$818M**

***“Childcare-related employee turnover and absenteeism costs South Carolina employers an estimated \$818 million per year”***

**50%**

***“of parents of young children missed work or class at least once in the past three months for childcare-related reasons”***

**10%**

***“of parents reported leaving their job as a direct result of issues with childcare in the past year”***



# **Demonstrated Successes and Areas of Opportunity**



# Mixed Methods Analysis: Adopting Shared Definitions of Suspension and Expulsion in Early Childhood

*PYRAMID PIECES - Understanding and Preventing Suspension and Expulsion in Early Childhood Settings Module*

Role	n	%
Teacher	221	34.4
Director	178	27.7
Assistant Teacher	64	10
Public School Administrator	56	8.7
Trainer / Technical Assistance Provider	51	7.9
Other Roles	73	11.3

Source:

1. Googe, HS., Ascetta, KE., Viotto, J. & Kannengieser, K. (2025). Adopting Shared Definitions of Suspension and Expulsion in Early Childhood.



# Mixed Methods Analysis: Adopting Shared Definitions of Suspension and Expulsion in Early Childhood

*PYRAMID PIECES - Understanding and Preventing Suspension and Expulsion in Early Childhood Settings Module*

## Self-Reported Supports Needed to Reduce Suspension/Expulsion

Support Type	n	%
Training on positive classroom management strategies	565	87.9
In-classroom coaching or consultation	553	86
Training on social and emotional development	553	86
Access to family supports related to child development and	540	84
Access to behavior support services	536	83.4
Access to Infant and Early Childhood Mental Health	494	76.8
Other	29	4.5

## Implications

“Developing shared definitions of exclusionary practices at the state level can set the stage to developing policy to limit the use of exclusionary practices.”

“Sharing the supports needed to reduce or eliminate the use of exclusionary practices with decision makers may result in more resources for professional development.”

Source:

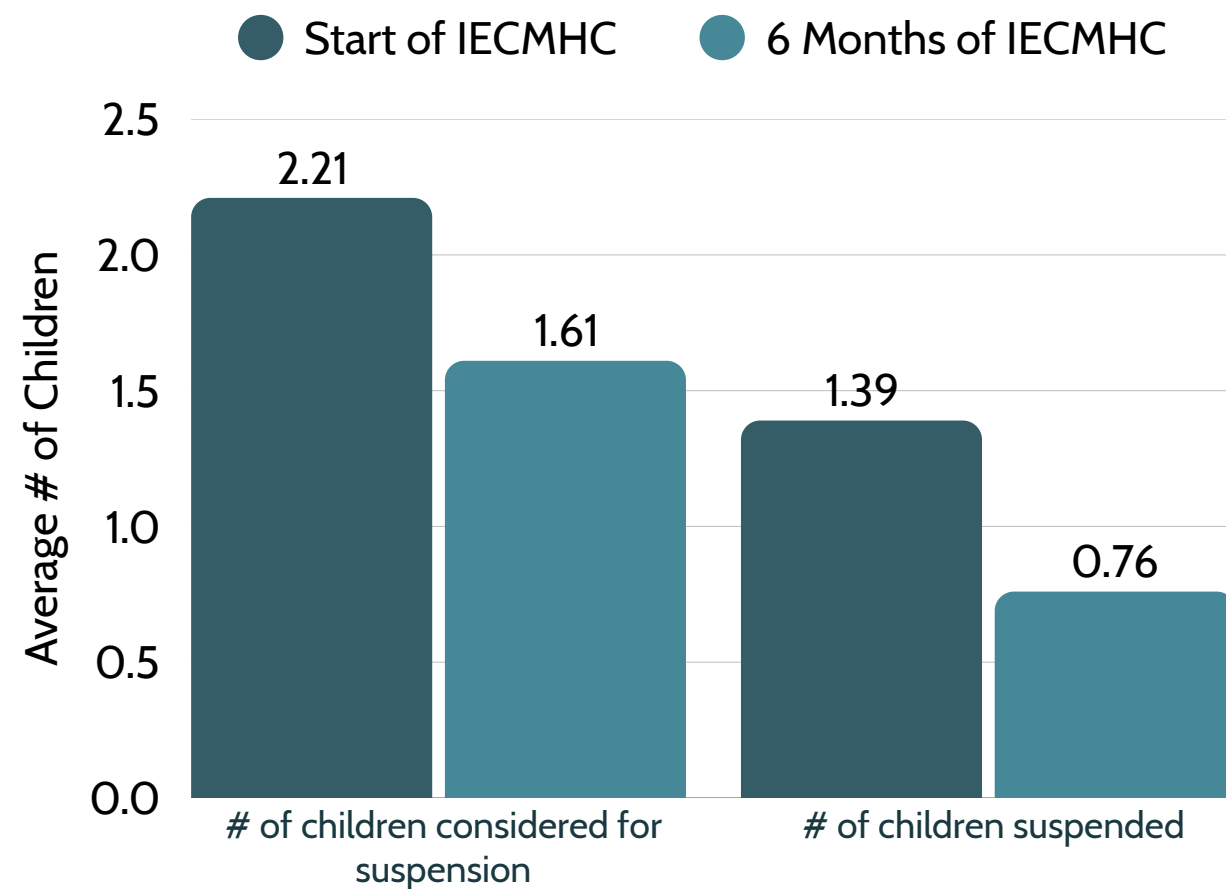
1. Googe, HS., Ascetta, KE., Viotto, J. & Kannengieser, K. (2025). Adopting Shared Definitions of Suspension and Expulsion in Early Childhood.



