



## **Early Childhood Policy In Institutions of Higher Education**

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and the Buffett Early Childhood Fund*

Created originally as a prototypical syllabus by the Early Childhood Policy in Institutions of Higher Education (ECPIHE) initiative, this document has been modified for use by (*insert university name*) for use in its (*insert program name*). This document supports ECPIHE's foundational intent to create and support a cadre of scholars who address early childhood policy. Moreover, it acknowledges ECPIHE's purposeful creation of comprehensive and adaptive materials that are designed to be modified to reflect the instructional goals and needs of diverse contexts and users. For more information about ECPIHE and/or to learn about additional coursework related to the initiative, please visit <http://policyforchildren.org/ecpihe/>

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### **COURSE SYLLABUS III**

## **EARLY CHILDHOOD EDUCATION AND CARE TODAY: POLICY, LEADERSHIP, AND POLICY ADVOCACY**

*Course III of IV*

*Course Semester*

*Course Meeting Dates, Times, and Place*

*Professor Name*

Professor Title

Professor Office

Professor Phone

Professor Email

Office Hours

### **BACKGROUND AND RATIONALE**

In the United States, early childhood education and care (ECEC) is heavily influenced by the government through the fiscal investments made and the regulations that are applied to those programmatic and workforce investments. Always important, the nature of and approach to governmental policymaking are instrumental to the delivery of quality and equitable services for young children. But as the sector expands and builds on its extant services and programs (e.g.,

Head Start and Early Head Start, the Child Care and Development Block Grant, state-funded pre-Kindergarten, Part C and Part B of IDEA early intervention), critical new issues come to the fore: How to handle increasing investments in ways that evoke quality and equity? How to forge meaningful services amongst federal, state, and community investments and regulations? How to forge a strategic policy agenda? How to develop effective advocates and policy leaders? How to enjoin diverse entities and players to create an effective system of services for young children and their families? And how to marshal external players, including the communications, research, and policy communities? To address these issues, this course is designed to focus on: (i) the practice and process of policymaking; (ii) the practice of policy advocacy; and (iii) leadership and ethics.

### **GENERAL COURSE DESCRIPTION AND CONTENT**

Designed in 12 two-hour sessions, this course is designed to provide a foundational knowledge of the nuts and bolts of policy creation, design, and development, with an emphasis on those policies that impact ECEC. The course focuses on how policy is constructed and who and what influences that construction. Especially important, the course addresses the critical roles that communication, advocacy, and ethics play as policy evolves. More specifically, the course will address: (i) the multiple venues and processes for creating public policies; (ii) different types of public ECEC funding; (iii) federal, state, and local policy roles; (iv) considerations of ethics and leadership from public policy and ECEC perspectives; and (v) the development of policy advocacy communications skills. Throughout the course, students will recognize that the policy cycle depends on a network of complex interactions among people within government (i.e., elected officials and bureaucrats) and multiple outside influencers (e.g., advocates, foundations, think tanks, and voters). The organization of the course is as follows:

#### ***Unit I: The Practice of Policymaking***

- I.1 The Roles of Governmental Branches: Executive, Legislative, and Judicial
- I.2 Federalism and the Relationship Between Federal, State, and Local Entities
- I.3 Legislative and Regulatory Processes
- I.4 Public Funding: Diverse Types and Why They Matter

#### ***Unit II: The Practice of Advocacy***

- II.1 Distinguishing Types of Advocacy and Lobbying
- II.2 Using Data as a Policy Platform
- II.3 Policy Influencers: Professional Organizations, Think Tanks, Organizations Representing Elected Government Leaders, Academia, and Foundations
- II.4 Communications as a Policy Advocate
- II.5 Putting it Together: Advocacy Messages and Campaigns

### ***Unit III: Leadership and Ethics***

- III.1 Individual and Collective Leadership
- III.2 Ethical Policy for ECEC

### ***Unit IV: Creating and Advancing an ECEC Policy***

- IV.1 Policy Presentations

## **COURSE GOALS**

Upon successful completion of the course, students will be able to:

1. Understand the different vehicles for making public policies
2. Demonstrate facility in understanding legislative and regulatory processes
3. Distinguish the different types of government funding and why they matter (e.g., annual appropriations, multi-year mandatory, tax expenditures permanent or sunset)
4. Discern why policy and advocacy are important to ECEC leaders
5. Discern diverse influencers of policy
6. Demonstrate the foundational skills for policy advocacy communications

## **COURSE REQUIREMENTS**

***All written work should be submitted by email to the professor by 5 PM on the indicated dates. All papers should be double-spaced with 1-inch margins and in 12-point Times New Roman type. Papers must follow APA style, 6<sup>th</sup> edition. All late submissions will be downgraded.***

### ***CLASS PARTICIPATION (10%)***

The course requires the active participation of all involved. Therefore, it is expected that participants will complete all assigned readings and be prepared to share their reflections of the content during discussion sessions.

