



Early Childhood Policy In Institutions of Higher Education

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and the Buffett Early Childhood Fund*

Created originally as a prototypical module 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/>

This module is Module 10 of 12 90-minute modules that have been developed as part of the Early Childhood Policy in Institutions of Higher Education (ECPIHE) effort funded by the Heising-Simons Foundation and Buffett Early Childhood Fund. The work herein represents the collective effort of the project’s Content Work Group, which includes Linda Espinosa, Sharon Lynn Kagan, Kristie Kauerz, Helen Raikes, Aisha Ray, Adele Robinson, Catherine Scott-Little, Linda Smith, and Albert Wat. Eva Landsberg and Samantha Melvin contributed to the work, as well. Each module contains distinct content so that it may be used individually or in combination with other modules. Taken together, the 12 modules could form a course.

Title	<i>Module 10 – Policy Basics</i>
Learning Outcomes	<p><i>By the end of the session, students will:</i></p> <ul style="list-style-type: none"> • Understand the basic policy process • Understand issues associated with the policy process • Distinguish among major ECE policies
Content	<p><i>PART I – The Basic Policy Process (~30 minutes)</i></p> <ul style="list-style-type: none"> • Structure of the U.S. Government <ul style="list-style-type: none"> ○ Legislative, executive, judicial ○ Systems of checks and balances ○ Distinguish between: <ul style="list-style-type: none"> ▪ Federal and national ▪ Federal and state ▪ State and local/municipal • Review of the Policy Process <ul style="list-style-type: none"> ○ The Legislative process, or how a bill actually becomes a law <ul style="list-style-type: none"> ▪ From executive budget to appropriations process

- Legislative process (bills, hearings, mark-ups, conferences, reauthorizations, etc.)
 - Role of legislative leaders (e.g., speaker, senate president)
 - How legislative committees work
- Types of Actions
 - Executive orders (pros and cons)
- The Role of the Executive Branch
 - At the outset
 - After the bill is passed into law
 - Regulations vs. guidance (which is better in what circumstances, who has authority and influence over each)
- Challenges/Issues in the Process
 - Federalism, or balancing federal, state, and local government roles
 - Discuss similarities and differences between states and the federal government (e.g., states usually need to balance budgets)
 - Built-in tensions between executive and legislative branches
 - Role of political parties
 - Role of timing

PART II – Overview of Major ECE Policies (~30 minutes)

- Federal policies
 - Head Start/Early Head Start
 - Major goals
 - OEO roots
 - Federal to local
 - Comprehensive program
 - Target population
 - Expansions/alterations over time
 - Challenges
 - CCDBG
 - Major goals
 - Welfare to work roots
 - Target population and ages
 - Expansions/alterations over time
 - Challenges
 - ESSA
 - Major goals
 - War on Poverty roots
 - Multiple titles
 - Changing target populations and in attention to ECE
 - Expansions/alterations over time
 - Challenges
 - IDEA
 - Major goals
 - Evolutionary history and the role of parents
 - Major provisions in 619 and Part C
 - Expansions/alterations over time
 - Challenges

	<ul style="list-style-type: none"> • State policies <ul style="list-style-type: none"> ○ Pre-K <ul style="list-style-type: none"> ▪ Major goals ▪ Target population ▪ Challenges
Delivery Method	<ul style="list-style-type: none"> • 60 minutes: PowerPoint accompanied by lecture • 15 minutes: Application activity in groups of 4-5 students • 15 minutes: Extracting the lessons learned and summary
Application Activity/ies	<ul style="list-style-type: none"> • Option I: Take any diagram of “How a Bill Becomes a Law” and critique it in light of the session content. • Option II: Develop a case study of the evolution of a hypothetical early childhood bill; ask students to discern possible influencers of the bill, suggesting ways that their interests may have contoured the bill.
Suggested Readings	<p>Bipartisan Policy Center. (2018). <i>Creating an integrated efficient early care and education system to support children and families: A state by state analysis</i>. Washington, DC: Author. Retrieved from https://bipartisanpolicy.org/library/ece-administration-state-by-state/</p> <p>Buck, L., & Willer, B. (2009). Advocacy for young children. In S. Feeney, A. Galper, & C. Seefeldt (Eds.), <i>Continuing issues in early childhood education</i> (pp. 391-407). Upper Saddle River, NJ: Merrill Prentice Hall.</p> <p>Cahan, E. D. (1989). <i>Past caring: A history of U.S. preschool care and education for the poor, 1820-1965</i>. New York, NY: National Center for Children in Poverty. Chapter 1. Retrieved from https://www.researchconnections.org/childcare/resources/2088/pdf</p> <p><i>First Five Years Fund. (2016). Summary and analysis of the early learning provisions of the Every Student Succeeds Act</i>. Washington, DC: First Five Years Fund. Retrieved from https://ffyf.org/wp-content/uploads/2016/02/ESSA_ECE_ProvisionsNarrativeSummaryAnalysis_020316.pdf</p> <p>National Head Start Association. (2017). <i>2017 National Head Start profile</i>. Retrieved from https://www.nhsa.org/files/resources/2017-fact-sheet-national.pdf</p> <p>Office of Child Care. (2016). <i>Office of Child Care fact sheet</i>. Retrieved from https://www.acf.hhs.gov/sites/default/files/assets/2016factsheets_occ.pdf</p>

Parker, E., Diffey, L., & Atchison, B. (2018). *How states fund pre-K: A primer for policymakers*. Denver, CO: Education Commission of the States. Retrieved from https://www.ecs.org/wp-content/uploads/How_States_Fund_Pre-K.pdf

U.S. Department of Education. (2017). *About IDEA*. Retrieved from <https://sites.ed.gov/idea/about-idea/>