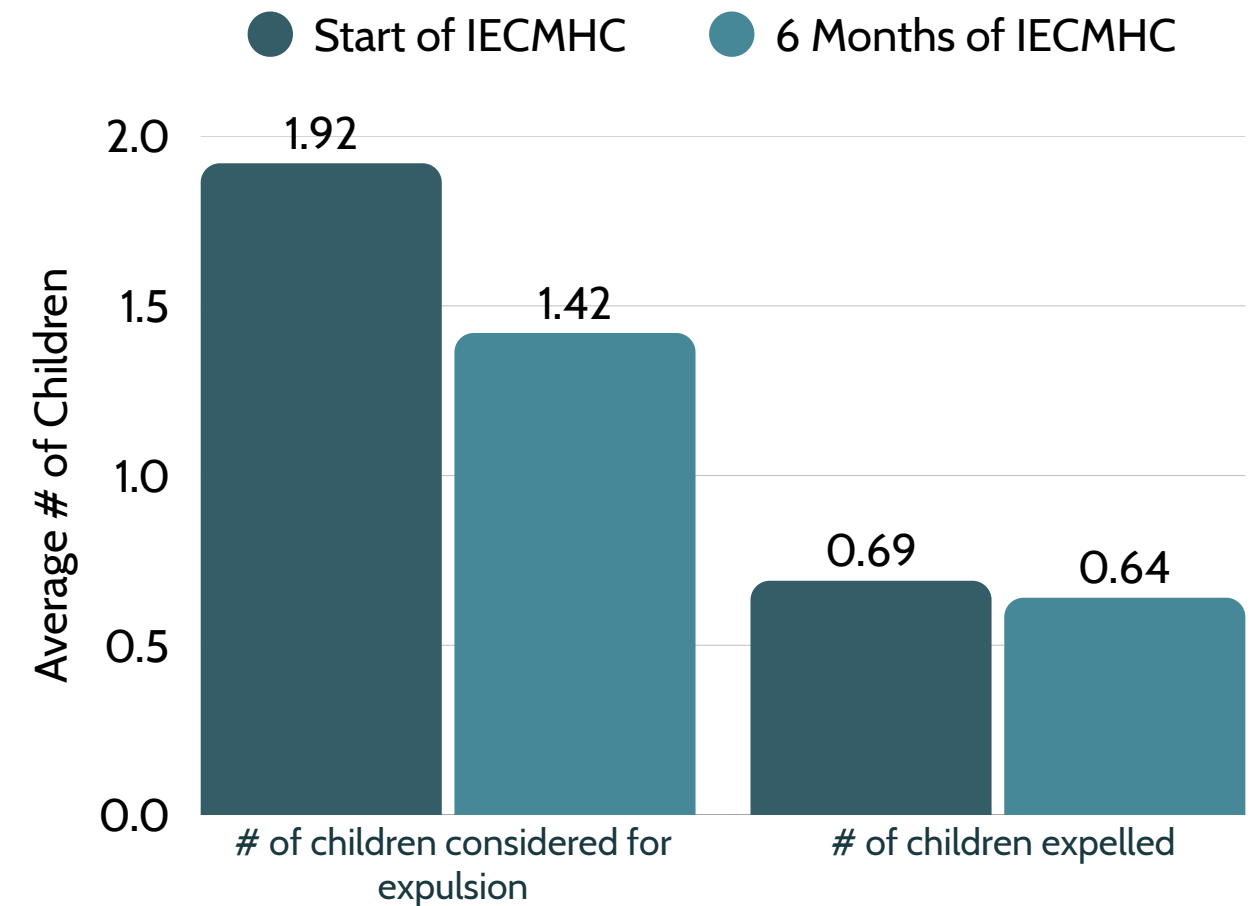
# Evaluation of Infant and Early Childhood Mental Health Consultation (IECMHC)