### ***REACTION PAPERS (5 @ 5% each = 25%)***

Students are required to write one three-page reaction paper for Sessions I.1, I.2, I.3, II.1 and III.2 The papers should follow the following format: (i) analyze (not summarize) the similarities and differences in the stances taken by the authors read; (ii) analyze the main themes and tensions presented in the readings; and (iii) on a fourth page, present two to four short questions the readings have raised. Students should be prepared to present their questions in class. ***Papers are due by 5 PM via email to the professor on the Friday preceding the class.***

### ***INFLUENCERS PRESENTATION (15%)***

Students will be divided into four groups, representing each category of influencers: research, advocacy, foundations, and the media. Each group will prepare a 10-minute presentation on the

importance and limitations of their assigned influencer category. Specific examples should be provided, as well as a candid analysis of why this group does or does not matter to ECEC policy. Students may use PowerPoints, handouts, or other audio-visual aids to enrich their presentations. ***A plan detailing the presentation content to be presented and the students' roles therein is due via email from each group to the professor by 5 PM on the Friday preceding class session II.3. The presentation will be made in class.***

#### ***ECEC OPINION EDITORIAL (OP-ED) (15%)***

Each student will select one policy issue that is of pressing concern to them and prepare an “op-ed” for *The New York Times*. The editorial should be no more than 750 words long. It should be written in a persuasive tone, and should clearly convey the importance of, and take a stand on, the chosen policy issue. ***The op-ed is due to the professor by 5 PM on the Friday preceding class session II.4.***

#### ***ECEC PROPOSED POLICY PAPER (25%)***

Each student will create an ideal ECEC policy that addresses a problem facing young children. Written in four parts of roughly two pages each, the paper should identify: (i) the nature of the problem the policy seeks to alleviate and indicate the target audience for the policy; (ii) the key elements of the policy or the nature of the intervention being proposed; (iii) the advocacy strategies that would be used to advance passage; and (iv) the actual likelihood of the passage of the policy in the contemporary policy climate.

#### ***ORAL TESTIMONY OF PROPOSED POLICY (10%)***

Each student will be asked to present an oral presentation of his/her proposed policy. This presentation will take the form of a mock testimony, with students presenting as “senators.” The oral testimony should include a brief overview of the nature and magnitude of the problem and the recommendations presented in the paper to alleviate it. Following each student’s presentation, s/he will be asked a number of questions by the “senators” to whom s/he has presented testimony. Students will be assigned question-asking roles as senators in class when they are not presenting their own testimonies. The amount of time allocated to each testimony and Q&A period will depend on the number of students enrolled in the course. Students will be informed of the amount of time they have to present and respond to questions in advance of the presentation. ***Testimony presentations will take place during the last class.***

### **COURSE GRADING**

- |                                     |     |
|-------------------------------------|-----|
| • Class Participation               | 10% |
| • Reaction Papers 5 @ 5% each       | 25% |
| • Influencers Presentation          | 15% |
| • ECEC Opinion Editorial            | 15% |
| • ECEC Proposed Policy Paper        | 25% |
| • Oral Testimony of Proposed Policy | 10% |

## **REQUIRED TEXTS**

There are no textbooks for the course; instead, required readings are presented for class sessions 1 through 11, as indicated below. Suggested readings are indicated for some sessions. Most readings are available online.

## **COURSE TOPICS AND READINGS**

### **UNIT I: THE PRACTICE OF POLICYMAKING**

#### **Session I.1 The Roles of Governmental Branches: Executive, Legislative, and Judicial**

*THEMES:* Although appearing simple, the processes for creating policy are complex, in part because they take place in different branches of government, each with its own role in the policy process. Stated simply, Congress originates legislation, the executive branch implements legislation, and the judicial branch interprets legislation. But just how this is done, and how the three branches of government interact with one another represents a complex interplay of actions. This opening session will examine how this process is designed to function and how it actually does in reality.

#### *GOALS:*

- To understand that policies are made by different branches of government: legislative, executive, and judiciary
- To become acquainted with the legislative process and key legislative tools
- To understand the functions of the executive branch and the regulatory process
- To understand the judicial process and judicial concerns
- To understand policy tools commonly used by the different branches of government.

#### *READINGS:*

Congressional Research Service. (2014). *The Child Care and Development Block Grant: Background and funding*. Retrieved from [https://www.everycrsreport.com/files/20140917\\_RL30785\\_523d234ca8f11b399d2adf7d0609aa077586fe95.pdf](https://www.everycrsreport.com/files/20140917_RL30785_523d234ca8f11b399d2adf7d0609aa077586fe95.pdf)

Hampton, J. (2004). *How Florida's voters enacted UPK when their legislature wouldn't*. Foundation for Child Development. Retrieved from <https://www.fcd-us.org/how-floridas-voters-enacted-upk-when-their-legislature-wouldnt/>

Ryan, J. E. (2006). A constitutional right to preschool. *California Law Review*, 94(1), 49-99. Retrieved from <https://scholarship.law.berkeley.edu/cgi/viewcontent.cgi?article=1274&context=californialawreview>

*ASSIGNMENT:*

Reaction Paper 1: Taking the required readings assigned for Session I.1, students will prepare a three-page reaction paper that delineates their common and discordant themes. This is to be an analytic essay, not a summary of the articles. Students should be prepared to present the ideas discussed in their papers orally in class. ***Papers are due by 5 PM via email to the professor on the Friday preceding the class.***

***Session I.2 Federalism and the Relationship Between Federal, State, and Local Entities***

*THEMES:* While much policy and funding originates at the federal level, there is increasing ECEC policymaking occurring at the state and local levels. In many cases, multiple policy levels are creating similar policies, with limited coordination. This federalist approach raises many issues: What level of government should be the “owner” of the public policy? What is the relationship between federal, state, and local authority to create and to implement public policies? What are the benefits and liabilities of policymaking at diverse governmental levels?

*GOALS:*

- To understand the current nature and balance of diverse levels of governments’ involvement in ECEC
- To understand the nature of federal mandates and to discern their impact on state and local policy and service delivery, particularly in terms of inequitable access and quality
- To understand the historical context for why a policy may be federal-to-local versus federal-to-state, and to consider what that means for building an ECEC system

READINGS:

Kraft, M. E., & Furlong, S. R. (2017). *Public policy: Politics, analysis, and alternatives* (6<sup>th</sup> edition). [Read Chapter 2, sections on federalism and the separation of powers]

Muhlhausen, D B. (2014, April 24). Why are we expanding the federal role in early childhood education? *The Atlantic*. Retrieved from <https://www.theatlantic.com/politics/archive/2014/04/why-are-we-expanding-the-federal-role-in-early-childhood-education/430857/>

Samuels, C. A. (2013, October 29). N.C. Supreme Court to decide on pre-K funding. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2013/10/30/10preschool.h33.html>

Iasevoli, B. (2019). *How cities are convincing voters to pay higher taxes for public preschool*. The Hechinger Report. Retrieved from <https://hechingerreport.org/how-cities-are-convincing-voters-to-pay-higher-taxes-for-public-preschool/>

*To see differences in a federal funding stream that allows flexibility in how states set regulatory standards, explore the following resource:*

Administration for Children and Families, U.S. Department of Health & Human Services. (n.d.). *National database of child care regulations*. Retrieved from <https://childcareta.acf.hhs.gov/licensing>

#### *ASSIGNMENT:*

Reaction Paper 2: Taking the required readings assigned for Session I.2, students will prepare a three-page reaction paper that delineates their common and discordant themes. This is to be an analytic essay, not a summary of the articles. Students should be prepared to present the ideas discussed in their papers orally in class. ***Papers are due by 5 PM via email to the professor on the Friday preceding the class.***

#### ***Session I.3 Legislative and Regulatory Processes***

*THEMES:* Enacting a law and implementing it are complicated processes. In this session, both legislative and regulatory processes will be presented. First, foundational knowledge on the legislative process will be provided, to ensure students have an understanding of authorizations, reauthorizations, appropriations, and tax legislation differences. In addition, the session will address how policy is leveraged and timed so that appropriations and authorization processes are most effectively handled. Second, beyond the legislative branch, the executive branch—largely through its regulatory processes—exerts considerable influence on policy. The session will address the purposes and nature of regulations, and when and how they are developed and reviewed. Specific attention will be accorded to the challenges associated with establishing regulations in an anti-regulatory climate generally and within ECEC specifically.