Partners for Early Attuned Relationships (PEAR) Program  
South Carolina Infant Mental Health Association (SCIMHA)

## Site-Wide Suspension Risk



## Site-Wide Expulsion Risk



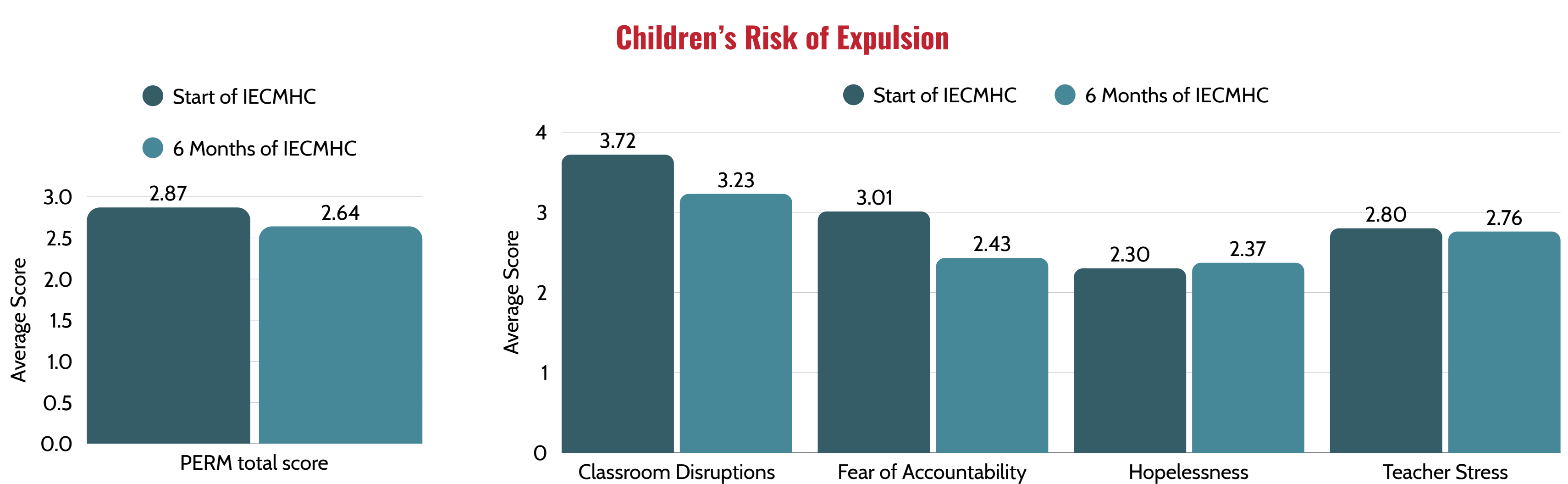
Source:

1.Janssen, J. A., Choate, T. P., Hack, J., Shivers, E.M.. Evaluation Findings from the PEAR Network's Infant and Early Childhood Mental Health Consultation Program. With funding from the South Carolina Department of Social Services.



# Evaluation of Infant and Early Childhood Mental Health Consultation (IECMHC)

*Partners for Early Attuned Relationships (PEAR) Program  
South Carolina Infant Mental Health Association (SCIMHA)*



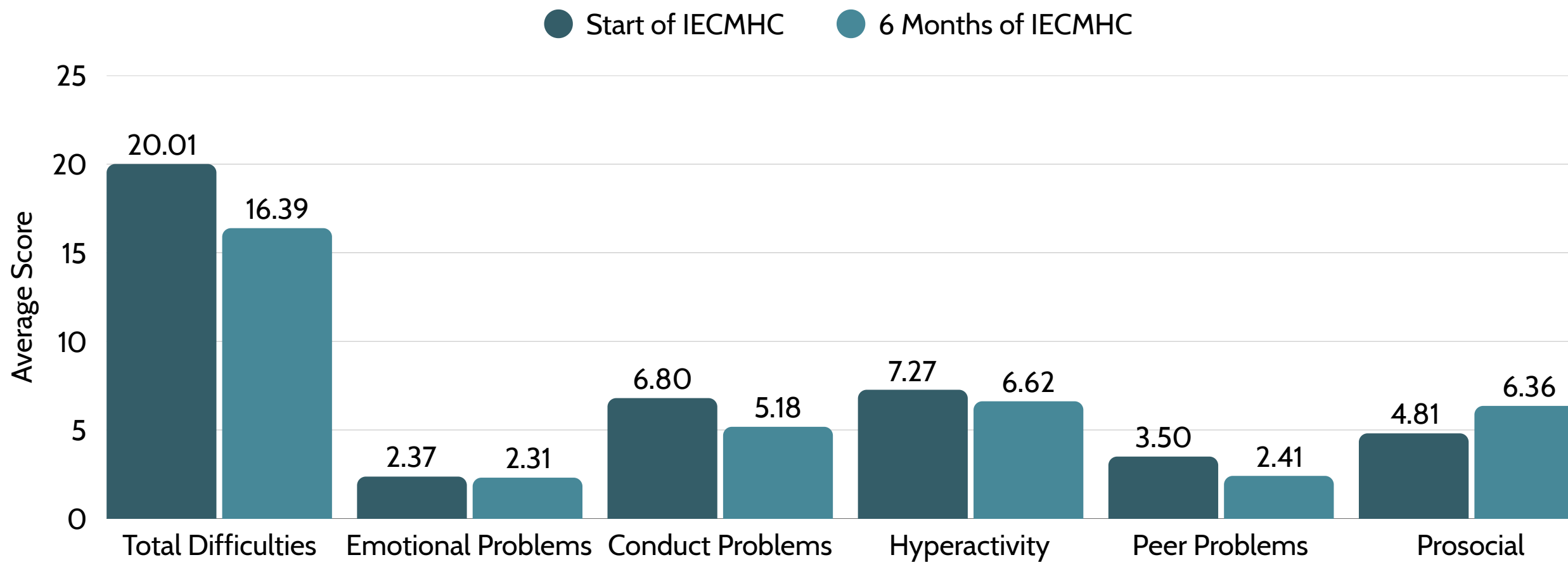
Source:  
1. Janssen, J. A., Choate, T. P., Hack, J., Shivers, E.M.. Evaluation Findings from the PEAR Network's Infant and Early Childhood Mental Health Consultation Program. With funding from the South Carolina Department of Social Services.