#### *GOALS:*

- To learn how a bill becomes a law
- To understand legislative processes and terminology
- To understand the relationships between the authorization and appropriations functions and processes
- To understand the federal regulatory process and how external actors can shape the outcome as compared to the legislative process
- To read a regulation to understand the difference between preamble, the regulatory impact analysis, and the regulation itself
- To understand the public comment processes and use of results
- To be able to identify how external stakeholders/advocates had success or failed to shape regulatory language

## READINGS:

Congressional Research Service. (2018). Introduction to the legislative process in the U.S. Congress. Retrieved from <https://fas.org/sgp/crs/misc/R42843.pdf>

*For a simplified version of the legislative process: Zero to Three. (2016). How a bill becomes a law.* Retrieved from <https://www.zerotothree.org/resources/728-how-a-bill-becomes-a-law>

Diversity Data Kids. (n.d.). *Head Start legislative history highlights*. The Heller School for Social Policy and Management, Brandeis University. Retrieved from <http://www.diversitydatakids.org/files/Policy/Head%20Start/Logic/Head%20Start%20Legislative%20History%20Highlights.pdf>

Center for Law and Social Policy & National Women's Law Center. (2015). *Comments on Child Care and Development Fund (CCDF) Program notice of proposed rulemaking (NPRM)*. Retrieved from <https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/clasp-nwlc-nprm-ccdbg-comments-final-2-11.pdf>

Health and Human Services Department. (2015). *Child Care and Development Fund (CCDF) program notice of proposed rulemaking*. Retrieved from <https://www.federalregister.gov/documents/2015/12/24/2015-31883/child-care-and-development-fund-ccdf-program> - [Will go over sections in class]

Office of the Federal Register. (n.d.). *A guide to the rulemaking process*. Retrieved from [https://www.federalregister.gov/uploads/2011/01/the\\_rulemaking\\_process.pdf](https://www.federalregister.gov/uploads/2011/01/the_rulemaking_process.pdf)

## ASSIGNMENT:

Reaction Paper 3: Taking the required readings assigned for Session I.3, students will prepare a three-page reaction paper that delineates their common and discordant themes. This is to be an analytic essay, not a summary of the articles. Students should be prepared to present the ideas discussed in their papers orally in class. ***Papers are due by 5 PM via email to the professor on the Friday preceding the class.***

## ***Session I.4. Public Funding: Diverse Types and Why They Matter***

***THEMES:*** Arguably, the most important part of policy construction is discerning how to fund the proposed legislation. This session will focus on public funding as a form of public policy. It will examine the full federal budget, discerning how investments in ECEC are a minimal proportion of spending at the federal, state, and local levels. Diverse funding types will be discussed, including entitlements, discretionary annual appropriations, and tax expenditures. We will also



discuss the difference in these approaches and their effects on the sustainability, continuity, quality, and equity of distribution of ECEC services.

*GOALS:*

- To demonstrate awareness of how public ECEC spending compares to other priorities in the federal budget
- To demonstrate a working knowledge of the different types of government funding tools and strategies
- To discern trade-offs among different funding tools and strategies in terms of program outcomes and characteristics
- To consider inequities that might result from requiring a state or local match, and set-asides for certain ages of children, types of program providers, or quality vs. access spending.

*READINGS:*

Center on Budget and Policy Priorities. (2018). *Introduction to the federal budget process*. Retrieved from <https://www.cbpp.org/sites/default/files/atoms/files/3-7-03bud.pdf>

Parker, E., Diffey, L., & Atchison, B. (2018). *How states fund pre-K: A primer for policymakers*. Education Commission of the States. Retrieved from [https://www.ecs.org/wp-content/uploads/How-States-Fund-Pre-K\\_A-Primer-for-Policymakers.pdf](https://www.ecs.org/wp-content/uploads/How-States-Fund-Pre-K_A-Primer-for-Policymakers.pdf)

First Focus. (2018) *Children's budget 2018* [pp. 23-28]. Retrieved from [https://firstfocus.org/wp-content/uploads/2018/09/FirstFocus\\_CB2018.pdf](https://firstfocus.org/wp-content/uploads/2018/09/FirstFocus_CB2018.pdf)

National Women's Law Center. (2018). *Improving the Child and Dependent Care Tax Credit would help working families with the high cost of child care*. Retrieved from <https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2018/12/Improving-the-CDCTC.pdf>

Lynch, K. E. (2016). *Trends in child care spending from the CCDF and TANF*. Congressional Research Service. Retrieved from <https://fas.org/sgp/crs/misc/R44528.pdf>

Department of Health and Human Services. (2007). Child Care and Development Fund state match provisions. *Federal Register*, 72(96). Retrieved from <https://www.govinfo.gov/content/pkg/FR-2007-05-18/pdf/E7-9626.pdf>

*ASSIGNMENT:*

There is no class assignment for this week.

## UNIT II – THE PRACTICE OF ADVOCACY

### Session II.1 Distinguishing Types of Advocacy and Lobbying

*THEMES:* All lobbying is advocacy, but not all advocacy is lobbying. This session will set the groundwork for the unit by discerning the difference between advocacy and lobbying, as well as the consequences of those distinctions. We will also discuss how these differences are manifest in the advocacy world.

*GOALS:*

- To discern the distinctions between policy advocacy, electoral advocacy, and lobbying
- To discern the legal conditions that contour organizations and the implications of these distinctions
- To understand how foundations and other entities support advocacy

*READINGS:*

Advocacy and Communications Solutions, LLC. (2015). *The do's and don'ts of electoral advocacy for 501(c)(3)s*. Retrieved from [http://www.advocacyandcommunication.org/wp-content/themes/acs/docs/resources/eadvocacy/ACS DOs and DONTs Electoral Advocacy Noprofits.pdf](http://www.advocacyandcommunication.org/wp-content/themes/acs/docs/resources/eadvocacy/ACS_DOs_and_DONTs_Electoral_Advocacy_Noprofits.pdf)

Connecticut Council for Philanthropy. (2006). *How can foundations engage in advocacy & lobbying?* Forum of Regional Associations of Grantmakers. Retrieved from <https://www.ctphilanthropy.org/sites/default/files/resources/How%20Can%20Foundations%20Engage%20in%20Advocacy%20and%20Lobbying.PDF>

Internal Revenue Service. (n.d.). *Political and lobbying activities*. Retrieved from <https://www.irs.gov/charities-non-profits/charitable-organizations/political-and-lobbying-activities>

Internal Revenue Service. (n.d.). *“Direct” and “grass roots” lobbying defined*. Retrieved from <https://www.irs.gov/charities-non-profits/direct-and-grass-roots-lobbying-defined>

MacIndoe, H. (2010). Advocacy organizations. In K. A. Agard (Ed.), *Nonprofit management and leadership* (pp. 155-162). Thousand Oaks, CA: SAGE Publications, Inc.

*ASSIGNMENT:*

Reaction Paper 4: Taking the required readings assigned for Session II.1, students will prepare a three-page reaction paper that delineates their common and discordant themes. This is to be an analytic essay, not a summary of the articles. Students should be prepared to present the ideas

discussed in their papers orally in class. *Papers are due by 5 PM via email to the professor on the Friday preceding the class.*

### **Session II.2 Using Data as a Policy Platform**

*THEMES:* As the press for evidence-based policies gains currency, the role of research and data in the policy production cycle is growing. This session will focus on different types of data and how they are routinely used to shape policy. Distinctions among different data types will be presented, as will trends in their use. We will also examine how advocates help to make data accessible without violating the validity of the data, as well as changes in the nature of evidence that constitutes viable data sources for policymakers.

#### *GOALS:*

- To understand evidence-based policy and how it has become an important policy/advocacy tool
- To discern among different kinds of data, including large-scale data sets, program evaluations, empirical research, and longitudinal studies
- To understand “gold standard” research elements and how they have changed over time

#### *READINGS:*

Cairney, P., & Kwiatkowski, R. (2017). How to communicate effectively with policymakers: Combine insights from psychology and policy studies. *Palgrave Communications*, 3(37). Retrieved from <https://www.nature.com/articles/s41599-017-0046-8>

Haskins, R., & Baron, J. (2011). *Building the connection between policy and evidence the Obama evidence-based initiatives*. NESTA. Retrieved from <http://coalition4evidence.org/wp-content/uploads/2011/09/Haskins-Baron-paper-on-fed-evid-based-initiatives-2011.pdf>

Huston, A. (2005). Connecting the science of child development to public policy. Society for Research in Child Development. *Social Policy Report*, 19(4), 3-18. Retrieved from <https://eric.ed.gov/?id=ED521748>

Schweinhart, L. J. (2016). Use of early childhood longitudinal studies by policy makers. *International Journal of Child Care and Education Policy*, 10(6). Retrieved from <https://ijccep.springeropen.com/track/pdf/10.1186/s40723-016-0023-5>

Zigler, E. (2010) Putting the National Head Start Impact Study into a proper perspective. National Head Start Association. Retrieved from [https://wsaheadstarteceap.com/fileLibrary/file\\_79.pdf](https://wsaheadstarteceap.com/fileLibrary/file_79.pdf)

*ASSIGNMENT:*

There is no class assignment for this week.