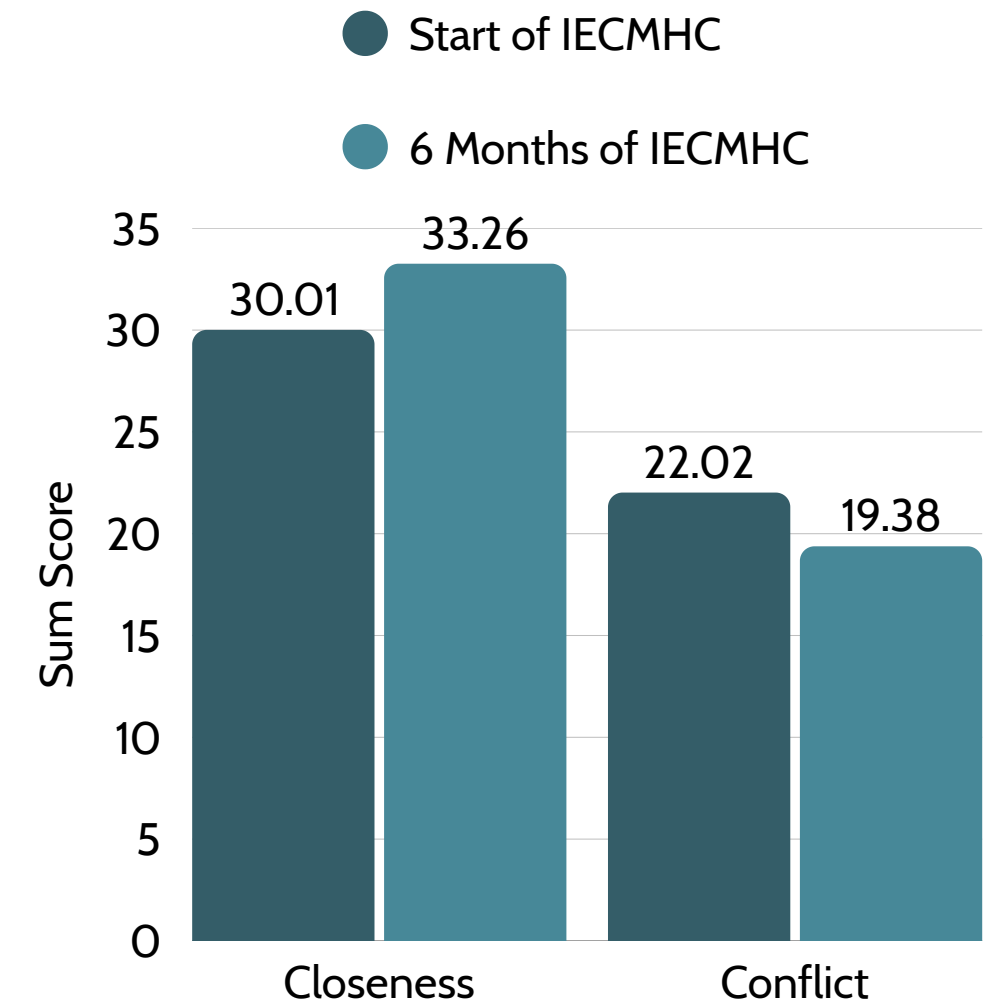
# Evaluation of Infant and Early Childhood Mental Health Consultation (IECMHC)

Partners for Early Attuned Relationships (PEAR) Program  
 South Carolina Infant Mental Health Association (SCIMHA)

## Children's Strengths and Challenges



## Attuned Teacher-Child Relationships



Source:

1. Janssen, J. A., Choate, T. P., Hack, J., Shivers, E.M.. Evaluation Findings from the PEAR Network's Infant and Early Childhood Mental Health Consultation Program. With funding from the South Carolina Department of Social Services.





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