***Session II.3 Policy Influencers: Organizations, Think Tanks, Academia, and Foundations***

*THEMES:* ECEC policy is heavily influenced by a number of different entities, each of which has unique goals and stances. This session addresses the nature of these entities and discusses how they actually influence ECEC policy, given their differing orientations, expertise, capacities, and legal constraints. This session will also introduce concepts of collective organization.

*GOALS:*

- To understand the variety of entities trying to influence ECEC policy
- To understand the unique role of diverse entities in influencing ECEC policy, with a focus on professional organizations, think tanks, research, and foundations
- To discern the legal and professional constraints on such entities that frame their advocacy work
- To discuss examples of each of the entities and discuss how each has helped shape the contemporary ECEC context

*READINGS:*

Blood, M., & Ludtke, M. (2010). Business leaders as legislative advocates for children. Foundation for Child Development. Retrieved from <https://www.fcd-us.org/business-leaders-as-legislative-advocates-for-children/>

Bown, K., Sumison, J., & Press, F. (2009). Influences on politicians' decision making for early childhood education and care policy: What do we know? What don't we know? *Contemporary Issues in Early Childhood*, 10(3), 194-217. Retrieved from <https://journals.sagepub.com/doi/abs/10.2304/ciec.2009.10.3.194>

Haskins, R., Paxson, C., & Brooks-Gunn, J. (2009). *Social science rising: A tale of evidence shaping public policy*. Future of Children. Retrieved from [https://www.brookings.edu/wp-content/uploads/2016/06/1001\\_social\\_science\\_haskins.pdf](https://www.brookings.edu/wp-content/uploads/2016/06/1001_social_science_haskins.pdf)

Jordan, E., Cooper, P. M. (2016). *Building bridges: How to share research about children and youth with policymakers*. Bethesda, MD: Child Trends. Retrieved from <http://www.childtrends.org/wp-content/uploads/2016/10/2016-56BuildingBridgesSharingWithPolicymakers.pdf>

Kagan, S. L., Gomez, R. E., & Roth, J. (2018). Creating a new era of usable knowledge: Enhancing early childhood development through systems research. In L. Miller, C. Cameron, C.

Dalli, & N. Barbour (Eds.), *SAGE handbook of early childhood* (pp.566-583). New York, NY: SAGE Press.

Reckhow, S., & Tomkins-Stange, M. (2018). Financing the education policy discourse: Philanthropic funders as entrepreneurs in policy networks. *Interest Groups and Advocacy* 7(4), 258-288. Retrieved from [https://www.researchgate.net/publication/327654996\\_Financing\\_the\\_education\\_policy\\_discourse\\_philanthropic\\_funders\\_as\\_entrepreneurs\\_in\\_policy\\_networks](https://www.researchgate.net/publication/327654996_Financing_the_education_policy_discourse_philanthropic_funders_as_entrepreneurs_in_policy_networks)

Shonkoff, J. P. (2010). Building a new biodevelopmental framework to guide the future of early childhood policy. *Child Development*, 81(1), 357-367.

#### *ASSIGNMENT:*

Ten-minute policy influencer presentations will be made in class.

#### ***Session II.4. Communications as a Policy Advocate***

*THEMES:* Communicating as a policy advocate requires an understanding of how to frame effective messages for different audiences, as well as knowledge of the types of advocacy communications used strategically to advance a public policy goal. This session examines message development specific to ECEC and some basic advocacy communications skills such as op eds and written testimony. It will focus on the use of evidence as a key elixir of effective messaging.

#### *GOALS:*

- To understand that different audiences require different strategic approaches to advocacy communications
- To understand the framing process
- To marshal evidence effectively in advocacy communications

#### *READINGS:*

Dorfman, L., Woodruff, K., Herbert, S. and Ervice, J. (2004). *Making the case for early care and education: A message development guide for advocates* [pp. 41-80]. Retrieved from [https://www.bmsg.org/wp-content/uploads/2004/01/bmsg\\_handbook\\_making\\_the\\_case\\_for\\_early\\_care\\_and\\_education.pdf](https://www.bmsg.org/wp-content/uploads/2004/01/bmsg_handbook_making_the_case_for_early_care_and_education.pdf)

Fairbank, Maslin, Maullin, Metz & Associates (FM3). (2018). *Meta-analysis of public opinion data on support for early childhood services*. Retrieved from [http://earlychildhoodfunders.org/pdf/ECF\\_EC\\_Research\\_Meta-Analysis\\_Final\\_1\\_29\\_2018.pdf](http://earlychildhoodfunders.org/pdf/ECF_EC_Research_Meta-Analysis_Final_1_29_2018.pdf)

Frameworks Institute. (2009). *Framing early childhood development: Message brief*. Retrieved from [https://www.frameworksinstitute.org/assets/files/ECD/ecd\\_message\\_brief\\_2009.pdf](https://www.frameworksinstitute.org/assets/files/ECD/ecd_message_brief_2009.pdf)

Stephens, B. (2017, August 25). Tips for aspiring op ed writers. *The New York Times*. Retrieved from <https://www.nytimes.com/2017/08/25/opinion/tips-for-aspiring-op-ed-writers.html>

Zero to Three. (n.d.). *Effective communications about the early years: Strategies for becoming a better communicator*. Retrieved from <https://www.zerotothree.org/resources/series/effective-communication-about-the-early-years>

#### *ASSIGNMENT:*

Each student will submit their 750-word opinion-editorial (“op-ed”). Details for this assignment can be found on page 3 of this syllabus.

#### ***Session II.5. Putting it Together: Advocacy Campaigns***

*THEMES:* This session examines advocacy campaigns related to ECEC that have taken place at the federal, state, and local levels. The class will review the function and structure of such campaigns, discerning which have been successful and focusing on the campaign design as well as its messaging and advocacy strategies. The class will consider a current ECEC policy concern and discuss what types of advocacy campaigns would be needed, and at what level, to advance that policy agenda.

#### *GOALS:*

- To apply learnings from previous class sessions
- To understand the design and development of an advocacy campaign
- To review effective and ineffective advocacy strategies based on different selected policy venues, types of policymaking processes, influencers, and message frames
- To create an advocacy campaign for a current ECEC issue

#### *READINGS:*

Lenhoff, D. R., & Bell, L. (2002). *Government support for working families and for communities: Family and Medical Leave as a case study*. National Partnership for Women & Families. Retrieved from <http://www.nationalpartnership.org/our-work/resources/workplace/fmla/fmla-case-study-lenhoff-bell.pdf>

Robinson, A., & Luedtke, E. (2018). *Taxing sugary beverages to expand prekindergarten: The advocacy efforts in Philadelphia and Santa Fe*. Retrieved from <http://www.publicpolicy.umd.edu/sites/default/files/Taxing%20Sugary%20Beverages.pdf>

Watson, S. D. (2010). *The right policy at the right time: The Pew Pre-Kindergarten Campaign*.

The Pew Center on the States. Retrieved from [https://www-aws.pewtrusts.org/~media/legacy/uploadedfiles/pcs\\_assets/2010/pewpkn2010rightpolicypdf.pdf](https://www-aws.pewtrusts.org/~media/legacy/uploadedfiles/pcs_assets/2010/pewpkn2010rightpolicypdf.pdf)

*ASSIGNMENT:*

There is no class assignment for this week.

**UNIT III: LEADERSHIP AND ETHICS**

**Session III.1 Individual and Collective Leadership**

*THEMES:* This session will focus on diverse types of leadership, with an emphasis on individual and collective leadership. It will present various theories of leadership and address the skills and characteristics needed of leaders, strategies to prepare leaders, and efforts to promote the growth of leaders who are traditionally underrepresented in race and ethnicity in leadership positions. It will discuss unconventional leaders, including those from business and industry, and how their voice was solicited to advance ECEC. The class will also examine the strategies of collective leadership and provide examples of organizations and entities that have led major ECEC advocacy efforts. Emphasis will also be placed on the role of leaders in changing political and demographic climates.

*GOALS:*

- To understand leadership theories and frameworks, including transformative leadership, leadership for social justice, and distributed leadership
- To understand how leadership frameworks are applied across contexts and roles
- To consider diverse strategies for developing policy leaders from within and from outside ECEC
- To understand the elements of successful leadership, including culturally competent, diverse, and inclusive leadership

*READINGS:*

Goffin, S. G. (2013). *Building capacity through an early education leadership academy*. Center on Enhancing Early Learning Outcomes. Retrieved from [http://ceelo.org/wp-content/uploads/2013/12/EELA\\_Goffin\\_WEB.pdf](http://ceelo.org/wp-content/uploads/2013/12/EELA_Goffin_WEB.pdf)

Hard, L. (2012). *Leadership in early childhood education and care: Facing the challenges and embracing new possibilities*. Retrieved from <https://www.semanticscholar.org/paper/Leadership-in-early-childhood-education-and-care-%3A-Hard/4202c4759a6e67062742d30a0c5131f7324972c7>

Ospina, S., & Foldy, E. G., (2005). *Toward a framework of social change leadership*. NYU Wagner Research Paper No. 2010-05. Retrieved from [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1532332](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1532332)

Thomas-Breitfeld, S., & Kunreuther, F. (2017). *Race to lead: Confronting the nonprofit racial leadership gap*. Building Movement Project. Retrieved from [https://www.buildingmovement.org/pdf/Race\\_to\\_Lead.Nonprofit\\_Racial\\_Leadership\\_Gap.pdf](https://www.buildingmovement.org/pdf/Race_to_Lead.Nonprofit_Racial_Leadership_Gap.pdf)

Woodrow, C., & Busch, G. (2008). Repositioning early childhood leadership as action and activism. *European Early Childhood Education Research Journal*, 16(1), 83-94.

#### *ASSIGNMENT:*

There is no class assignment for this week.

#### ***Session III.2 Ethical Policy for ECEC***

*THEMES:* Advocacy, policy creation, and financing efforts often pose ethical challenges for those involved. Tensions arise, in part, because many of these efforts have “winners” and “losers.” This class will examine the moral or ethical dimensions of public policy in the context of developmentally appropriate practice; equitable access to high-quality ECEC; and a respected, well-compensated, and diverse workforce. Guided by codes of ethics from both ECEC and the fields of public policy/administration, the session will distinguish these codes and then discuss how they each can and do impact ECEC.

#### *GOALS:*

- To gain an understanding of key concepts in ethics from the perspective of the ECEC and public policy/administration fields
- To discern one’s own values and how they might translate to public policy decisions

#### *READINGS:*

American Society for Public Administration. (n.d.). *Code of ethics*. Retrieved from <https://www.aspanet.org/ASPADocs/membership/ethics.pdf>

Moore, E., & Yzequirre, R. (2004, June 9). Head Start’s national reporting system fails our children. Here’s why. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2004/06/09/39moore.h23.html>

National Association for the Education of Young Children. (2011). *Code of ethical conduct and statement of commitment*. Retrieved from [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011\\_09202013update.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf)



*ASSIGNMENT:*

Reaction Paper 5: Taking the required readings assigned for Session III.2, students will prepare a three-page reaction paper that delineates their common and discordant themes. This is to be an analytic essay, not a summary of the articles. Students should be prepared to present the ideas discussed in their papers orally in class. ***Papers are due by 5 PM via email to the professor on the Friday preceding the class.***

**UNIT IV: CREATING AND ADVANCING AN ECEC POLICY**

**IV.1 Policy Presentations**

*THEMES:* Students have diverse interests that will be presented and explored in the concluding session of the semester. Asked to create a proposed policy that is deemed important to the field, students will draft their policy papers, and then will present their work as a “testimony.” In the process, students will practice their individual public speaking skills and hone their ability to respond rapidly to diverse questions. All participants in turn will be exposed to the testimony of their fellow students, thereby expanding their repertoire of knowledge regarding diverse policy issues.

*GOALS:*

- To demonstrate an understanding of the elements of a major policy issue
- To communicate a policy issue orally, responding to questions on the topic
- To learn from student colleagues about the diverse range of policy issues related to ECEC
- To understand how such issues can be addressed, considering the role of families and policy in the design and implementation of potential solutions

*READINGS:*

There are no assigned readings for this week.

*ASSIGNMENT:*

Preparation of proposed testimony/policy paper. Policy presentations (i.e., testimonies) will take place in this class session. Further details can be found on page 4 of this syllabus.

**ADDITIONAL INFORMATION**  
**(To be modified according to university/college policies and procedures)**

**Accommodations for students with disabilities**

The College will make reasonable accommodations for persons with documented disabilities.

**Incompletes**

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

**Course Communication**

All official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's email account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

**Religious Observances**

It is the policy of the University to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when classes are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

**Academic Dishonesty**

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of University principles of academic and professional integrity fundamental to the purpose of the College.